



EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS ON THE  
IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND DEMOGRAPHICS ON  
DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND INDUSTRY

Dissertation Manuscript

Submitted to Unicaf University in Zambia  
in partial fulfillment of the requirements  
for the degree of

Doctorate of Business Administration

By Boitumelo Senyane

January, 2025

## Approval of the Thesis

### EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS ON THE IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND DEMOGRAPHICS ON DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND INDUSTRY

This Thesis by Boitumelo Senyane has been approved by the committee members below, who recommend it be accepted by the faculty of Unicaf University in Zambia in partial fulfillment of requirements for the degree of

Doctorate of Business Administration

Thesis Committee:

Dr Shilpa Jain, Supervisor

Dr Nathan Musonda, Chair

Dr Rhoda Cynthia Chozenga Bakuwa, External examiner

Dr James Mark Ngari, Internal examiner

## ABSTRACT

### EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS ON THE IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND DEMOGRAPHICS ON DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND INDUSTRY

Boitumelo Senyane

Unicaf University in Zambia

Mining industry is grappling with demographic disparities, for instance women representation in Australia is 16%, Canada is 19%, Sweden is 20%, United States of America is 20% and Botswana stands at 21%. Debswana which is the leading diamond mining company less than 23% representation of females in senior leadership cadre while less than 24% and 17% of the workforce are females and youths respectively. It is struggling with embedding diversity and inclusion. So, this thesis sought to examine employees' and executive leadership's perceptions of inclusive leadership, organizational policies and demographics impact on diversity and inclusion. Accordingly, this study is anchored on Social Identity Theory, Leader Member Exchange (LMX) theory, Optimal Distinctiveness Theory, Social Exchange Theory. A concurrent mixed method research design was adopted with interviews and web-based questionnaires used to collect data. 29 leaders were interviewed while 578 employees completed the questionnaires. Bivariate correlation was adopted for correlation analysis while for hypothesis testing, linear regression method was pursued. Results revealed that inclusive leadership, and organizational policies were significantly linked to perceptions on diversity and inclusion, while age and gender were insignificant. However, males had a positive perception of diversity and inclusion but insignificant. It is recommended that this study be extended to the Directorate of Public Service Management in Botswana given its immense mandate of transforming the public service in Botswana.

### Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

## **AI ACKNOWLEDGMENT**

### **Non-Use of AI:**

I acknowledge that I have not used any AI tools to create, proofread or produce any text or ideas related to any draft or final versions of the thesis.

### Copyright page

I confirm that I retain the intellectual property and copyright of the thesis submitted. I also allow Unicaf University in Zambia to produce and disseminate the contributions of the thesis in all media forms known or to come as per the Creative Commons BY Licence (CC BY).

### Dedication

This dissertation is dedicated to my late grandmother Elizabeth Sankoloba who despite not having formal education was instrumental in facilitating that I participated in all school activities through both financial and moral support. She boldly and fearlessly stood up for my success. Equally I dedicate this work to my first leader and coach Dr Seja Gasenone Maphanyane who at the time was a Director of Agricultural Research who believed in me and my potential to the extent of rearchitecting my career path at the time when I did not know the career path I wished to pursue. These two ladies proved to be giants and I am truly honored to have set on the shoulders of these amazing but down-to-earth human beings.

### Acknowledgements

I wish to acknowledge the sacrifice of my family in particular my spouse Oabona Boitumelo, the kids Loago and Boitumelo who in their individual capacity immensely supported me throughout the regular late-night studies which were a common feature in the household. Equally my supervisor Dr Shilpa Jain for her humility, videos of inspiration, Dr Costas Photiou for his selflessness and encouragement on navigating complex statistical landscape and sparking my interest in learning different statistical techniques.

I also wish to acknowledge Lemogang for demystifying statistics and giving me the belief that it is doable. I extend my acknowledgement to my current manager Matlhogonolo Mponang (Executive Head of Human Resources) for her bust of energy and belief in my abilities, my friends Christopher Moiketsi, Botsala Pule Shabane, Chipso Petros, Kelebogile Jankie, Dr Kegomoditswe Maphane, Dr Baagi Motshereganyi, Olerato Maleme and Wangu Mafa as well as my coach Mr Thabo Balopi for nudging me to go shoulder on whenever I was on the verge of giving up.



## Table of Contents

List of Abbreviations .....	xiii
List of Tables .....	xiv
List of Figures .....	xvi
CHAPTER 1: INTRODUCTION .....	1
Introduction.....	1
Background information .....	6
Statement of the Problem.....	18
Purpose of the Study, Research Aims, and Objectives .....	23
Nature and significance of the study .....	25
Research Questions and Research Hypotheses .....	28
Hypotheses .....	29
Research Model .....	30
CHAPTER 2: LITERATURE REVIEW .....	33
Introduction.....	33
Definition of key terms .....	34
Theoretical orientation of the study .....	45
Thematic Areas .....	63
Perception of the role of Inclusive Leadership on diversity and inclusion.....	63
Impact of Organizational policies on diversity and inclusion in the workplace. ....	82

Demographic characteristics .....	109
Effect of Age on perception of diversity and inclusion .....	110
Effect of gender on the perception on diversity and inclusion .....	114
Conclusion .....	131
<b>CHAPTER 3: RESEARCH METHOD .....</b>	<b>137</b>
Research approach .....	137
Research Design.....	155
Population and Sample of the research study .....	159
Sample size .....	160
Sampling procedure .....	162
Nonprobability Sampling.....	164
Probability Sampling .....	172
Identifications of Materials and Instrumentation of research tools .....	180
Structure of the survey instrument.....	180
Recruitment of participants.....	187
Operational definition of variables for this mixed method study .....	196
Construct/Variable 5: Diversity and inclusion.....	199
Trustworthiness of Data.....	200
Study Procedure and Ethical Assurances.....	208
Summary .....	223

CHAPTER 4: FINDINGS .....	226
Model fit (reliability & validity of the data) .....	227
4.3.2 Confirmatory Factor Analysis .....	235
Descriptive Statistics .....	238
Correlation Analysis .....	240
Regression Analysis .....	248
Evaluation of Findings .....	253
Qualitative Research (Thematic areas) .....	262
Integrating Qualitative & quantitative research .....	307
Summary .....	315
CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS.....	319
Implications.....	321
Recommendations for application .....	334
Recommendations for future research .....	348
Summary .....	356
Conclusion .....	360
REFERENCES .....	364
Appendix A.....	485
Appendix B .....	491
Appendix C .....	496

Appendix D.....	500
Appendix E .....	501
Appendix F.....	507

### List of Abbreviations

BDF	Botswana Defence Force
BGCSE	Botswana General Certificate of Secondary Education
CEO	Chief Executive Officer
D&I	Diversity & Inclusion
Debswana	Debswana Diamond Mining Company
DEI	Diversity, Equity and Inclusion
DPSM	Directorate of Public Service Management
HR	Human Resources
LGTBQ	Lesbians Gays, Transgender, Bisexuals and Queer
LMX	Leader Member Exchange Theory
O'Level	Overseas Cambridge Examination
RQ	Research Questions
UB	University of Botswana
USA	United States of America

## List of Tables

Table 1: Gender Composition .....	15
Table 2: Research Model .....	31
Table 3: Summary of Major Theories Applied in this Thesis .....	59
Table 4: Mixed Research Designs .....	158
Table 5: Case Processing Summary.....	191
Table 6: Reliability Statistics .....	192
Table 7: Item-Total Statistics.....	192
Table 8: Definitions and measurements of key variables .....	195
Table 9: Data Analysis Techniques .....	216
Table 10: KMO and Bartlett's Test.....	230
Table 11: Total Variance Explained .....	232
Table 12: Pattern Matrix <sup>a</sup> .....	233
Table 13: Collinearity statistics .....	235
Table 14: Baseline Comparisons .....	237
Table 15: Root Mean Square Error of Approximation (RMSEA).....	237
Table 16: Descriptive Statistics .....	238
Table 17: Factor Analysis .....	241
Table 18: Correlation Analysis .....	243
Table 19: Univariate model for diversity and inclusion .....	250

Table 20: Multivariate regression model for diversity and inclusion .....	250
---	-----

### **List of Figures**

Figure 1: Example of Social Exchange Behavior .....	57
Figure 2: Model fit Analysis .....	231
Figure 3: Model Fit - Input .....	236
Figure 4: Factor Analysis Output (Scree Plot).....	242



## **CHAPTER 1: INTRODUCTION**

### **Introduction**

This chapter introduces the research topic and discusses the underlying reasons behind embarking on this thesis. Furthermore, it provides a background information of the study, discuss the problem statement, purpose of the study, research aims and objectives as well as the nature and why the study is significant to the extent that it warrants an examination. Subsequently, the research delves into the literature review, culminating in data collection, analysis, discussions and recommendations and conclusion derived from the findings of this study.

As stated from the outset, this thesis sought to measure employees' and executive leadership's perceptions on the impact of (a) inclusive leadership, (b) organizational policies, and (c) demographic characteristics namely age and gender on the creation of a diverse and inclusive workplace. This is because the mining industry is facing growing pressure over its unequal demographic makeup where males continue to dominate the work force composition (Mudimba, 2017). Additionally, the motivation for conducting this research study is because of limited research on factors affecting diversity and inclusion in the mining industry in Botswana. Similarly, at a global level, the biggest impediment on adopting diversity and inclusion in the mining industry is inadequate information on the diversity and inclusion initiatives (Zaffron et al., 2019). This view is confirmed by Perks and Schulz (2020) who stated that statistics on the challenges facing minority groups especially female employees in the mining sector is not readily available. Furthermore, the mining industry has a reputation of being inward looking and being slow to effect

changes particularly the demographic shifts (Houston,2021). Case in point, literature reveals that the mining industry, is experiencing difficulties in recruiting underrepresented demographics into leadership positions and other technical jobs in the mining sector (Fältholm and Norberg, 2017). Globally, female representation in the mining sector is between 8 to 23% (Bamber et al., 2019). Likewise, Gilles (2019) posits that women represent only 17% of the total workforce in mining in Canada and about 48% in all industries across the country. Correspondingly, 10 to 20% of the workforce in Swedish mining sector are females and of that proportion, less than 5% females work in professional and leadership roles (Abrahamsson et al., 2014).

Notwithstanding the foregoing, Goswami and Kishor (2018) found that workplace diversity and inclusion has a considerable influence on employee satisfaction and business performance. This finding is based on the literature that diverse skill sets, experience profiles and capabilities that a heterogenous workforce creates which ultimately improve a company's attractiveness (Cho et al., 2017). Underscoring this assertion, a study by Kaur and Arora (2020, p. 125) revealed that a 1% increase in workforce diversity has an upward positive impact of 3 to 9% financial returns. Thus, it is valuable for the workplace to embrace different attributes & talents underpinned by recognition and freedom of all employees in the workplace thus spurring organizational productivity (Bernstein and Bilimoria, 2013; Combs et al., 2019). Equally, Bourke and Espedido (2019), revealed that inclusive leaders optimize can spur team performance by “17%”, improve employee decision-making abilities by “20%,” and produce “29%” higher

collaborative teams (p. 3). Other studies have dealt with diversity and inclusion from the context of “information technology sector and examined whether the differences in employees’ perceptions and expectations are influenced by gender, race, position and education status” (Wikina, 2011, p. 6). Equally, Gomes et al., (2023) pointed out that organizational leadership has an impact in creating a more inclusive and equal work environment.

While it is acknowledged and recognized that diversity and inclusion is vital for optimizing company performance, creativity and innovation (Jejenywa et al., 2024), however, in the context of Debswana Diamond Company there are concerns about workforce disparity. For example, the senior leadership cadre is composed of less than 23% females, equally, less than 24% and 17% of the general workforce are females and youths respectively and differently abled employees make less than 1% of the labour force. This, however, does not reflect diversity at national level, thus underscoring the challenge of diversity disparity that this thesis seeks to investigate and uncover underlying reason to enable policy and strategy formulation. This is because the company has not developed any comprehensive policies and strategies to address concerns about the status of diversity and inclusion in the workplace.

Correspondingly, like other companies in the mining sector, Debswana has made deliberate diversity and inclusion statements but when it comes to execution, it is seriously challenged. This scenario has therefore raised questions as to whether Debswana has the capability and capacity to

create an enabling environment that values, acknowledges, respects various viewpoints, and experiences, that could allow all employees regardless of the differences to reach their full potential and thus, resulting in company excellence (Winters, 2013).

This is because, studies have shown that “increasing diversity would enhance creativity of employees (82%), strengthen corporate culture (75%), build good company image (68%) and enhance employer branding activities (72%)” (Szymanska and Aldighieri, 2017). Equally, Ralph and Noonan (2017) established that companies with an increase in 10% gender parity correspondingly experienced a 2 – 4% increase in profits. Affirming these sentiments, it stated that lack of diversity and inclusion in a business can have adverse impact on the bottom number and attract negative reviews (Fires and Sharperson, 2018). Thus, to achieve these aspirations, companies develop and implement policies that help them to promote and cultivate a more diverse and inclusive workplace with appropriate values (Sengupta et al., 2024), in order to deliver excellent but sustainable business outcomes (Hamp et al., 2020).

However, with regard the primary variables in this thesis namely, inclusive leadership, organizational policies and demographic characteristics being age and gender, there is a need to systematically review and understand how these aforementioned variables interact and their impact on employees and leadership perception on workplace diversity and inclusion. For example, Donnelly (2015), investigated how age and gender influence perception on the challenges and

tensions on diversity and inclusion and implications for organizational policies but the context was in the Information Technology sector of multi nationals in India. Conversely, with regard leadership, (Martins 2020; Robinson, 2024) found that there is limited research pertaining to how inclusive leadership influences diversity and inclusion. Similarly, other scholars have established that, as much as leadership support is crucial to the success of a diversity and inclusion agenda in organizations (Ashikali and Groeneveld, 2015; Syed and Ozbilgin, 2019; Bardhan, and Gower, 2020), nevertheless, the connection between “leadership” and the realization of “diversity” has not been examined (Ashikali and Groeneveld, p. 43).

Consequently, as much as findings from previous research have shown that effective implementation organizational policies enhance business performance and improves inclusion and equity for the historically marginalized groups (Bernstein et al., 2021), these experimental studies have been also inadequate (Nair and Vohra, 2015). Equally, other studies that have been conducted to investigate the value of diversity and inclusion were limited to developed countries (Jaiswal and Dyaram, 2020).

Accordingly, this research study will integrate and measure employees’ and senior leadership’s perception of the impact of inclusive leadership, organizational policies and demographic characteristics such as age and gender on the creation of a diverse and inclusive

workplace as well as suggest recommendations that could be employed to enhance diversity and inclusion at Debswana Diamond Company. This is because, the researcher argues that the few previous studies that dealt with diversity and inclusion disparities were mostly conducted in developed countries. Consequently, this thesis fills the research gap by providing empirical evidence on the examination of employees' and executive leadership's perception of inclusive leadership and organizational policies' impact on diversity and inclusion. Equally the study will bridge a knowledge gap on the effect on demographic characteristics namely age and gender on perceptions of diversity and inclusion.

### **Background information**

In this increasingly globalized workforce, diversity is becoming priority issues dominating leaders 'agenda and in the United States of America, for instance, the workplace is rapidly becoming more diverse, and companies are recognizing that, diversity is a source of their competitive superiority over their rivals (Morley, 2018). Evidently, there is an acknowledgement that globalization has quickened the intensity with which businesses that are not sufficiently diverse will be less competitive in the global market (Sharma and Nisar, 2016). Relatedly, whilst companies are thriving to inculcate diversity and inclusion in the workplace, the majority are struggling with the implementation (Ciuk et al., 2023). Additionally, Liggans et al. (2018) assert that extant literature on workplace inclusion reveals that it is still an under researched field. For instance, in examining diversity and inclusion in Bosnia and Herzegovina, Ortlieb et al. (2019)

found that, there is inadequate research on diversity and inclusion and is more pronounced on issues of gender. Similarly, the authors established that, notwithstanding the existence of anti-discrimination laws to promote equality, execution continues to be problematic.

Nevertheless, Gotsis and Grimani (2016) argued that the leadership that is diverse-oriented develops policies and initiatives that promote hiring and retention of diverse pools of employees. For example, leadership is considered of paramount importance in optimizing views about equity in social identity teams as well as entrenching a sense of inclusivity (Bradford 2016). This is because executing diversity and inclusion initiatives require top leadership support and buy in (Morley, 2018). Hence, the heightened interest in the value of diversity and inclusion on the one hand and inclusive leadership in creating an enabling environment where all employees feel welcome. Similarly, Johnson (2021) stated that leaders who are interested in positively impacting their subordinates should seek to understand their leadership's influence on employees' perception.

Additionally, executive leadership by virtue of their positions shapes the perceptions, direction and organizational configurations, nonetheless, there is not adequate research on how employees' demographic characteristics impact perceptions on diversity and inclusion (Martins, 2020). Thus, Agrawal (2023, p. 36) contended that for organizations to succeed in their endeavor to achieve "diversity, equity and inclusion", top leadership's dedication was paramount.

However, to integrate this “diversity and inclusion” in the workplace, the leaders should have the requisite capabilities and competencies (Anderson, 2014, p. 80). For example, in the quest to gain an appreciation of the factors to explore in embedding diversity and inclusion, Daya (2014) found that senior leadership is a key enabler to cultivating that environment. Correspondingly, in this era increased diversity requires leadership that is committed, visionary and bold to cultivate an environment where diversity and inclusion will thrive (Gervais, 2019). Equally, extant literature proposes a dedicated leadership role to reduce diversity and inclusion disparity in the workplace (Brooks et al., 2022). In that vein, Lassey, pursuing a qualitative methodology (2024) examined the perspectives of 17 top leaders on the execution of the inclusion policies in the New York Transportation industry. Through the semi structured interviews, they stated that, notwithstanding that diversity interventions are being embraced, an inclusive workplace is still elusive. Thus, in addition to inadequate research in the mining industry, this proposed thesis is imperative because diversity and inclusion is increasingly assuming priority status because organizations are rapidly becoming more diverse and are also recognizing that diversity and inclusion is a source of competitive strength over their competitors (Morley, 2018).

Correspondingly, literature reveals that policy interventions relating to “mentoring” as well as “diversity and inclusion capability” building (Saleh and Zinman, 2019, p. 2) can be seen as a panacea to cultivating an atmosphere where employees can “receptive” to others who are different



from them. Consequently, those firms that have embedded diversity and inclusion programs in their way of work are leveraging on the uniqueness of their workforce to achieve effective business outcomes and in the process optimizing their company brands, the author posits. This perspective is shared by Carter (2018), who stated that diverse and inclusive workplace drive profitability and employee commitment. Additionally, some studies sought to examine the extent to which organizational policies increase diversity and inclusion of marginalized employees (Janssens and Zanon, 2008), but not from the perspectives of senior leadership and employees.

Similarly, Goswami and Kishor (2018), in their empirical study found that, workplace diversity has a significant influence on employee engagement. This revelation is crucial because it buttresses the criticality of creating an enabling environment that promotes uniqueness and inclusion. Accordingly, Mazur (2010), argued that the benefits of diversity are that diverse organizations have a comparatively greater comprehension of diverse international markets, are more adaptable, responsive and adept at dealing with problems. Furthermore, Mazur claims that a wide range of literature points to productivity benefits of a diverse workforce compared to a homogenous one. For instance, the author posited that, multicultural companies that create opportunities for women and other underrepresented groups have a competitive advantage in the labour market for attracting and retaining top talent, thus enabling the business to achieve exceptional results. This perspective is reinforced by Cho et al. (2017), who stated that workforce diversity was found to have a positive impact on organizational performance.

### **Analysis of the general state of diversity and inclusion in the mining industry**

The mining industry is still beset by the masculine character that makes it unattractive to different types of employees particularly women thus frustrating attempts to make it inclusive (Doku, 2017). Consequently, demographic trends globally show that there is a need to reevaluate strategies that will accelerate an inclusive workplace (Shore et al., 2018). Consequently, Kincaid and Smith (2021), argued that the mining industry is increasingly focusing on diversity and inclusion interventions to respond to a myriad of problems facing the industry ranging from aging workforce, technological revolution and regulatory pressure to be inclusive amongst others. Nonetheless, the authors posited that there is inadequate data pertaining to diversity and inclusion in the sector thereby inhibiting practitioners from responding with accurate and informed strategic interventions.

Equally, another challenge mining relates to is underrepresentation of female employee. For example, Reeson et al. (2012), in their research study on the “relationship between mining activity and income inequalities” in the context of Australia revealed that, female employees were more exposed to income inequalities compared to men thus, suggesting that the inclination toward a masculine work culture is the most likely cause for the vast income inequalities in the workplace.

Furthermore, in the context of Sweden, Abrahamsson et al. (2014), pointed out, that Swedish mining industry and communities around which mining companies are situated are

encountering challenges pertaining to workplace culture and community identity which on one hand results in solidity and identity but on the other hand causes in discrimination, exclusion and reinforcement of masculine values. However, with regard to gender inclusivity, Abrahamsson et al. (2014), indicated that, reasons for a lower representation of women in mining sector can be traced to unwelcoming culture, workforce market that is dominated, education levels, work practices that permeate from the national level cascading down to the industry and the workplace itself. So, in this context, the authors revealed that, an insignificant proportion of 10 to 20% of the workforce in Swedish mining sector are females and of that percentage, less than 5% females occupy professional and leadership roles.

Correspondingly, workplace inclusion is yet to be fully realized (Liggans et al., 2018). For instance, minority groups are subjected to discrimination and denial of opportunities on the basis of their identity (Longarino, 2019). Specifically, voices of female employees, are stifled (Syed, 2020). This argument extends the principles of social identity theory which posits employees obtain their identity from the groups that they align to which in turn influences their perception, behavior and relationship with their colleagues (Scheepers and Ellemers, 2019).

Adding to the dilemma facing the industry, (Salinas et al., 2018), in their assessments of barriers facing students pursuing mining courses found that, the opinions of learning institutions'

programme heads were that, female students should reduce whining and adapt to the rigors of the mining sector while the union leaders were of the view that, integrating women was an just an affirmation exercise not that women have any unique skills and capabilities that would add value to the business.

Compounding the challenges facing businesses is the issue of talent shortage, that is presently limiting their production targets and strategic objectives. This is because the industry is finding it difficult to attract and retain critical talent, especially in technical fields. In part this is due to perception factors such as remote work locations, inadequate support infrastructure, physical and laborious demands, and hazards contribute to the industry's lack of appeal. Other concerns include uninspiring capability development interventions, limited career mobility pathways, and lack of diversity and inclusion in the workplace (O'Neil et al., 2015).

Nevertheless, mining companies are acknowledging that diversity and inclusion are essential components of their strategic values, vision and culture as a clear demonstration of the need to create a diverse and inclusive atmosphere where all employees feel recognized and valued to bring their unique selves to the workplace without fear (Carter, 2024). This is because mining as one of the oldest industries in the world is male dominated with female representation accounting for less than “16%” in “2020” (Ochir et al., 2023, p. 3). However, a study seeking to examine the perceptions of women on working conditions in a mining sector discovered that women faced numerous and difficult work-related challenges that inhibited their career

progression (Mahlasela et al., 2023). Furthermore, in terms of methodological approach, the study had adopted a qualitative method using in-depth face to face but semi structured interviews on 12 women participants in Mpumalanga Province, which was to assist unearth contextual knowledge and insights from the participants as the interview progresses (Magaldi and Berler, 2020).

Consequently, calls have been made to improve the representation of previously marginalized employees through interventions such as targeted recruitment, promoting equal pay, career progression opportunities and building a culture of openness and integrity (Ochir et al., 2023). Relatedly, interventions such as increasing diversity in leadership can be an enabler to creating a diverse and inclusion thus contributing to transformational outcomes (Sasikala and Sankaranarayanan, 2022), particularly in male dominated industry.

Therefore, it is important for organizational practitioners to identify robust programmes that will create awareness and eventually shift the discrimination that prevents minority groups from actively participating in the workplace (Longarino, 2019). This is because nurturing a diverse and inclusive labor force is cited as an appropriate approach only to mitigate problems of loss of highly knowledgeable people but to ensure that the mining industry is able to attract new talent that brings in creativity, different sets of skills and technological know-how (Kincaid, 2021). Similarly, there is heightened general public, and companies' awareness of diversity, equity, and

inclusion (DEI) has led to calls for additional DEI capability building within organizations (Smith, 2024).

Conversely the implementation of “diversity initiatives” in the mining industry has not resulted in anticipated benefits and in some instances, it has resulted in “unintended” outcomes such as “negative” reactions both from the target groups and the rest of the organization but studies to understand the causes have been few (Leslie, 2019, p. 539). Additionally, mining industry has an unattractive history of exclusion of previously marginalized group such as women to the extent that to be included women have to adopt masculine ways of doing things (Boodhram, 2024). Globally, the mining sector suffers from massive under representation of female employees in leadership and managerial positions (Takadi, 2021). In the “South African mining industry” for instance, women make only “12%” of the sector’s workforce while Australia and Canada account for 17% and 16% female representation (Letsoalo, 2022, p. 13). In a study to obtain insights on how women’s leadership can be enhanced in the South African mining industry supported by semi structured interviews, the results revealed that women face barriers such as ill treatment, discrimination, lack of career progression opportunities (Kgoate, 2022). The industry also suffers from policy inconsistencies, workforce disturbances owing to poor workplace relations (Gray et al., 2014). The mining sector is increasingly focusing to diversity and inclusion to address concerns relating to “workforce demographics” (Binha, 2021;p.183) but challenges to overcome disparities remain.

*Table 1: Gender Composition*

Country	% of women in mining
South Africa	26.6
Botswana	21
Namibia	18.7
Zimbabwe	13

Adapted from Diversity and Inclusion in the Mining and Minerals Industry, Binha, O., 2021, p182

Consequently, in the quest to address demographic “inequality” in the workplace, many mining companies have “policies” whose effectiveness is unclear (Nndanduleni, 2017, p. 39: Pimpa and Moore, 2018). In that vein, it has been suggested that the low-level involvement of women in mining activities can be connected to employment policies and gender stereotypes amongst other factors (UN Women, 2014). Therefore, the execution of employment and equity policies as well as the creation of an environment that engenders equity remains a challenge (Burger, 2014). As such policy makers are increasingly under pressure to explore and devise ways to curb the exodus of those few women that remain in the mining sector (Bashwira et al., 2014). Amongst ways to stem the loss and retain the women, Kwagyan (2023), proposed that leadership should enact policies that cultivate inclusion and reject bias and negative stereotypes about other categories of employees. Emphasizing the essential role of leadership in the mining industry, Kumar et al. (2024) also pointed out that leadership commitment is necessary for effective workforce management, business continuity and employee engagement.

Nevertheless, the biggest challenge facing the mining industry is the inclusion of previously disadvantaged groups (Zungu, 2011). This is because the industry carries a reputation of “masculinity” (Mangaroo-Pillay and Botha, 2020, p. 476). As a result of this situation, senior leadership in the mining sector is being challenged to support and develop policy interventions that will ensure that the workplace is inclusive (Botha, 2017). Correspondingly, an enquiry into the workings of the mining industry is that gender parity in the mining industry is a visibly unexplored issue that needs to be tackled in future studies (Lesnikov et al., 2023).

Elucidating additional challenges besieging the sector, the Fältholm and Norberg (2017) argued that, traditionally, the mining industry has been struggling to mount any successful innovation initiatives to achieve an inclusive environment. Consequently, attempts to address skills shortages and untapped potential from women, in the mining sector have not been effective, thus, the industry still maintains its reputation of being male dominated, the authors conclude. Relatedly, as much as there has been an increase in the research studies focusing on gender related matters, the emphasis has been on predicaments facing female employees in small mining companies (Lauwo, 2018). Using interpretive ethnographic case study focusing on the “two biggest gold-mining firms” in “Tanzania”, the author discovered that gender inequality persists and as such suggested that policy reforms are paramount to shift the status (p. 14). Emphasizing the foregoing perspective, Gilles (2019) posited that, 32% of female participants revealed that, they have endured harassment, bullying and intimidation in recent years. This argument is also raised in the study by



Gotsis and Grimani (2016), who discovered that female employees endured workplace harassment, discrimination, and inadequate organizational protection.

Consequently, these findings demonstrate that mining organizations are struggling to provide a conducive environment to achieve diversity and inclusion in their ranks. So, this lack of diversity presents a business continuity risk in terms of not having unique talents to tap on when business conditions change. Coupled with that, the increase in demographic shifts has contributed to demands to make the workplace inclusive (Velasco, 2019). Policy gaps relating to specific actions to achieve a diverse and inclusive workplace have also surfaced (Parmenter et al., 2024). Therefore, from the viewpoints of employees and executive leadership, it is important that a study that seeks to understand the combined impact of inclusive leadership, policy be undertaken to get an accurate picture given that reviewed studies have assessed their impact as distinct variables. So, the next section provides the genesis of Debswana Diamond Company with regard diversity and inclusion.

There is limited empirical evidence that any of these reviewed studies were conducted in the mining industry in Botswana. Equally, the researcher has not identified any study that has investigated the state of diversity and inclusion from the perspective of employees and executive leadership. Another emerging gap from extensive studies reviewed revealed that studies on employees and executive leadership perspectives on inclusive leadership and organizational policy

impact are relatively unexplored. Furthermore, research on factors impacting demographic disparities has largely been on small-scale mining ventures. Equally, the effect of demographic dimension on the perception of diversity and inclusion needs to be further investigated. Thus, it is on the basis of these demographic disparities, policy formulation and implementation challenges, that, the researcher embarked on a thesis to measure the employees' and executive leadership's perception on the inclusive leadership, organizational policies and demographics impact on diversity and inclusion.

### **Statement of the Problem**

Studies revealed that patriarchal attitudes are prevalent in the mining sector, and as a result they undermine women's aspirations for equity and career progression opportunities (Adisa et al., 2020). For example, gender inequality is still pervasive in mining organizations (Warren et al., 2019) and this has the potential to constrain the realization of benefits of a diverse and inclusive workplace (Cletus et al., 2019; Mazibuko and Govender, 2017; Inegbedion et al., 2020). However, there is tension in how diversity in relation to age and gender can be embraced in the workplace to bring about true inclusivity (Donnelly, 2015).

The reason being that some companies are increasingly becoming aware that the workplace is rapidly becoming intergenerational, and, in this regard, they are promulgating age diversity policies and practices to take advantage of opportunities and simultaneously address any negative

perceptions relating to age (Hales and Riach, 2017). Likewise, some scholars (Chand, 2023; Tang, and Martins, 2021) argued that leaders are increasingly becoming cognizant that multi-generational labour force can cause challenges but at the same time create scope to make the workplace inclusive. Nevertheless, there are concerns about demographic disparities in the mining industry as evidenced by limited career growth and under representative “senior leadership” roles (Heslop-Martin, 2023, p. 211). For example, “statistics” show that there are “disproportionately” fewer female employees in executive leadership positions (Coleman, 2012, p. 600). Buttressing the foregoing perspective, despite efforts to increase diversity in the workplace, demographic diversity in senior leadership positions is not at a desirable state (Larcker and Tayan, 2020). The authors posited that women are mostly represented in lower positions and only occupy less than “7%” of senior leadership roles.

In relation to the debates about organizational policies, notwithstanding that companies are enacting policies that are aimed at creating a thriving environment for diversity and inclusion to reduce discrimination and bias, inequalities such as lack of career progression opportunities, inadequate pay, job insecurity, disparities continue unabated (Kirton, 2020). Experimental studies on organizational policies on inclusion have been found to be inadequate (Nair and Vohra, 2015), moreover few have considered diversity and inclusion from the perspectives of employees and senior leadership. Equally, notwithstanding years of research on rigorous attempts by company

executives, controversies and disparities relating to diversity and inclusion persist, (Bernstein et al., 2020).

For example, none of the “30 female CEOs in S&P 500” businesses are found in mining, which registers one of the “highest median gender-pay gaps of any industry” (Sasikala and Sankaranarayanan, 2022, p. 1). Additionally, the authors argued that there are limited studies in the mining industry seeking to understand why policy initiatives that have been introduced and implemented in the workplace are failing to achieve the inclusivity sought. Furthermore, the mining industry is struggling to attract skilled and experienced workers (Segerstedt and Abrahamsson, 2019). The same results occur at, Debswana, as it is struggling to recruit and retain skilled women. Considering the challenges in the sector, Phoshoko (2022), argued that appropriate mechanism to increase female presentation in the workplace is to devise policies that will attract and retain women in mining.

Simultaneously, research has revealed that, there is a disconnect between organizational policies and employee perception, for example, when 97% of leaders argue that they have implemented diversity and inclusion policy interventions, almost 24% believe that the organization has not implemented any, similarly when 52 % of the businesses contend that they have introduced equal pay for instance, a paltry 29% confirm being aware about the issue and when 31% of the

business leaders state that they have introduced gender sensitive language, only 18% report on being aware the intervention (PR Newswire, 2021, Aug 23).

On the impact of inclusive leadership, studies examined the effects of leadership using antecedents such as inclusivity, for instance, Nishii and Leroy (2022) argued that inclusive leadership affects employees' experiences, fosters feelings of inclusion (Kugelmass, 2003; Simmons and Yawson, 2022). Nevertheless, even though research indicates that leadership support is crucial to the success of a diversity and inclusion agenda (Ashikali and Groeneveld, 2015; Syed and Ozbilgin, 2019; Bardhan, and Gower, 2020), the connection between "leadership" and the realization of "diversity" in a specific context. Furthermore, unlike the previous studies that dwelled on a broad meaning of leadership, this thesis pursues a narrow antecedent of inclusive leadership. However, it is worth noting that few studies have evaluated the effect of inclusive leadership from the viewpoints of employees and leadership at a leading diamond mining company in Botswana.

Consequently, as much as employment legislation, prevailing policy pronouncements and best practice indicate the need for equal opportunity for all people regardless of their gender, religion, ethnicity, sexual orientation and creed, this leading diamond company is struggling with demographic underrepresentation of certain groups. For instance, women make less than 23% of the total workforce.

So, as revealed in scholarly literature reviewed, studies that integrate the main variables in the thesis have not been sufficiently explored. So, this study contributes towards closing the literature gaps by enhancing the understanding of the interactions between inclusive leadership, organizational policies combined with demographic attributes. Similarly, policy discrepancies connected to diversity and inclusion need to be investigated from the perspectives of leadership and employees. Combining these key variables is critical to provide a comprehensive picture given the myriads of problems ranging from policy implementation challenges, demographic disparities and leadership capabilities weaknesses in addressing diversity and inclusion disparities in the workplace.

Therefore, this study provides an integrated perspective to enable a complete understanding of this phenomenon. For instance, Debswana does not have specific policies focused on diversity and inclusion. Equally, as already shown, studies on workplace diversity and inclusion were mostly undertaken in developed countries, so the context of Debswana Diamond Company has not been examined. So, this thesis extends investigation of diversity and inclusion to the diamond industry with reference to Debswana. Equally, few studies have been anchored on the examination of diversity and inclusion issues on concurrent mixed method research, so there is a methodological gap. Likewise, at a practical level, the contribution of study will also be an

assessment of gaps relating to policy, inclusive leadership and organizational policies to inform a coherent and comprehensive approach on diversity and inclusion at Debswana.

## **Purpose of the Study, Research Aims, and Objectives**

The purpose of this thesis is to extend the frontiers of knowledge on the interplay between employees and executive leadership's perception of inclusive leadership, organizational policies' impact on workplace diversity and inclusion. Additionally, this thesis seeks to examine demographic characteristics, namely age and gender shape employees' perception on workplace diversity and inclusion. As outlined in the preceding discussion, there are gaps in the literature on inclusive leadership and demographic disparities in the mining industry in Botswana. the studies that sought to investigate demographic disparities at Debswana Diamond Mining Company. Equally, the perspectives of executive leadership on the state of diversity and inclusion at Debswana have not been examined.

Another gap related to the size and type of resource being mined. Most of the mining houses examined were small scale. Thus, to achieve a comprehensive view of Debswana's desire to foster an environment of inclusivity, the researcher integrated inclusive leadership, organizational policies as well as age and gender and measured their impact on employees and executive leadership perception on diversity and inclusion. Furthermore, to gain a complete understanding of issues pertaining to diversity and inclusion in the workplace, the thesis will be

anchored on a mixed method approach where qualitative methods will be used to obtain in-depth knowledge and perspectives of participants. Simultaneously the study will also utilize the rigor of quantitative methods to test associations and hypotheses. Equally, the context in which the reviewed studies were situated is different from Botswana context. These studies were mostly conducted in developed countries thus the results cannot be extrapolated to the setting of Debswana Diamond Company. Consequently, as alluded to this study will be to close the knowledge gap on limited insights and understanding of perception of employees, executive leadership on the impact of inclusive leadership, organizational policies, and demographic characteristics being gender and age.

**Specifically, the objectives are:**

- **Research Objective 1:** To what extent does the employee perception of inclusive leadership impact diversity and inclusion in the workplace.
- **Research Objective 2:** To what extent does the employee perception of organizational policies impact diversity and inclusion.
- **Research Objective 3:** To what degree do demographic attributes (age and gender) impact employees' perception of diversity and inclusion.
- **Research Objective 4:** To measure perceptions of executive leadership on the impact of inclusive leadership and organizational policies on diversity and inclusion in the workplace.



## **Nature and significance of the study**

This thesis has both theoretical and practical significance because from a theoretical perspective, it anchors its argument on the Social Exchange, Leader Member Exchange, Social Identity and Optimal Distinctiveness it will contribute to the body of knowledge on the understanding of the complex interaction between employees and leadership's perceptions of the impact of inclusive leadership, organizational policies, and demographic characteristics on diversity and inclusion in the context of Debswana Diamond Company. It will identify obstacles to the realization of the business's diversity and inclusion aspiration and in turn propose interventions where all employees are listened to and valued. Furthermore, the thesis will also reveal the tools and policy intervention that the company leadership can deploy to achieve a diverse and inclusive environment. Crucially the thesis will highlight that there is limited evidence that the studies focused on the integration of these main variables and their impact on diversity and inclusion have been undertaken.

At a practical level, it is worth pointing out that globalization has increased the pace with which businesses that are not adequately diverse will be uncompetitive in the global market (Sharma and Nisar, 2016). This is primarily because extant literature shows with empirical evidence that businesses that score high on diversity equity and inclusion also demonstrate attractive financial performance (Bansal, 2023). On the other hand, the costs associated with bias

and perpetuating disparity has led to some lawsuits such that of Goldman Sachs company that paid “US\$215 million” to settle a “gender discrimination” case with female employees (Bansal, 2023: p. 1).

In the context of Debswana, the company is at an infancy stage in terms of its journey embedding diversity and inclusion in the workplace. So, like other mining businesses, it is male dominated and struggling to attract and retain females into key and leadership roles. Consequently, as illustrated in the foregoing discussion, if Debswana does not become diverse and inclusive, it risks losing out on the alluded benefits such as the enhancement of company’s competitive edge (Lakshman and Lakshman, 2020). Case in point, Debswana has set up a Diversity, Equity and Inclusion section that at the corporate office seeks to comprehensively address matters of diversity and inclusion, therefore, it will be important to discern employees’ and executive leadership’s perceptions pertaining to its effectiveness. The company has set itself target to have 40% representation of women in executive positions by 2026 and this commitment is captured in senior leadership’s performance agreements. Similarly, the company has been deliberate in attracting differently abled persons and other employee groups that have been underrepresented such as female employees in technical fields such as Engineering, Ore Processing, Mineral Resources Management and Mining

Nevertheless, Debswana has lost some of the top talented female employees in strategic leadership positions through separations and others opting to transfer to other departments not deemed science

related such as business transformation, human resources and supply chain management thereby, further depleting this small number of female employees. So, this situation has the potential to adversely impact the company's competitiveness and attractiveness that could be generated by having a diverse and inclusive labour force (Tamunomiebi and John-Eke, 2020). Consequently, the results of this thesis will inform policy formulation, decision structures, processes, programmes and execution blueprint.

With regard methodology, this study has adopted concurrent mixed method research characterized by web-based questionnaire for quantitative method design and semi structured interviews for the qualitative method. This methodology entails collecting, analyzing and translating quantitative and qualitative data in a single study (Almeida, 2018). In line with this research design, data was collected simultaneously but to independent sets of participants with the interpretation occurring at the integration phase. The motivation for selecting this approach is because of its capability to leverage on the strength of both the quantitative and qualitative research methods. Questionnaires were targeted at the employees and managers whereas the interviews were focused on executive leadership.

The main reason for selecting the semi structured interviews is its ability to uncover executive leaders' lived experience and perspectives about diversity and inclusion (Mohammadi et al., 2020). The resultant qualitative data will be transcribed and analyzed through a thematic

analysis technique (Chicoine et al., 2021) to identify emerging patterns and themes (Castleberry and Nolen, 2018). On the other hand, the web-based questionnaires notwithstanding that they are often associated with low response rate, they were opted for in the thesis because of the ease with which they are deployed, the convenience to the respondents and its relative cost effectiveness (Heiervang and Goodman, 2011).

The next section discusses the main research questions and associated hypothesis that provided the parameters that facilitated the investigation of the main variables in this study. Literature reveals that a properly crafted and designed research questions provide the needed guidance on the choice of methodology, data collection tools and analysis techniques to select (Farrugia et al., 2010). Underscoring this perspective, Trede and Higgs (2009) stated that the way in which research questions are framed is critical for determining the quality of the findings because they can examine the suitability of the research paradigm, design, content of the data collection instruments and by extension theoretical frameworks. Therefore, the following research questions and hypotheses were developed to guide this research study.

## **Research Questions and Research Hypotheses**

**RQ1** To what extent do employees' perception of inclusive leadership impact diversity and inclusion in Debswana Diamond Company?

**RQ2** To what extent do employees' perception of organisational policies impact diversity and inclusion in Debswana Diamond Company?

**RQ3** To what extent do demographic characteristics namely age & gender impact perception of diversity & inclusion in Debswana Diamond Company?

**RQ4** What is the executive leadership' perception of the impact of inclusive leadership and organizational policies on diversity and inclusion in the workplace?

## **Hypotheses**

### **Role of leadership**

**Hypothesis 1:** Null Hypothesis Employees have a positive perception of leadership impact on diversity and inclusion in the workplace

Alternative hypothesis: Employees have a negative perception of leadership impact on diversity and inclusion in the workplace

### **Organizational policies**

**Hypothesis 2:** Null Hypothesis: Employees' have a positive perception of organisational policies impact on diversity and inclusion in the workplace

Alternative Hypothesis: Employees' have a positive perception of organisational policies impact on diversity and inclusion in the workplace

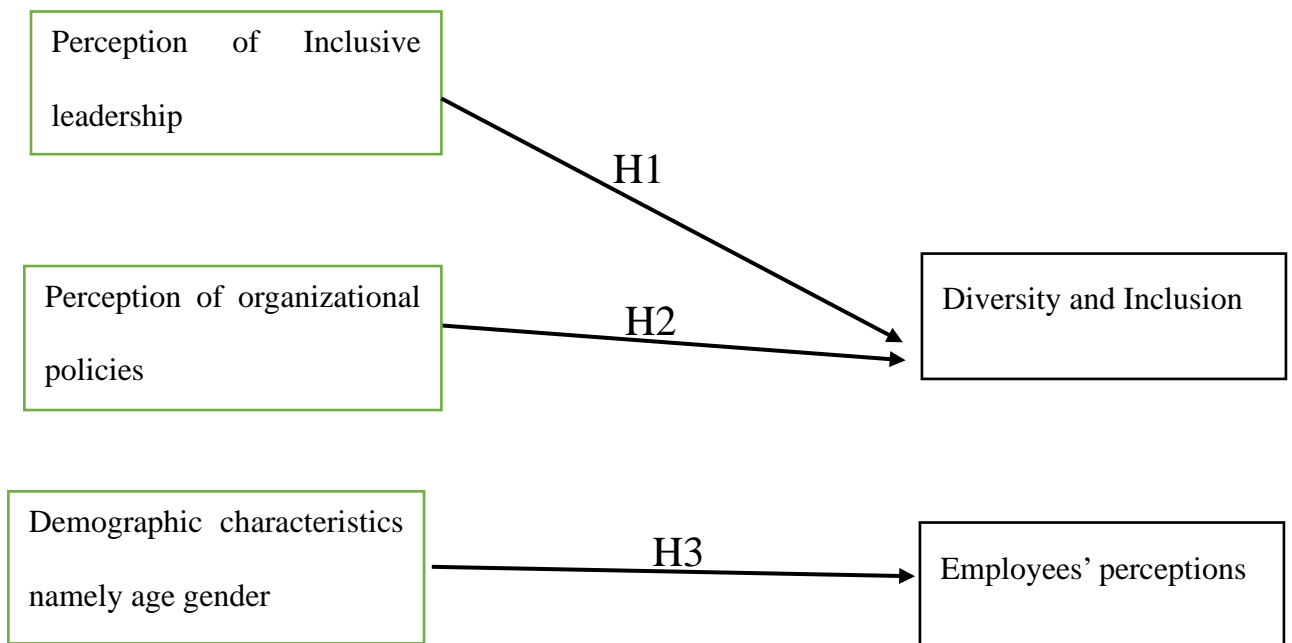
### **Demographic characteristics**

**Hypothesis 3(a)** To what extent does gender impact perception of diversity & inclusion in the workplace

**Hypothesis 3(b)** To what extent does age impact perception of diversity & inclusion in the workplace

### Research Model

To measure the employees' and executive leadership's perceptions on inclusive leadership and organisational policies' impact and demographics on diversity and inclusion at a leading mining company in Botswana. The independent variables are inclusive leadership, organizational policies and demographic characteristics respectively while the dependent variables are diversity and inclusion as well as employees' perception.



*Table 2: Research Model*

<b>Independent Variable</b>	<b>Dependent variable</b>
Inclusive leadership	Diversity & Inclusion
Organizational policies	Diversity & Inclusion
Demographic characteristics (Age & Gender)	Employee perceptions

This model guided the selection of the appropriate theories that underpinned the examination of the key elements of the thesis in line with the research objectives and questions and equally important the section of the appropriate research design, methodology and analysis techniques. Additionally, these main variables in the model were used as search terms in the identification of suitable scholarly articles to review.

### **Summary**

In summarizing why this study is significant, it is worth highlighting that Debswana is a strategic organization in Botswana because it is a major contributor to the country's export earnings and the single biggest private sector employer (Debswana Diamond Mining Company, 2024) Accordingly, the findings of this research study will contribute to strategic efforts on how Debswana can leverage on the benefits of a diverse and inclusive workforce. Moreover, the

outcome of this study will facilitate genuine conversations on how the workplace can be enabled for all types of employees to have a sense of belonging, to excel, to feel welcome, and have purpose by being recognized for their unique talents.

Subsequently, the next chapters will comprise literature review, methods of data collection and data analysis. The literature review will synthesize the perspectives of scholars on the subject matter, consult different theoretical frameworks aligned to research objectives, methodologies adopted, contexts and establish knowledge gaps in the literature which this proposed study will seek to close and eventually contribute to the creation of knowledge. Similarly, methods of data collection will entail selecting the appropriate approach to collecting data on the basis of the purpose, data type, objectives and research questions. Eventually the collected data will be analyzed using various statistical techniques and tools and ultimately consolidate insights emerging from the analysis. The thesis will then be summarized, and recommendations provided. Ultimately, the researcher will suggest both theoretical and practical contributions to the extant literature on diversity and inclusion at Debswana Diamond Company.



## **CHAPTER 2: LITERATURE REVIEW**

### **Introduction**

This chapter focuses on the analysis of the different scholarly views on diversity and inclusion and various approaches that researchers have pursued in generating knowledge and contributing to literature. Subsequently, based on the outcome of the review, the researcher made a determination of the emerging gaps on the basis of the theoretical contribution, context, methodological approach and practical significance.

The literature review commenced with the purpose of the study, type of database accessed, search engines used, list of key search terms as well as the scope of the literature searches. Subsequently, the review transitioned to the theoretical frameworks, industry and firm analysis and ultimately discussed thematic areas which culminated in a summary that identified emerging gaps in the reviewed literature. However, it is important at the outset of this study to provide contextual meaning of the following concepts because they are key for in-depth understanding of the three elements under discussion namely (a) leadership, (b) organizational policies, (c) demographic characteristics.

## **Definition of key terms**

These are inclusive leadership, organizational policies, inclusion, bias, stereotype, discrimination, perception, training and development, equity and diversity.

### **Inclusive Leadership**

Though there is no universally accepted definition of leadership. Silva (2016) posited that leadership is a process of interactive influence happening in a particular context and where individuals voluntarily admit a person as their leader to accomplish a shared purpose. Correspondingly, leadership entails “shaping behaviors and comprehension of the value of diversity” amongst employees so that they can leverage its “performance potential” as well as reduce “conflicts” associated with diverse teams (Nishii and Leroy, 2022, p. 697). However, leadership effectiveness can be affected by perception of followers and these perspectives could be influenced by socialization and prior work experience (Kiser, 2015). However, this thesis focuses on inclusive leadership which is operationalized as follows:

The operational definition of inclusive leadership aligns with that of Reed (2019) who defined “inclusive leadership” as an art of inspiring and energizing teams to accomplish company’s strategic objectives. Additionally, Inclusive leaders make “diversity and inclusion” a personal agenda and publicly declare a genuine commitment by challenging the status quo and holding others accountable (Pollock et al., 2022, p. 3). On the same vein, Shore and Chung (2022) highlighted the value of an inclusive leader is to enable inclusion for employees from minority

groups as well as for creating a climate for diversity and inclusion to thrive (Mor Barak et al., 2022). Additionally, inclusive leadership was also found to empower the marginalized (Fujimoto, and Uddin, 2021). Correspondingly, Austin (2024), in a study on inclusive leadership impact on organizational diversity and inclusion in a federal government, found that it is an essential toolkit in driving a business's diversity and inclusion aspirations. Similarly, inclusive leadership is essentially about associations that “achieve mutually beneficial” results and most importantly creates an environment that is anchored on “respect”, “responsiveness”, “recognition” and “responsibility” that enables all to thrive (Hollander, 2012, p. 3).

In that vein, inclusive leadership is important to businesses because of the financial advantages realized from embracing diversity and inclusion (Paradigm, 2019). So, in accordance with Budur and Demir (2019)'s viewpoint point, subordinates may assess their leaders on the basis of a gender lens and other characteristics that will be outlined in the subsequent discussions. Thus, it will be important to undertake a review of how scholars perceive the importance of inclusive leadership on achieving a diverse and inclusive workplace.

### **Organizational policies**

Organizational policies: refer to processes and practices aimed at securing inclusion of underrepresented groups in the workplace (Kersten et al., 2023). Relatedly, organizational policies entail deliberate interventions meant to ensure that the workplace is accommodative such as targeted recruitment, training and retention amongst others (Jansen et al., 2021). Equally, the

concept of organizational policies entails designing programmes and frameworks to promote diversity and inclusion (Vito and Sethi, 2020). Supporting this perspective, Lakshman and Lakshman (2020) stated that, it widely accepted that, effectively managing diversity policies enhance companies' competitive edge. This is because an environment is created that provides for different ideas and opinions to flourish thereby stimulating creativity and innovation (Fältholm and Norberg, 2017). To bolster the foregoing perspective, Shore et al. (2018) operationalized organizational policies as practices that guide attraction, performance management, capability building, mentoring and remuneration meant to prevent discrimination and ensure equal opportunities for all employees.

Equally, policies, refer to incessant or regular ways of doing things (Wilson (2016). For example, the categorization of work through a gender lens is associated with organizational practices (Gutek et al., 2013). Similarly, the prevailing scenario where a disproportionately high number of senior leadership positions are held by men is attributable to company policies which eventually turn into practices and behaviors, the authors note. Conversely, Scheeres et al., (2010) the argued that organizational policies be in relation to learning and workplace wellbeing for example, have an impact on the performance of the company. For instance, Bernstein et al., (2021) argued that executing interaction practices in conjunction with accountability can optimize

performance for the company as well as equity and fairness for the previously underrepresented groups and this is connected to an organizational policies.

Similarly, Vallario (2006) argued that diversity is no longer a human resource matter but a company imperative that can enhance the firm's competitive advantage and also increase the bottom line thus the importance of inclusive policies. Simultaneously, a work environment can play a pivotal role as to whether female employees access progression opportunities or are denied a chance to ascend leadership roles particularly in male dominated industries such as mining where powerful identity groups are formed that control the levers of power (McIlwee and Robinson, 1992). Other elements that are influenced by organizational policies include training and development intervention which is described as an activity in which individuals partake in to increase their competencies and skills set so that, they can improve their job performance and probability to earn a high salary in recognition of their superior capabilities (Collin et al., 2012). Echoing these sentiments, Kraiger and Ford (2021) views training as a systematic intervention to facilitate acquisition of knowledge in order to enhance individual, group and business effectiveness.

In line with the above perspective, organizations spent a sizeable budget on employee development because of the acknowledgement that a competent and capable labour force is a source of a company's competitive advantage (Salas et al., 2012). Furthermore, these training

interventions enable the companies to be adaptable, creative, productive, safe as well as optimizing service delivery, the authors claim. Equally, organizations are acknowledging that it is a challenge to remain competitive in the marketplace and as such they are increasingly turning to training and development to boost their fortunes Berge et al. (2002).

Most importantly, Korte (2007) premising his approach on the social identity theory found that individuals' desire to build capability and knowledge can be attributable to their social categorization. In such instances, policies that drive affirmative actions are required to encourage minority groups to access progression opportunities, the authors argued. Conversely, for the proposed intervention to succeed, they also require supportive organizational policies that will enhance workplace inclusion (Jackson, 1993). Extending this argument to the workplace, Goswami and Kishor (2018) in their research on workplace diversity, inclusion and employee engagement in India, established that, there is a significant relationship between a properly managed diversity practices and inclusion and that, an inclusive workplace has a positive connection with employee engagement. So aware of these insights, as alluded to by Goswami and Kishor, it might be advisable for companies to create a conducive environment for inclusion to flourish where employees feel that, they are fairly treated and recognized for their uniqueness.

## **Inclusion**

Rather than framing diversity as challenge to be resolved, scholars of inclusion treat diversity as a resource to be leveraged and exploited to the greater advantage of the company, thus the pairing of diversity and inclusion (Ferdman and Deane, 2013). Therefore, in an inclusive organization, employees feel included when their contributions are valued, treated with respect, listened to and their unique capabilities and skills recognized as well as involvement in decision making that affect them (Wilson, 2016). Similarly, inclusion explains how companies enable and stimulate diversity to ensure that employees feel welcome and appreciated, Wilson (2016) claimed. Additional benefits of inclusion are that firms that have high inclusivity levels consistently outperform their competitors, the author argued.

For example, Ferdman and Deane (2013) contended that, inclusion entails, designing, developing and maintaining certain practices and settings that provide a conducive environment for every employee to thrive. Additionally, the authors pointed out that, at the centre of inclusion is how employees experience it and this feeling is enabled by coworkers during interactions as well as an individual's prior knowledge and attitudes over and above company processes and value system. This effectively means that inclusion operates both at individual as well as at a relational level (Mousa et al., 2021) and this perspective will be examined in the context of the proposed study

**Bias**

On the contrary, Bias refers to an unfair and uninformed attitude towards another individual (Patrick and Kumar ,2012) and usually such opinions are negative. For example, Burkard et al. (2002) undertook a study on workplace discrimination, prejudice, and diversity measurement and found that there is a significant correlation between perception of prejudice, discrimination in the workplace and job tension and inadequate company support.

Additionally, Russinova et al. (2011), pointed out that bias and discrimination are the leading cause of barriers to accessing job opportunities and career progression amongst minority groups hence the need to explore create ways to address bias and prejudice to ensure inclusion in organizations. Thus, the effect of prejudice on diversity and inclusion efforts will be discussed in the subsequent paragraphs.

**Stereotype**

Similarly, a stereotype is a rigid perspective about individuals, and this viewpoint is often not backed by evidence. This could be an all-encompassing opinion about a specific team that then gets spread to the entire community or larger group (Patrick and Kumar, 2012). This could mean that, an encounter with a particular group of female employees could result in an opinion forming about women in general. For example, Heilman (2012) posited that stereotypes are often generalized about individuals on account of categories that they belong to.



Unfortunately, stereotypes usually attribute negative connotations to an individual (Posthuma and Campion, 2009). For example, in the case of gender stereotype, Heilman (2012) argued that the focal premise of gender bias is that it results in restriction of opportunities for women to ascend to senior leadership positions, notwithstanding the advances that female employees have made in male dominated positions sectors such as mining.

Similarly, a performance anticipation on the basis of gender stereotype usually results in an unfair treatment of female employee and hinder their career growth opportunities (Heilman and Parks-Stamm 2007). Equally, this scenario results in companies enduring suboptimal decisions due to inaccurate stereotypes (Falkenberg, 1990). Consequently, the researcher will explore this assertion further in the literature search and identify organizational interventions that could be used to address these negative stereotypes to enable inclusion in the workplace.

## **Discrimination**

The other important concept in workplace diversity and inclusion is discrimination and this means denying people access to progression opportunities on the basis of their affiliation to a particular group or identity (Patrick and Kumar, 2012). For example, this has an effect of denting women's prospects of holding senior positions of authority (Heilman, 1995). A case in point, Triana (2019) found that there is a negative relationship between perceived gender discrimination

and organizational outcomes such as organizational satisfaction. Thus, this proposed literature review of this concept will be crucial in deepening the researcher's understanding of participants' perception of discrimination and its impact on workplace diversity and inclusion.

### **Perception**

According to Wilson (2016), perception is an ability to discern, recognize, acknowledge and comprehend. For example, perception can impact the manner in which data is processed in the mind and subsequently social interaction (Heilman, 2012). Furthermore, whether there is workplace inequalities or not may be influenced by perception (McCluney et al., 2018). Relatedly, Grutterink and Meister (2022) posited that perception is important because it is essentially the opinions of how we view other things or how we are seen by others and consequently it impacts an individual's thinking, attitudes and way of doing things. These perspectives are further exposed in the literature search.

### **Equity**

Notably, equity is a discussion about what fairness entails (Young, 2020). Supporting this viewpoint, (Novak, 2000) referred to equity as social justice and is characterized by virtue and fairness. Nevertheless, Brand (2015) argued that different groups may have different interpretations on equity. However, increasingly, the issues of gender equity are given prominence, like for example, by Walby (2003) in his study where he sought to investigate the impact of broad-

based changes on policy interventions designed to achieve gender parity. Accordingly, the results of the study were that focused capability development and enhanced articulation of women issues increased their opportunities for employment and promotion, the author found.

Complementing this perspective, Greenberg (1988) carried out a study on equity and workplace status and discovered that, employees who were assigned better remuneration packages were more productive than those who perceived their conditions of employment to be inferior. Expanding the equity factor in the proposed study is critical to uncover through the perspectives of employees and executive leadership the impact that inclusive leadership, organizational policies and demographic characteristics have on enabling a diverse and inclusive workplace.

## **Diversity**

Nevertheless, notwithstanding that, there is no universally accepted definition of diversity (Tang et al., 2006), the main focus of diversity is affirmative action and protection of minority class (Peterson, 1999). Whereas Wilson (2016), posited that, diversity entails the evolving demographics in the workplace amongst other things, race, gender, qualification and experience. On the contrary, Ozbilgin and Tatli (2008) indicated that diversity entails heterogeneity of the workforce through both discernable characteristics such as physical appearance and invisible traits such as values and belief systems.

Correspondingly Kapoor (2011), confirmed that diversity involves leveraging different features and experiences of all employees in a company. Consequent to this, Ferdman and Deane (2013), posited that, diversity can be of significant value if it can cause changes to entrenched behaviors, attitudes, practices and company policies and consequently result in employees feeling that their worth is duly recognized and celebrated.

Consequently, Haring-Smith (2012) stated that, top tier institutions have been expending efforts to enhance both visible and invisible diversity primarily driven by the need for social justice and equal opportunity for all. Additionally, diversity provides an array of options and perspectives to a problem thus increasing opportunities for creativity and innovation in the company the authors note. In contrast, scholars have pointed out that in some instances this diversity has yielded undesirable outcomes because of problems associated with implementation of the initiatives in the workplace (Ferdman and Deane, 2013).

Nevertheless, the above-mentioned concepts will be vital as the researcher expounds on the associations and impact of the key variables being inclusive leadership, organizational policies combined with demographic characteristics being age and gender on diversity and inclusion in the workplace. Consequently, the following thematic areas and subtopics as well as the associated theoretical frameworks will guide the literature review on employee perception on workplace diversity and inclusion:

## **Search criteria**

Search engines such as google scholar in conjunction with data bases used to access data comprised of Google Scholar, Pro quest, Z library, SAGE and Emerald Insight. Furthermore, a list of key search terms included: Social Identity, Leader Member Exchange, Social Exchange and Optimal Distinctiveness theories. Additional concepts such as Inclusive leadership, organizational policies, demographic characteristics, social categorization, workplace diversity and inclusion, social comparison, individual and group identity, affirmative action, psychological safety, training and development. Furthermore, types of data sources consulted included scholarly journals that were peer reviewed, books, news articles and dissertations that were published in the last 10 years for their unique contribution to literature on diversity and inclusion. However, the search was extended to other databases and did not limit the publication dates.

## **Theoretical orientation of the study**

The theoretical structure for this thesis is underpinned by the undermentioned theories. Notably, these theories are critical because they provide a guiding framework on in terms of the overall “design of the examination” (p. 596), development of question, what to include, exclude, facilitating the analysis and interpretation of the results (Lederman and Lederman, 2015).

Social Identity theory (Tajfel and Turner, 1979),

Social Exchange theory (Blau, 1964),

Leader Member Exchange theory (Graem and Uhl-Biem, 1995),

Optimal Distinctiveness theory (Brewer, 1991).

### **Social Identity theory**

The social identity theory is crucial in enhancing an understanding of why and how various social identities influence employees' own perception, work attitudes and relationship with peers (Melton and Cunningham, 2014). On the other hand, social identity theory provides vital understanding of the basis of workplace "discrimination", partiality, "prejudice" as arising from "group categorization" and self-preservation (Islam, 2014, p. 1782). Worth noting is that this theory originated in the 1970s fundamentally as an explanation of intergroup relations (Hogg, 2016).

So, effectively according to Hogg, this is a relational social psychological theory of the importance of self-concept, related mental processes and social values in group processes and intergroup association, Hogg contended. Therefore, Melton and Cunningham postulate that employees align themselves to certain groups if in their opinion that association will improve their legitimacy and self-esteem.

However, Syed and Ozbilgin (2019) asserted that Social Identity theory is one of the prominent theories that describes how employees regard themselves in relation to others

particularly in a team setting. For example, employees in part obtain their social identity from the groups that they belong to, and this identity may differ in terms of importance and content (Scheepers and Ellemers, 2019). Thus, the influence of social identity theory principles in relation to the perception of participants will be comprehensively evaluated in line with the principles of the social identity theory to aid in the interpretation of the thesis results. Echoing these sentiments, Brimhall et al. (2017) argued that employees relate with certain groups because of familiarity and subsequently generate safety and legitimacy from such group membership. So, some of the focus areas for this theory that will be used for the scholarly review, analysis and eventually interpretation comprise, “social categorization”, “social comparison” and “social identification” (Van Doren, 2023, p. 2).

Nevertheless, in expanding the social category argument, Melton and Cunningham (2014) used the social identity theory to appreciate how different social identities impact employees’ own perception and work attitudes. Essentially, they posited that theory is about enhancing knowledge about how individuals classify themselves into various groups. For instance, they posit that social categorization impacts behavior of an individual if he or she deems it valuable to enhance his or her self-esteem. Furthermore, they added that factors affecting social classification are the degree of fit as well as ease of access to various categories.

Accordingly, Melton and Cunningham asserted that, accessibility classification is important because it assists individuals better understand their contexts and how to align and be

accepted to groups that fit their aspirations. In relation to methodological design and method of data collection, Melton and Cunningham's study used a case study and in-depth interview. This is a suitable approach because, the case study approach provides an in-depth knowledge and comprehension of a phenomena under review in a specific context (Yin, 2018) and can equally bring to the surface data that was not expected when the research study commenced (Krusenvik, 2016). However, in terms of data collection, Waite used the data from the 2017 Public Service Employee Survey.

In exploring how social categorization affect minority groups in workplaces, Melton and Cunningham (2014) conducted a study to assess the workplaces perspectives of sport employees of lesbian, gays, bisexual and transgender (LGBT) community and reported that, this group experienced unfair treatment, were perceived to be of inferior category, encountered barriers in their quest to ascend to leadership positions, had to hide their true sexual identities and were generally excluded from opportunities availed to heterosexual colleagues who had assumed a high status grouping herein referred to as in-group. Similarly, other forms of classifications are through ethnicity where individuals are given labels on the basis of their ethnic origins (Fernando and Kenny 2018). In this vein, the authors state that, those "ethnic minority groups experience unfavorable stereotypes in the workplace thereby causing some people to adopt pseudo ethnic identities" (p. 22) in order to protect themselves from ridicule or discrimination from dominant ethnic groups.



Echoing experiences of minority groups such as gays and lesbians, Rengers et al. (2019), conducted a study on workplace inclusion for gays and lesbians' humanitarian aid where they found that, the attitude of their peers and managers as well as company policies influenced the perception of lesbians and gay community on the genuineness of this group of employees towards the company's inclusion efforts.

However, on a positive note, Harush et al. (2018), stated that, in a diverse environment, social categorization reduces conflicts because of the closeness of members of various groups in a company and most importantly the promotion of self and others as members of a valued group whose orientation is outward looking and is bound by group identity. On the other hand, if diversity is not properly managed, it can result in "us" versus "them" in how the individuals are socially categorized, thus potentially creating conflicts in the workplace (Žnidaršič et al., 2021).

Citing the downside of social categorization, an increase in diversity has had a negative impact in instances where employees get attracted to groups pursuing self-interest, validating their legitimacy thereby forging strong ties but at the expense of cohesion and unity (Yadav and Lenka 2020). For example, Rohwerder (2017) alluded to loss of employee commitment, resentment, unattractive company image, inability to attract and retain talent as negative result of diversity due to employees aligning themselves on the basis of similarities. So, this classification which is anchored on group comparison is underpinned on the tenets of social identity theory (Hogg, 2016).

However, there is a conundrum that “diversity improvement initiatives” particularly affirmative efforts geared at “ensuring inclusion of female employees and other underrepresented groups face resistance and add stigma to these groupings” (Wieslander, 2018, p. 73). This perspective is obtained from the “individual interviews of 27 trainees and 11 focus group discussion at the Swedish Police Academy” (p. 64). The use of the interview in this thesis is appropriate because it is exploratory in nature, thus this data collection method will unearth the deep experiences of the respondents in their own settings (Roberts, 2020).

Equally, Enehaug et al. (2022) pointed out that existing employment legislation and strategies have not led to any significant improvement in the inclusion of underrepresented groups in organizations. For example, “inspite of positive consequences of diversity in the workplace”, groups and subgroups of “we against them” have been found to “form” thereby causing friction and misaligned goals (Žnidaršič et al., 2021, p. 1019). In terms of participants, the authors targeted “584 professionals from five multinational companies involved in multi-cultural engagements and data was analyzed using moderated mediation” protocols (p. 1023). Ultimately, Žnidaršič et al. (2021) found that, a leader advocating for a diversity-oriented workplace has a significant influence in moderating the negative association between perceived uniqueness and business identity.

So, in the context of this thesis, the theory suggests that employees and leaders respectively may join or align with certain groupings culminating in those associations influencing their perception of diversity and inclusion in the workplace. In some instances, a leader may unconsciously design and develop organizational policies that may frustrate inclusion efforts by excluding those members from minority groups (Huang et al., 2020). Case in point, Choi and Rainey, (2010, p.111) in line with the social identity theory argued that employees in “diverse groups” at times feel less secure thus contributing to lower sense of belonging relative to the outgroup while on the other hand, employees are “comfortable” that resemble themselves.

Correspondingly, Padila (2015) also employed is the social identity theory to assist in creating an enhanced understanding of group identity and intergroup interactions. Furthermore, the author conducted an “online pilot survey of 31 participants from a University in the United States of America” was developed and applied to the study (p. 75). The duration of the study was between “January and March 2013” (p. 75). In the final analysis, the author established that the results were consistent with expectations relating to ethnic identity complexity which state that people reflect and behave in consonance with their ethnic identity.

Notably, the social identity framework is composed of social categorization, social identity and social comparison (Fuller, 2022). This theory explains “diversity and inclusion” interactions that characteristics the “opposition” between in group and outgroup workers (p. 78). For example, this theory predicts that dominant groups will oppose diversity and inclusion initiatives if they

deem it unfair thereby curtailing their effectiveness (Carroll, 2024). This is because employees often favor groups that resemble their attributes ultimately using that as a factor to decide who to include and exclude (Dovidio et al., 2004). This principle is key in understanding perception of employees and leadership on workplace diversity and inclusion at Debswana.

On the downside, the social identity theory is criticized for being more concerned about intergroup relations as opposed to intragroup relations which it only gives a scant attention to (Hogg, 2018). Nevertheless, a familiar alternative theory to the social identity theory is the social dominance theory whose argument is that the common group dominations being experienced are effectively a reflection of a general pattern where dominant groups continue their oppression because of their privileged position and access to power (Sidanius et al., 2017). Equally, the negative side of social identity theory was established when Opara et al. (2020) examined workplace experiences of minority groups particularly non-British whites and found that, these groups are categorized and subsequently subjected to negative stereotypes and discrimination based on their identity.

So, to demonstrate the utility of these two theories, Schlegelmilch et al. (2016) applied both the social identity and social comparison theory to describe the perception of more than 800 Christians towards outgroup minority Muslims' desire to purchase halal endorsed products. In this study, Khan and Hair (2016), found that the resentment towards the minority group is founded on social dominance theory and social identity theory predicts hostility towards out group

endorsements. However, the association between social dominance theory and hostility towards the underrepresented group is stronger. Thus, the social identity theory is important in explaining the relation amongst the different groupings in the company particularly the demographic characteristics in respect of the current diversity and inclusion landscape in the workplace. For example, literature reveals that organizational interventions aimed at reducing prejudice and “discrimination” in the workplace have made the situation worse through other things increased “bias” and discrimination (Dobbin and Kalev, 2016, p.5). These are instances where those who are in majority for example men use their advantaged position to perpetuate the marginalization of women. In totality, the assumption of social identity theory is that an employee’s sense of self-worth is often determined by his or her allegiance to a particular group especially those that are “perceived” in high regard (Nair and Vohra, 2015, p.13). This is because underpinning “inclusion” is the employee’s yearning to be associated with a prominent group that accords them the security and enhanced status (p. 13). Consequently, this is the premise upon which the arguments in seeking to understand the perception of employees, executive leaders and the influence of age and gender, the investigation will be couched on. So, it will be interesting to confirm whether the diversity and inclusion disparities in Debswana Diamond Company aligns with the tenets of this theory in addition to other theories covered in this thesis. Additionally, another key theory applied in this study is Leader Member exchange theory whose assumptions are expounded below.

### **Leader Member Exchange theory**

Another theory that is critical in reviewing the role of inclusive leadership in creating a diverse and inclusive environment is the leader member exchange theory which according to Kibbe (2019) related, to a leader's duty to stimulate performance from employees through influencing, giving direction and rallying them to achieve organizational goals. Specifically, Duncan and Herrera (2014), indicated that, the theoretical foundation of the Leader Member exchange (LMX) theory is the concept of reciprocity that both the leader and subordinate are involved in. So, to fully appreciate the extent to which the perceptions of employees and executive leadership on the role inclusive leadership, organizational policies combined with age and gender influence diversity and inclusion will be examined through the lens of the leader member exchange theory.

Buttressing the perspective above, Sheer (2015), contended that the Leader Member Exchange theory is regarded as an engagement-based exchange conduct. For example, when a leader treats subordinates fairly and equitably, this results in a feeling of satisfaction with the leader, job contentment and building of trust (Lloyd et al., 2017). Ultimately, it can be argued that LMX is premised on the belief that leaders may interact with employees differently, where the relationship is characterized by mutual interest, care and the building of long-term commitments while in other instances the association may be based on the strict application of rules and regulations (Andersen et al., 2020). Notably, the authors posited that this theory has its basis on the social exchange theory because of the exchange or reciprocity connection between the

beneficiary and benefactor (Fein and Tziner, 2021). For instance, the strength of leader member exchange relationship can impact employees' perception of diversity and inclusion in the workplace (Arif et al., 2023). Effectively, Arif et al. (2023) argued that the quality of LMX is anchored on the "people oriented" style in which leaders regard all employees as valuable assets (p3).

Equally, Brimhall et al. (2014) posited that leaders can either build high quality relationships characterized by mutual trust, integrity and deference or low premium associations that are characterized by low trust and poor working relations. So, in relation to workplace diversity and inclusion, the role of leadership is increasingly becoming an important factor, Brimhall et al. (2017) as it might determine how they perceive the role of leadership in creating a diverse and inclusive workplace. For example, leaders' quality associations may comprise of reports who are in group set up where they will be comparing themselves against others regarding perceived treatment thus shaping their viewpoint on state of diversity and inclusion (Arif et al., 2022).

On the downside though, Gottfredson et al. (2020), is critical of the theory because of its ambiguous definition, a mismatch between its measurement and theoretical basis, therefore the authors conclude that its concepts are not capable of measuring the requirements of the theory. Nevertheless, this thesis was evaluated through the prism of the LMX theory, particularly in

relation to how it influences the perceptions of employees and senior leadership on the impact of key integrated elements of inclusive leadership, organizational policies and demographic attributes in the creation of a diverse and inclusive environment.

### **Social Exchange Theory**

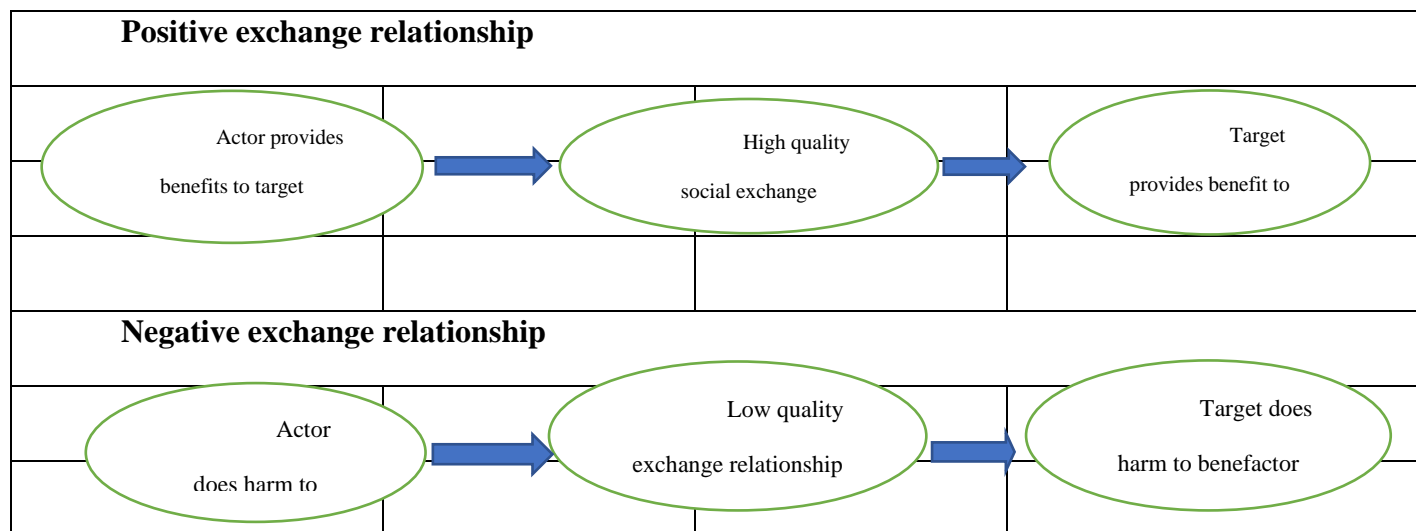
The origins of social exchange theory can be traced to the renowned scholars such as George Homans, John Thibaut, Harold Kelly and Peter Blau (Cook et al., 2013). Additionally, Cook et al. (2013) posit that, though the scholars advanced different perspectives on the theory, they nonetheless converged on the point that, social exchange is a central point of reference with Peter Blau in 1964 eventually giving this theory its current prominent status in social psychology.

Effectively, Cropanzano et al. (2017) argued that social exchange entails reciprocity between a benefactor and beneficiary and these exchanges are impacted by the quality of relationships between the actors. In support of this perspective, and consistent with this theory, Mousa et al. (2020) postulated that employees will expend themselves and demonstrate psychological commitment to the Company if in their perception, the company would recognize and accordingly reward them accordingly. In the case of workplace inclusion this would suggest that, if minority groups perceive that they are being genuinely recognized they will reciprocate that appreciation by expending their discretionary effort (Chen and Tang, 2018).



However, despite the advantages advanced above, this theory has been faulted for its inability to make specific and proactive predictions of human behavior at the workplace (Cropanzano et al., 2017). For example, the authors assert that the theory has some limitations in that, it assumes that the absence of beneficial attributes in an association effectively means the presence of something negative but that not always the case. Similarly, shortcomings of this theory were noted by King (2016) who pointed out that some of constructs are too general and vague. Nonetheless, King posited that this theory is vital for enhanced understanding of the relationships between line managers and their subordinates.

*Figure 1: Example of Social Exchange Behavior*



Adapted from Entity justice and Entity Injustice: A Review and Conceptual Extension, Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V., 2017, p.2

### **Optimal Distinctiveness Theory**

On a different vein, optimal distinctiveness theory is a social psychology theory with origins in the social identity theory and seeks to explain individual's desire to associate with groups (Randel et al., 2017). Specifically, the authors highlighted that, this theory argues that employees may want to strongly affiliate to one group for belongingness and concurrently associate with the other group because of the need for uniqueness. Consequently, Shore et al. (2018) opined that, if companies are not actively creating conducive working environment for minorities, it may result in employees being distressed.

For example, Randel et al. (2017), pointed out that if employees perceive that their aspirations of belongingness' have been fulfilled, it will trigger another new need for differentiation. Equally, in terms of various social groupings in the workplace, in line with the tenets of the theory, employees seek to find the most optimal balance between the need for inclusion to achieve security and resemblance, while on the other hand, they also desire their uniqueness to be recognized (Leonardelli and Loyd, 2016). Underscoring the foregoing perspective, Leszczensky et al. (2020) pointed out that a team has to be sufficiently big enough to be accommodated to fulfil the need for belongingness but likewise be small enough to offer some level of comfort for differentiation.

Ultimately, these theoretical frameworks were foundational in that they were a thread through which this research study was anchored. This is so because they provided guidelines,

principles and propositions which the investigation of the impact of the employees, executive leadership's perception of leadership, organizational policies as well as demographic attributes on diversity and inclusion was based on. Subsequently, the next section delves into the industry and firm analysis to examine the scholarly literature on the domain of diversity and inclusion as well as assessing the measures that are being applied to enhance diversity and inclusion in the workplace.

*Table 3: Summary of Major Theories Applied in this Thesis*

Theory	Major Assumption
Social Identity Theory	Employees compare themselves, protect and align to groups that accord their advantages over other social groups in the workplace thus, their perceptions of diversity and inclusion are influenced by this association
Leader Member Exchange	Perceptions of employees on whether the workplace is diverse and inclusive are connected to how they relate to their leaders
Social Exchange Theory	The manner in which an organization treats its employees has got a bearing on how they perceive the workplace and their reciprocal actions consequent to the conduct of leadership
Optimal Distinctiveness Theory	Employees want a workplace that generates a sense of belonging and recognition that is extended to others but simultaneously wants to retain their uniqueness

## **Analysis of Debswana Diamond Company**

The 1967 discovery of kimberlite in Botswana, and the deliberate building and nurturing of the company by the partners, has resulted in Debswana becoming one of the world's leading diamond producers by value, ([www.debswana.com](http://www.debswana.com)). The latter is a private company with a limited liability and has three operations, being the Corporate Centre, Jwaneng Mine and Orapa, Letlhakane and Damtshaa Mines (Debswana). The company is the biggest revenue earner from diamond exports and has rapidly transformed the economy, increasing the revenue of the country from less than P10 million a year at Independence to over a billion today (Debswana, para 2).

Notwithstanding however, Debswana Diamond Company is facing a similar challenge like other businesses in the mining sector which are battling to create conditions for underrepresented people to join and thrive in the sector. To provide enhanced context, this company was formed in 1969 and is the leading producer of diamonds by volume and value. For instance, for the year ending 31<sup>st</sup> December 2022, DeBeers Group of Companies sold “34.6 million carats” of which “24.1 million carats” or an estimated “70%” was coming from Debswana ([sundaystandard.info](http://sundaystandard.info), 17 January 2023). In terms of revenue, “DeBeers” revealed a record-breaking rough diamond sales amounting to “£5.67 billion” (p. 14) of which a significant contribution comes from the Debswana which operates four mines being Jwaneng, Orapa, Letlhakane and Damtshaa, (the latter under the acronym OLDM).

Moreover, Debswana is in a fifty-fifty partnership between the Government of the Republic of Botswana and the De Beers Group of Companies. The diamonds produced from the four mines are sold through DeBeers and the Okavango Diamond Company and Debswana is the biggest contributor to the De Beers Group diamond production. Vitally, Debswana in addition to being the biggest private sector employer, is also the mainstay of Botswana economy as alluded to in the foregoing discussion because of its immense contribution to government revenue, gross domestic product and foreign exchange earner. Thus, in the context of this study, Debswana outlines that it is devoted to its pursuit of a diverse and inclusive workforce.

So, given the strategic importance of this firm to Botswana's economic trajectory, it is vital to gain an understanding of the current state of demographic disparity and how diversity and inclusion can be embedded in the workplace so that every employee feels accommodated. Nevertheless, Debswana has lost some of the top talented female employees in strategic positions through separations thereby further depleting this small constituency. So, this situation has the potential to adversely impact the company's competitiveness and attractiveness that could be generated by having a diverse and inclusive labour force (Tamunomiebi and John-Eke, 2020).

This state of diversity and inclusion disparity was also noted by the Minister of Minerals and Energy Lefoko Moagi decried the low participation of women in mining in Botswana, and argued strenuously that, diversity, equity and inclusion are not only business imperatives but are topical issues in the world that is increasingly becoming intolerant and contemptuous of gender

insensitivity in the workplace (Mosikare, 2023). Furthermore, the minister bemoaned that as much as Botswana is a signatory to gender equality protocols, there are still few women in general in the mining sector and even worse in executive positions representation. For example, he revealed that only about 8 to 12% of the workforce in the mining industry are women, the author argued.

This situation has since led to calls by some advocacy groups such as “Women in Mining” demanding recruitment of women into critical roles in the sector because the 19% representation of women in mining industry is not sufficient and require immediate attention (Botswana Guardian, 2017). In the context of Debswana, for instance, of the ninety-seven top leadership team, a paltry nineteen are females. So, it is in this context that this thesis examines employees and executive leadership’s perception on the inclusive leadership, organizational policies’ impact on diversity and inclusion. Additionally, the impact of age and gender on employees’ perceptions of diversity and inclusion is examined. As already alluded to, there is insufficient research on studies that have incorporated these main elements notwithstanding the myriad problems on the implementation challenges, leadership effectiveness and continued workforce demographic disparities. Subsequently, the next sections systematically and extensively reviewed existing literature on the employees and executive leadership’s perceptions of diversity and inclusion in the workplace anchored on the following thematic areas:

## **Thematic Areas**

### **Perception of the role of Inclusive Leadership on diversity and inclusion**

Creating an inclusive work environment is a key leadership responsibility given that diversity and inclusion is “concerned” a particular emphasis on segments of employees who may be at risk of “marginalization” or total exclusion from participating and benefiting from company processes (DeMatthews et al, p. 542). Literature reveals that inclusive leadership is needed to deal with “negative attitudes” toward inclusion because it is perceived as an enabler to the achievement of “inclusion programs”, however, “resistance” to inclusion is common challenge in organization that strive to embed inclusion (Ryan, 2007, p.18).

This is because, inclusion is increasingly being seen as an integral part of leadership thus the need to “mobilize support for inclusion”, “implement inclusive practices” and monitor the interventions (Ryan, 2007, p. 19), where all employees have “equal opportunities” to participate in all organizational processes and activities without any structural hindrances. Likewise, extant literature reveals that inclusive leadership is positively associated with an inclusive environment (Cottrill et al., 2014). Moreover, inclusive leadership is credited with creating a thriving atmosphere for diversity and inclusion to thrive and eventually achieve superior business outcome (Rathore et al., 2021). Equally, Kuknor and Bhattacharya (2021) also explored how organizational practitioners and policy makers perceive diversity and inclusion and found that inclusive

leadership is essential for fostering intervention to nurture inclusion.

Correspondingly, notwithstanding that there is limited empirical evidence and “theory” on “leadership approaches” that can tackle issues of achieving diverse and inclusive environment, Randel et al., (2018, p. 191) argued that inclusive leadership can offer that solution because it supports the proper functioning of “diverse groups” in a manner that is not adequately “addressed” by other types of leadership. Anchoring on the optimal distinctiveness and social identity theories, the authors contend that inclusive leadership is a set of attributes that are geared at facilitating team members perception of belonging to a larger group but at the same time retaining their “unique” attributes. So, it is vital to understand the perception of employees and senior leadership on the impact that inclusive leadership has in creating a diverse and inclusive environment given that it is inclined towards facilitating and recognizing the different perspectives of a diverse workforce (Mitchell et al., 2015).

Underscoring the foregoing view, Gallegos (2013) contended that inclusive leadership implies a relationship that is anchored on reciprocated influence and common variation to evolving situations that cultivate deeper relationships, exemplifying boldness, desire to achieve coexistence with humbleness as unique people but equally capable and knowledgeable individuals in the workplace.



Additionally, one factor that is increasingly becoming important for organizational inclusion is the type of leadership (Brimhall et al., 2017). To that extent, the author stated that, leaders can impact the “perception of inclusion through the caliber of their association with their followers” (p. 4). So, to expound further on the influence of leadership, the subsequent discussion will be underpinned by the social exchange theory and the leader-member exchange theory. Accordingly, leader member exchange is primarily a reciprocal interactive process of leadership (Bauer and Erdogan, 2015). For example, Bauer and Erdogan, (2015, p. 4) posited that, in “high quality interactions, leaders may be inclusive, develop high quality relationships based on commitment, trust and anchored on mutual respect, whereas in low quality exchange, the interactions are rigid” and restricted to the leader and follower’s contract of employment and prevailing policies.

Relatedly, Perry et al. (2021) explored the ‘connection between inclusive leadership, conducive environment and bullying at, at sectional, department and colleagues’ levels” and established that, leaders who conduct themselves more inclusively are anticipated to have team members who enjoy more beneficial outcomes and fewer negative outcomes such as discrimination and unequal access to resources (Shafaei et al., 2024).

Correspondingly, Li et al., (2018), embarked on a study to compare and integrate leader member exchange (LMX) and leadership identity (LID) as simultaneously functioning mediators

between leadership and two organizational citizenship behavior being assisting and taking ownership.

In terms of method approach, Li et al. (2018, p.2) opted for a cross sectional study that comprised of “395 steady, independent leader-member dyads from various Chinese companies” and eventually found that, in reputable and steady leader member relationships, LMX was central in explaining the relationships between different leadership and the citizenship behavior of assisting whereas on the other end, leadership identity revealed leadership impact on the ability of subordinates to take initiatives. However, the downside of this study is its use of the cross-sectional design whose limitations are that it is unable to establish a real cause and effect since these attributes are tested simultaneously unlike in longitudinal study where passage of time is allowed to verify emerging trends (Solem, 2015).

Conversely, Choi (2017) examined the impact of inclusive leadership on employee welfare and innovative behavior using a sample of 207 employees in five telecommunication companies in Vietnam, through a questionnaire survey. Consequently, the findings demonstrated that inclusive leadership is positively connected to employee well-being and innovative conduct, and that the worker job matches those associations the authors stated.

Equally given the dynamic, globalized, volatile business environment and the imperatives for organizations to survive in the cutthroat environment, Mansoor (2021) examined the role of

inclusive leadership in fostering employee innovative work behavior using data from employees working in Pakistan banks. The findings showed that there is a positive relationship between inclusive leadership and Innovative work behavior. On a different vein, in the “interaction between the role of leader and diversity management”, Vito and Sethi (2020, p. 2) discovered that, low quality leader member exchanges as well as poor diversity initiatives resulted in negative feelings of inclusion and adversely influenced employee morale, wellbeing and organizational commitment.

So, in terms of methodological approach, a narrative case study as well as auto ethnography was used to assess the lived experience of two female participants so as to surface emerging narratives and generate meaning from the data, Vito and Sethi (2020) highlighted. Notwithstanding the common criticism levelled against case study method for its lack of clearly defined procedures, nonetheless it enables an in-depth investigation and understanding of a phenomenon (Krusenvik, 2016).

However, on the issue of the association between leader member exchange and employee engagement, Hapsari et al. (2019, p. 2) examined the “generational diversity management and the quality of leader-member exchange on innovative work practices mediated by employee engagement using a survey of 1839 employees of a telecommunication company in Indonesia which represents three generations being baby boomers, generation Y and X”. An engaged

workforce was found to be influenced by the richness of leader member exchanges and innovative work practices, Hapsari et al. (2019), established.

Furthermore, in assessing the connection between leader member exchange and an employee's sense of job security, Wang et al. (2019, p. 2) discovered that, "the perceived organizational inclusion status mediated the association between the worth of leader member exchange and job insecurity". With regard methodological approach, Wang et al., used time lagged data from a sample of 186 Chinese employees employed in thirty-one workgroups. Relatedly, Kakkar (2019) examined whether the "value of leader member exchange influences follower's resilience". In terms of method approach, Kakkar (2019, p. 2) used "cross sectional survey design and collected data from 139 employees from information technology and enabled services in India". Consequently, the author found that LMX is positively related to follower's resilience.

Further exploring the effect of LMX on employee productivity, Pichler et al. (2019) also examined the relationship between covert and overt diversity and leader member exchange (LMX) differentiation as well as relative leader member exchange (RLMX) leading to a follower job performance. Using survey data from subordinates in multinational companies in Dubai, Pichler et al. (2019), discovered that, "visible similarity is more crucial to RLMX than invisible similarity and that, the relationship between surface level resemblance and RLMX was moderated by the level of group nationality diversity to the extent that, when the level of diversity was high, there was a positive relationship between interpersonal nationality similarities and RLMX" (p2).

Equally, discretionary conduct such as when an employee unleashing his or inert potential or conducting him or herself in an unbecoming manner are part of a company's regular occurrence (Götz et al., 2020). Though, extant literature reveals that, the quality of leader-member exchange is principal antecedent of workplace conduct, however, the protocols through which this influence occurs has not been comprehensively articulated, assert hence the deployment of an organizational identity as a measure through which to create to explore why LMX leads to an employee's ultimate discretionary conduct, Götz et al. (2020) assert.

So, it is in this context that, Götz et al. (2020, p. 7) found that, "LMX is positively related to reduction of incidents of workplace unruly behavior and nurtures organization's citizenship behavior". In terms of method approach, the authors adopted a "cross-sectional study with 188 Swiss employees, (2) a time-lagged study with 502 Swiss employees, (3) an online recall experiment with 131 US participants, and (4) an online experiment with 139 US participants" (p4).

In support of the view that LMX has an influence on organization citizenship behavior (OCB), Anand et al. (2018, p. 2), explored the "impact of a leader power distance and team task interdependence" and found that, indeed to the "extent of the authority of the leader in a team and the amount of interdependence of work assignments in the team influences the relationship between leader member exchange and the organization citizenship behavior". To that extent, the authors argued that, the extent of the authority and closeness of a leader in a group influences the relationship between LMX and OCB and this impact is stronger in teams whose task

interdependence is high. In terms of methods and participants, the authors performed a hierarchical regression analysis of data collected from 245 employees in 54 work groups.

Similarly, Muldoon et al. (2018) evaluated the mediating role of workplace attitudes on the leader-member exchange –turnover intentions relationship. Keough and Lovett (2018, p. 2)’s argument was that, “LMX minimizes different company stressors being organizational change, perception of policymaking and interpersonal relations and that, this intervention will decrease employees’ desire to exit”. In terms of participation, 281 employees from diverse companies responded to the survey and the results showed that the leader has a positive impact on employees’ motivation, job commitment and organizational performance (Garg, 2019). This aligns with the social identity theory, which posits that the leader can influence the beliefs and behavior of followers by fostering inclusion through supporting human resources diversity policies (Buengeler et al., 2018).

Relatedly, employees who have cordial relationships with their supervisors feel a sense of safety and are eager to receive assistance such as coaching and mentoring from their principals in order to enhance their career prospects and consequently reciprocate this assistance (Pan et al., 2021). To test this assertion, Pan et al. (2021, p. 3) embarked on a study to assess the “influence of LMX on job contentment amongst nurses in China and to investigate the mediating impact of individual and joint job design between LMX and job and life satisfaction”.

A sample of “263 employees was drawn from various hospitals from Zhejiang province in China and a set of self-administered questionnaires measuring variables of LMX, job crafting, job and life satisfaction were used, (p. 4). Subsequently, the authors established that, “LMX has a significant positive impact on the manner in which the job is designed and job satisfaction and equally that, collaborative job design has a significant influence on job contentment of nurses” (p. 9).

However, notwithstanding, this positive recognition that LMX has an influence on innovation, imagination and ability for employees to open up and share their opinions freely, Carnevale et al. (2017, p. 520), argues that, the “strength of the association had not been tested and as such, he embarked on a study to review literature pertaining to LMX influence on employees’ ability to express themselves (37 samples), imagination (53 samples), innovation (29 samples)”. Subsequently, Carnevale found that, indeed, “LMX positively forecast voice, innovation and creativity orientation” and simultaneously that, the “relationship between LMX and creativity is stronger in comparison to voice and innovation” (p. 533).

Notably, these arguments are also underlined by the social exchange theory particularly where the employee becomes productive, free and creative as a result of a conducive environment provided by the leader as articulated by Oparaocha (2016). However, despite the comprehensiveness of this study, its weakness is the methodological approach due to the use of

secondary data sources because of their threat of bias, redundant data and inability to do follow up in the event of missing data (Latkovikj and Popovska, 2020).

Additionally, feeling protected or apprehensive were found to be “connected to leader member exchange through (LMX) exerting influencing and application of effort geared at developing a connection with a supervisor”, similarly, avoidance approach was directly and negatively connected to LMX and certainly not related to any effort to build a quality association (Maslyn et al., 2017, p.15). Consequently, Maslyn et al. (2017) proposed that leaders may require to purposely depart from the characteristic LMX design process in order to create a more thriving environment for building high quality associations with followers with unique attachment styles. This reciprocal association is consistent with the assumptions of the social exchange theory as elaborated by Chen and Tang (2018). In terms of methods, data collection was done through a survey of the “company’s 213 employees”, Maslyn et al. (2018, p.10) posited.

Relatedly, if a leader treats employees differently by exhibiting signs of favoritism, this might cause distress, anger and hostility in the workplace (Li et al., 2021). In light of this possibility, Li et al. (2021, p. 3) embarked on a research study to investigate and analyze the “impact of a leader member exchange differentiation (LMXD) on employee safety drive”. “A quantitative method was adopted, and a structured questionnaire used on a sample of 324 employees of a Chinese construction industry employees”, (p. 5).



Subsequently, the results of the study show that, “LMXD could immediately and positively impact negative feelings and indirectly influence the safety performance of employees via the mediating impact of negative emotions and engagement in the workplace”, and equally that, “trust has a moderating influence on the association between LMXD and negative opinions about the leader and by extension the working environment” (Li et al., 2021, p. 6). So, notwithstanding the currency of study, it would have been enriched had it also adopted a qualitative method because it would have sought to understand the underlying reasons pertaining to the employee feelings and consequent actions (Haven, 2020).

In a similar vein, it was established that, “minority groups that are culturally intelligent are able to speak up freely and raise suggestion and that this conduct is mediated by the quality of relationships with leaders” (Jiang et al., 2018, p.15). In terms of method approach, “261 questionnaires were used to collect data from migrant employees in Australia through an online survey yielding a response rate of 17.3 %” (p. 9). However, on the downside, this small participation rates have the likelihood of affecting reliability and confidence on the results because some relationships in data set may be omitted (Rice et al., 2017).

Gupta et al. (2020, p. 563) also conducted a study to evaluate whether “comparative age has any bearing on the quality of the LMX and further sought to establish any mediating effect of trust in the relationship”. In terms of method approach, “200 leader- follower dyads from five companies in the national capital regional of India were used in the research and questionnaires

were sent leaders and followers” separately (p. 567). The results revealed that, “relational age has an effect on an employee’s views of LMX to the extent that the smaller the age difference the higher the quality of relationship, however the age difference does not impact the leader’s perspective,” however, with regard to the mediating impact of trust, only the element of “loyalty in the whole dimension of trust is influenced by relational age” (p. 571). Thus, suggesting that, issues that a follower deems important might not be perceived that way by a leader most probably because of their level in the hierarchy.

On the other hand, Mackey et al. (2020, p. 10), deriving insights from both the ego depletion and LMX theories as to why hostility based supervision is indirectly connected to supervisor directed abusive voice, found that, there is evidence that, “rude supervision has a positive conditional indirect impact on supervisor directed damaging voice through followers’ relational ego depletion with their line managers that is stronger in high LMX differentiation settings compared to the lower one”. This would suggest an adverse relationship where the working environment is toxic. Nevertheless, in terms of method design, a “multi-source field study targeting 219 participants” was used (p. 6).

Qi and Armstrong (2019, p. 491) also assessed the role of “leader-member exchange as a moderating variable in a research study that sought to examine the impact of cognitive style diversity on intragroup relationship conflicts and individual level company citizenship behavior”. For methodological approach, Qi, & Armstrong opted for a “hierarchical linear modelling and

hierarchical regression analysis to run an analysis of data obtained from a sample of 344 participants from 83 teams in 126 departments in 6 manufacturing companies in the Republic of China” (p. 497). Eventually, the results revealed that, “leader-member exchange moderates the relationship between cognitive style diversity and intra group relationship conflict” (p. 500).

Echoing the above sentiments, Ke et al. (2022, p. 2) revealed in the study of Inclusive Leadership, Workplace Spirituality, and Job Performance in the Public Sector that, the “positive association between inclusive leadership and civil servants’ productivity is mediated by the work environment devotion” and similarly that, ‘leader-member exchange and perceived differences act as moderators to the relationship’, Notably, the authors argued that, the value of inclusive leadership as key ingredient in creating an inclusive workforce is gaining momentum in management research. In terms of method approach and participants, the study used a survey targeting 392 civil servants in western China, Ke et al. (2022) explained.

Moon and Christensen (2022, p. 381) equally explored the role of “leadership in moderating the relationships of racial diversity with emotional commitment climate and race-based employment bias”. Using the data from the United States of America federal sub agencies, Moon and Christensen found that, “racial diversity is negatively related to self-reported affective commitment climate and positively associated with observable race-based employment discrimination concerns” as well as that, “ethical leadership is positively related to affective commitment climate but negatively connected to race-based employment discrimination” (p. 388).

Another component of identity but in this instance being subordinates' moral identity is said to be a consequence of ethical leadership (Gerpott et al., 2019, p. 1064). The authors undertook research on the interplay of subordinate "moral identity and leader group prototypicality". The study recruited "170 participants and used an online survey questionnaire to collect data" (p. 1067). These participants were further randomly assigned to situations assessing moral identity, but as for measurements of participants' attitudes, Gerpott et al. (2019) opted for a "Likert scale" and subsequently, the research revealed that a subordinate's "moral identity mediated the association between perceived ethical leadership and organization citizen behavior" (p. 1071).

Brimhall, (2019, p. 716), evaluated the impact of "leader engagement on inclusion, creativity, employee contentment against perceived quality of care in a diverse nonprofit health company". The author collected data at 3 stages in a 6-month break, and found that, innovation was directly connected to job satisfaction and perceived quality of treatment in the workplace, thus, confirming the perspective that leaders who genuinely engage with other stakeholders in the business will enable a conducive environment for innovation and employees' job satisfaction as well as the quality of care to flourish. Advantage of longitudinal studies are that it is comprehensive since it is able to connect events chronologically (Caruana et al., 2015).

Notwithstanding the utility of the LMX theory in explaining how line manager subordinate relationship functions, Hunt (2014) argues that there are shortcomings of LMX and mostly relate

to the inability of the theory to evaluate issues pertaining organizational settings and circumstances that are outside the ambit of the leader member dyadic which can also impact relationship between leader followers. For instance, issues connected to organizational norms and policies, type of assignment, venue, duration of tasks and the size of teams that must coalesce to develop relationships can impact LMX, Hunt, asserts. Additionally, another weakness highlighted by the author is that it might be a laborious process to attempt to create relationships between each particular subordinate and a leader because of the lack of capacity on the part of the leader to give authentic attention to all subordinates.

Relatedly, Jin et al. (2017) explored the role of inclusive leadership in achieving diversified environment and the extent to which inclusive leadership impact performance using a representative sample of employees in federal government in the United States of America. The results of the study showed that leadership strongly predicts the performance of employees. Underscoring these sentiments, Hayes et al. (2020) asserted that initiatives for diversity and inclusion should promote the representation and involvement of all employees in the organization and should be primarily driven by a leader. Relatedly, senior leaders set the “tone” for the processes and ways of work, “vision”, “strategic” direction for the organization as well as facilitating the alignment of an employee’s aspiration versus that of the company (April and Blass, 2010, p. 65)

Relatedly, Austin, (2024) examined the execution and usefulness of inclusive leadership practices in achieving a diverse, inclusive and equitable workforce at a federal government and subcontractors in the United States of America. The enquiry involved a concurrent mixed method enquiry, and findings were that inclusive leadership cultivates a more inclusive and equitable workplace. Similar views are espoused by Jin et al. (2017) who argued that inclusive leadership engenders an inclusive atmosphere.

Grounded on the social identity theory, Wang et al. (2020; p. 1104), investigated how inclusive leadership stimulates employees taking control however being “mediated” by commitment but “moderated” by the impact of “traditionality” in “Shanghai”, “China”. In the instance of this theory and under the conduct of an inclusive leader, subordinates’ “feelings of identity” and value will be significantly increased. Using a hierarchical regression analysis from the data collected from “246 participants” (p. 1107), the findings show that, “affective commitment” mediates the association between “inclusive leadership” and subordinates taking active control of their careers (p. 1110). Another study that demonstrated the value of inclusive leadership particularly on the perspective of enabling employees to take ownership of their destiny was by Zeng et al. (2020) whose research setting was also China where data was collected through a structure questionnaire from employees and supervisors at “17 organisations” base Jiangsu and Anhui provinces, China (p. 2). So, similar to the results of the existing literature, “inclusive leadership” is positively connected to “taking charge” (p. 6).

On the contrary, Glapion, and O'Rourke, (2024, p. 6), highlighted that there is a "knowledge gap" that require more research that connects inclusive leadership to its anticipated advantages. So, in that vein the authors investigated the impact of inclusive leadership practices on the association between employee innovation and employee engagement within a non-profit making company. Supported by the leader member exchange theory, the results demonstrated the inclusive leadership cultivates a "positive leader subordinate" relationship, a thriving work environment and overall company performance (Glapion and O'Rourke, 2024, p. 148).

Guo et al. (2023), anchoring their argument on the optimal distinctiveness theory, state that inclusive leadership puts more premium on individuals to enable "belonginess and "preservation" of unique talents to achieve diversified workplace. Subsequently, through the study assessing the impact of inclusive leadership on innovative work conduct underpinned by the leader member exchange, the authors found that inclusive leadership is "connected to innovative work performance" (p. 6).

Furtado, et al. (2024), strenuously pointed out that inclusive leadership is vital for companies seeking to integrate diversity programmes into the workplace. This is due to the supportive nature of inclusive leaders that optimize diversity and promotes inclusion in the workforce (Ahmed et al., 2020). Notably, this study was conducted in organizations in Brazil.

Equally, Ahmed et al. (2021, p. 8) conducted a three-wave longitudinal study and examined whether inclusive leadership has got any cause-and-effect association with psychological well-being of employees during a crisis. The results showed that as per findings from existing research, inclusive leadership has got a “causal relationship” with “psychological distress” (p. 827) to the extent that inclusive conduct of leaders can create a thriving work environment with optimized “psychological safety” to assist minimize “psychological disorder”.

Conversely, Elsaied (2020) investigated the effect on inclusive leadership on job entrenchment but moderated by our employees identifying with organization using bivariate correlation analysis at Hurghada in Egypt. Supported by data collected from 364 employees employed in those 25 hotels, the authors found that the organizational factors greatly mediated the relationship between inclusive leadership and job entrenchment. Although this study has similarities with the proposed thesis with respect to organizational factors in the form of policies, its limitation is that it only focuses on one variable and the setting is hotels. correspondingly, Ye et al. (2019), also investigated the moderating association between inclusive leadership and team performance in China using hierarchical regression whose findings revealed that, the ability of the team to speak up moderated the relationship between inclusive leadership and team innovation. Another scholar who emphasised the importance of inclusive leadership is Ye et al. (2018) whose study was based in China and findings showed that inclusive leadership stimulates an environment where employees can experiment and learn from those mistakes.



On the other hand, Korkmaz et al. (2020, p. 4), guided by the optimal distinctiveness theory methodically reviewed “107 articles” about what inclusive leadership involves. The main thrust of the supporting theory was that the various shades of inclusive leaders that create a thriving environment where they cause employees to experience a sense of “belonging” while at the same time maintaining a sense of “uniqueness” (p. 2) have not been comprehensively researched. However, the results indicate that inclusive leadership can be a powerful guidebook for leaders in the ever evolving ’s diverse working place. Additionally inclusive leadership creates a conducive environment for “meaningful work” and “meaningful” workplace which promote fairness, justice, equity and inclusion in the workplace (Bohonos and Sisco, 2021).

Consequently, the thesis hypothesizes that: Employees perceive that inclusive leadership has a positive impact on diversity and inclusion in the workplace.

## **Summary**

Notwithstanding the extensive literature on inclusive leadership and diversity and inclusion, there is insufficient empirical data on the investigation of this phenomena in the mining sector. There is little evidence of studies that have sought to measure this phenomenon in the setting of Debswana from the perspectives of employees and senior leadership level. Likewise, the context where the studies were undertaken was largely in develop countries, therefore, these results cannot be generalized to the setting of Botswana, which is a developing country. Equally, this

thesis extends the assumptions of the social identity theory. For instance, this thesis tests whether the perspectives of employees are supported by employee categorizations of being ingroup or outgroup. In terms of methodology, many of the reviewed studies used secondary data sources. Therefore, the use of mixed method research would enable the researcher to obtain a comprehensive view of this complex issue of diversity and inclusion in the workplace.

### **Impact of Organizational policies on diversity and inclusion in the workplace.**

Anchored by the social identity theory, organizations are deploying diversity policies to capacitate employees to appreciate the value and opportunities that a diverse and inclusive workforce can engender (Gündemir et al., 2017). The focus on organizational policies is based on the extant literature that postulates that when organizational policies are correctly and consistently executed in line with expectations of the workforce, in reciprocity this tends to create a feeling of job satisfaction amongst employees thus creating a sense of commitment, trust and superior organizational outcomes (Honu et al., 2022). This is based on the understanding that designing effective diversity programmes is crucial to achieving a diverse and inclusive workplace (Kyriakidou et al., 2016). To buttress this perspective, White et al. (2013) argued that without broad based organizational policies, diversity and inclusion in the workplace remain elusive. This is because research shows that many companies have not developed policies and systems to effectively implement and manage diversity and inclusion (Church and Rotolo, 2013).

Equally, literature is showing that organizations are increasingly becoming diverse, and this is presenting tensions for employers because their diversity management policies are less effective thereby rendering the workplace uncondusive (Zungu, 2016). Extending this argument, Peltier-Huntley (2019) argued that as a reaction to societal pressure and looming labour scarcity, the Canadian mining industry has come up with initiatives to accelerate gender inclusion in its male dominated labor force (Peltier-Huntley, 2019). However, the feedback from the execution of the intervention has revealed that the industry still has a lot to do to achieve gender parity but there were good indicators that attitudes are shifting to realize diversity and inclusion goals.

However, even for those jurisdictions that implemented various policies, that enable interventions such working committees and programs, diversity and inclusion is still sluggish and not sufficiently visible (Siri et al., 2022) That notwithstanding, Wolbring and Lillywhite, (2021) advocated for the development of policies that will enable the creation of capability building frameworks to realize a diverse and inclusive work environment. Such efforts include amongst others the design of a talent management strategy that recognizes the “inherent bias” in a particular context such as patriarchal organization and ensure that female employees have access to opportunities and resources to achieve their career growth aspirations (Farndale et al, 2015, p. 680). Most importantly, there is a need to establish how to measure effectiveness of diversity and inclusion interventions (Giovannini, 2004). Similarly, diversity training is touted as a strategic

intervention geared at improving group relations and minimizing discrimination thus ensuring a diverse and inclusive workplace (Phillips et al., 2016).

Nevertheless, there is a concern that diversity and inclusion policies have been based on examined experience but not on empirical evidence (Hays-Thomas and Bendick, 2013). Therefore, the researcher seeks to bridge this gap by embarking on an empirical study examining the employees and executive leadership's perception on the impact of organizational policies on the creation of a diverse and inclusive workplace. Similarly, as revealed above, extant literature shows that diversity and inclusion practices are mostly implemented in organizations in developed countries relative to the developing world.

In that vein, Saqib and Khan, (2023, p. 4) embarked on a study to examine how companies can become inclusive through specified policies, programmes and conduct using a “case study research design”. Employees' perspectives were obtained through semi structured interviews as well as through other company “documents”, “website” and “human resources policies (p. 5). The findings were that female employees were recognized as diverse category who felt included when accommodative policies and practices were crafted. Similarly, the results were that “contextual setting” had a significant role in how these policies were enacted (p. 14). Kiradoo (2022), also explored issues pertaining to diversity and inclusion in the workplace and measures that could be applied to accomplish a diverse and inclusive workforce. The research method adopted included

an extensive review of the literature through electronic databases within the boundaries set by the inclusion and exclusion criteria. The findings proposed that organizations can employ different strategies to optimize diversity, equity and inclusion in the workforce such as “diversity” capability building, enabling “inclusive leadership”, use of “technology” as well as implementing alternative employment models (p. 140).

Similarly, Downey et al. (2015) tested the association between diversity policies and building a trusting climate to which the results showed a positive relationship between diversity policy and a trusting climate which in turn leads to a positive employee engagement, nonetheless the gap was the context. Other interventions driven by organizational policies included “recruitment”, “promotion”, training and development and these are used to drive diversity where employees feel included regardless of their background (April and Blass, 2010, p. 65). Additionally, organizations are urged to invoke policies that enhance a sense of belongingness where individuals are valued and treated fairly for the unique “skills”, “experiences”, ideas and not be “discriminated” against for being different (Thompson, 2017, p. 2).

On a similar vein but with focus on why and how diversity enhances organizational outcomes, Chrobot-Mason and Aramovich (2013, p. 659) investigated the “association between employees’ perception of diversity climate perspective and desire to separate” with the company. Furthermore, the authors also examined the effect of “psychological output variables comprising

of company commitment, the creation of a conducive environment for creativity, psychological empowerment and autonomy to select own identity as likely moderators of the association” (p. 660).

Drawing on the insights from the survey on the viewpoints of “1731 public employees”, (p. 660), the findings were that, if there is a perception of equal access to resources and impartial treatment of employees, the desire to leave the company diminishes, Chrobot-Mason and Aramovich established. Despite the strength of this study in being able to establish a relationship between perception of diversity and organizational outcomes, its only limitation is not being able to explore underlying reasons as to what constitutes employees’ perception of fairness, and this would have been possible had a qualitative approach also been considered.

Relatedly, echoing similar sentiments, but with reference to general bias facing underrepresented groups, Miminoshvili and Černe (2021), posited that, notwithstanding companies’ acknowledgement of an ever-increasing diversity in the workplace and the associated benefits, the situation on the ground reflects acts of discrimination against minority groups. Underscoring this perspective, Otaye-Ebede and Akobo (2019) asserted that, even though diversity has rapidly grown over the years as an affirmative action from developed countries culminating in current inclusion policies whose objectives are to ensure that all employees are treated fairly and granted equal access, unfortunately its implementation remains a challenge and is a source of unending debates.

Consequently, in a study to examine Australian attempts at ensuring gender equity and creating a diverse and inclusive organization, underpinned by a case study research design, McLead and Herrington (2017), found that more attention is placed on demographic diversity as opposed to designing and deploying policies that ensued that inclusive workplace is realized and posited that this approach will create challenges for future leaders who will have to contend with leading a diverse workforce.

On a different vein, Buengeler et al. (2018), argued that well intentioned human resources diversity policies have not always delivered expected results. As such, they embarked on a study reviewing literature targeting “employee inclusion as an outcome of diversity practices as determined by an interplay between human resources and leadership” (p. 3). Drawing from the optimal distinctiveness theory, the authors assert that, “organizational inclusion involves enabling employee’s belongingness and at the same time acknowledging and nurturing their uniqueness for the greater benefit of the organization” (p. 10). However, these results are impacted by the degree to which a leader supports the human resources diversity initiatives such as diversity training and inclusive recruitment, Buengeler et al. contended.

Notably, changes in the international market led by globalization, crises such as geographical political tensions have caused organizations to review their human resources related policies comprising amongst others, remuneration, training and development, recruitment and

selection as well as performance assessments in order to make these organizations resilient (Cooke et al., 2020). Confirming this perspective, Shore Cleveland and Sanchez (2018), points to ever changing demographic trends as one of the triggers compelling companies to reevaluate their policies. Confirming this view point, Sridhar and Sandeep (2014), asserted that demographic changes are going to compel businesses to revise their management routines and develop new and innovative approaches to managing their employees.

So, even though Davis et al. (2016), recognized that workplace inclusivity has quickly transformed into a vital component of human resource deliverable, the evidence on the ground is not satisfactory. These authors gave the example of a study on workplace diversity in Australia which showed that, employees are not aware of whether there is a diversity management policy, thereby pointing to the possibilities of badly conceptualized and executed diversity management policies and related practices.

Davis et al. (2016), revealed these findings in their study when they investigated attitudes and knowledge of Australian managers regarding issues of workplace diversity as well as policies of incorporating workplace diversity management in companies processes and systems. In terms of methodology, the authors adopted a quantitative methodological approach and disposed a questionnaire to 650 managers, of which 325 were HR managers and the rest were from other functions. However, a limitation of this research study is its inability to surface in-depth and



underlying reasons why matters of diversity are not understood and this weakness would have been cured by using qualitative method (Adhabi and Anozie, 2017).

Way et al. (2021), pointed out that there are differing perspectives as to whether it is advantageous for individual group members to be similar or different to the rest of other team members and that, most of prior research has adopted a dichotomous perspective which considers that either a person is similar or different. For example, Davis et al. (2016), raised a concern that workplace diversity is not well appreciated particularly by non-human resources management line managers resulting in such top managers paying fleeting consideration to the issues of diversity and inclusion.

Underscoring the above view, in their study on the “impact of organizational policies and practices on diversity management in the Saudi private sector”, Mohamed-Osman et al. (2019, p. 455), observed a similar trend of poorly perceived policy design and execution. In fact, the authors discovered that, “how to manage a diverse workplace is not well understood in many organizations (p. 467) and the situation is particularly dire with line managers who do not have a human resources background. So, in line with the principles of reciprocity espoused by the social exchange theory, if employees do not feel included through the effective diversity management programmes, they will readjust their performance to align with perceived treatment (Cropanzano et al., 2017).

Extending the tenets of the social exchange theory, Shore et al. (2018) asserted that, if companies are not proactively creating a conducive working environment for minorities, through inclusive recruitment, training and remuneration of these underrepresented groups, the concerned individuals would not connect to the organization, and this may result in disgruntlement.

Echoing the foregoing views, Napier (2022), argued that research has demonstrated that inclusion enables realization of positive individual and business performance such as organizational citizenship behavior, improvement in employee morale, increase in talent attraction and retention as well as customer retention. On the other hand, exclusionary practices can lead to high staff turnover, reputational damage and low employee engagement levels, Napier claimed.

So, in that regard, Boekhorst (2015), postulated that, a broad-based business wide change initiatives such as investment in diversity training and awareness creation are required to bring about an inclusive workplace, underpinned by leaders that demonstrate an inclusive behaviors, reward systems that recognize and reward inclusive conduct and diverse workforce that provide a myriad of openings for employees to appreciate how to conduct themselves.

Rojas and Molaei (2021), studied, the effectiveness of diversity and inclusion policies in the mining industry in the United States of America. The methodology adopted was an anonymous survey on 430 employees from across the mining sector where their perspectives pertaining to attraction and selection, retention, career growth opportunities, workplace environment after the

implementation of diversity and inclusion policies. The findings showed that a significant number of participants were not aware of the value of diversity and inclusion in their organisation thus the need for robust awareness creation programs.

Correspondingly, Moraka (2024), evaluated, the effect of quota policies, particularly the South African Mining Charter, on board representation in South African mining sector. In terms of methodology, the study pursued a qualitative approach, anchored on purposive sampling using open ended interviews with “28 board members, involving 16 women and 12 men who served across six Johannesburg Stock Exchange-listed South African mining firms” (p. 342). The results revealed that, women believed that there were appointed to meet compliance requirements devoid of capability and competency based. Additionally, the findings showed that the quota system enabled the attraction of more black women into board positions, but it generated negative reactions because it was perceived as tokenism.

Relatedly, Daya (2014), challenged leadership to develop policies that create a positive company climate, culture, openness, objectivity when it comes to recruitment, progression and development interventions. At interpersonal level, the author stated that organizations must facilitate employees to feel respected and recognized to engender feeling of dignity, trust and empowerment. Consequently, in their research study on implementing diversity management policies to create an inclusive workplace in the “Department of Industry, Trade, Mining and Energy in South Kalimantan Province”, Ambarwati et al. (2024, p. 113), using “surveys” and

“interviews” to collect data established that: companies had embraced “policies” to achieve “diversity” and that there had been a marked increase in employees and leadership’s “awareness” of the benefits of effectively managing diversity.

On the negative side, policies were found to have a blind spot with regard how underrepresented employees experience inclusion in the workplace. For example, a study on different workplace experiences of transgender employees in the United Kingdom work setting that involved the interview of 14 respondents, revealed instances of discriminatory practices (Ozturk and Tatli, 2016). Consequently, Ozturk and Tatli advocated for policies that broaden the conceptualization and understanding of diversity and its management thereof to ensure a conducive work environment. This is because it is recognized that diversity and inclusion are vital for improving organizational productivity, Kuknor and Bhattacharya (2020), asserted.

In support of this view, Zhongming et al. (2020), stated that companies must take a stand and devise concrete interventions to build a diverse and inclusive workplace where all employees feel welcome and genuinely valued. This is because employees usually model a leader’s behavior and deeds, therefore, if the manager is accommodative of minority groups, then the rest of the workforce will follow the lead (Theodorakopoulos and Budhwar, 2015). Conversely, it has been argued that having a diverse workforce is not a panacea to organizational performance issues because it has in some instances resulted in a backlash from the dominant groups and superficial

progress where diversity matrix on paper shows a positive milestone contrary to the situation on the ground (Leslie, 2019). This negative view on organizational programmes on diversity management was echoed by Joubert (2017), who perceived it as tokenism and therefore dismissed it as a waste of company resources and time. Additionally, it has been recognized that increasing representation alone will not yield a sense of inclusion (Ferdman and Deane, 2013).

For instance, in emerging economies such as Nigeria, achieving diversity and inclusion remains a pipe dream especially in multinational corporations such as Shell petroleum notwithstanding that it is a multicultural workforce (Ohunakin, 2019). Therefore, in light of the inconsistent findings on organizational policies and associated interventions, it is vital to investigate how employees and senior leadership perceive the effect of policies in the creating a diverse and inclusive workplace.

Echoing the foregoing sentiments, Mousa and Samara (2022), found that institutional shortcomings are causing obstacles to the implementation of protocols that will ensure the realization of diversity and inclusion in the workplace. This view is underscored by Wijeratne et al. (2022) who argued that businesses have not transformed into diverse multi-cultural workplaces and as such barriers to achieve an inclusive work environment exist. Equally, Baum (2023), contended that organizations are struggling to implement commitments to embed diversity and inclusion as a way of work in the workplace due to a myriad of formidable challenges,

many of which include unconscious bias that exists at all layers in the hierarchy of a firm and thus require concerted efforts by decision makers.

In support of the foregoing perspectives, Jansen et al. (2014), stated that building an inclusive workplace where all people from different backgrounds feel included is currently problematic as most organizations are yet to make any breakthrough in this regard. Relatedly, Martín-Alcázar et al. (2012), sought to examine how workplace diversity can be managed through strategic human resources interventions namely affirmative action and traditional diversity practices, but the study revealed dissatisfactory diversity outcomes. Importantly, the study demonstrated that a complete organizational identity shift incorporating human resources policies is required to achieve an inclusive environment.

Other policy interventions connected to organizational efforts but at a narrow level is the attraction and selection process which is vital to ensure that a business has the requisite talent occupying the right positions and this is one of the core deliverables of the human resources management function that has huge consequences to the strategic aspirations of organizations (Searle and Al-Sharif, 2018). Relatedly, Arif et al. (2023, p. 152), stress that incidents of injustices and unequal treatment of underrepresented groups bring into focus the criticality of “diversity”, “inclusion” and “equity” through amongst other things “targeted recruitment”, “unconscious bias training” and review of institutional practices that perpetuate discrimination. Thus, this creates a

sense of belonging where an inclusive environment is created for all employees to freely interact, seek support and guidance (Carter et al., 2023).

Underpinned by the Optimal distinctiveness theory, Brown (2019), posited that researchers generally agree on the need for assimilation, the need for uniqueness or both as being essential for self and character awareness. Consequently, “tensions of assimilation and concurrent uniqueness create visibility for previously underrepresented groups” however there are limitations on “diversity initiatives” to achieve this (p. 35). Underscoring this view, Avest (2018), argued that the need for belongingness or uniqueness can vary depending on the circumstances that an individual finds himself or herself in. For instance, at organizational level, companies have to “conform” to “institutional forces” to prevent “legitimacy” challenges while at the same time “pursuing” a route that will enhance their competitive strength (p. 4).

Additionally, Avest, evaluated the concept of optimal distinctiveness in an inclusive attraction and selection setting using a qualitative research design. “Interviews” were used to obtain perspectives of the “13 participants regarding hiring practices of people with disabilities” (p. 5) and results were that, “organizational pressure on recruitment and selection does result in inclusion” (p. 11) attempts, consequently, the author found that, regulatory pressure on companies to adopt “inclusive recruitment practices” were noted by prospective employees to be prevalent hence efforts to be accommodative of people with “disabilities” (p. 11). However, despite the

robustness of the study theoretical wise, there are some shortcomings with the methods selected, because of the small sample size which might need to be re-evaluated for adequacy as it has the potential to affect the credibility of the results (Malterud et al., 2016).

Similarly, Birgen (2015), undertook a research study to establish the challenges faced by the Ministry of Mining in managing workforce diversity. Applying case study research method and semi structured questionnaire and the results were that the ministry had crafted policies geared at “gender mainstreaming” and put together a working group to supervise diversity management issues

Ohunakin (2019, p. 441) sought to examine how the “management and assimilation of these diverse labor force could influence job satisfaction and the performance of Shell Corporation”. In terms of methods, the author opted for a “cross sectional design” and a “Likert scale to measure “employee perception of workplace diversity and inclusion” as it connects to performance and satisfaction (p. 442). However, in relation to participants, Ohunakin distributed 384 questionnaires to employees who were at the Lagos Shell branch and ultimately found that there is a positive impact of diversity management and inclusion on employee job contentment, job performance. The author also found that the effectiveness of diversity management and inclusion policies increase the likelihood of employees’ engagement and loyalty. This strength of this study is its representative sample which allows the researchers to identify rare connections



and equally surface insights that may not have been possible with a small sample size (Khalilzadeh and Tasci, 2017).

Therefore, cognizant of the ever-increasing diversity in the society and its influence in institutions, Vos et al. (2016, p. 254) assessed the “strategic justification to diversify in various teams with regard to attraction and selection of diverse lecturers and cultural diverse teams”. On the research methodological front, the authors pursued a qualitative approach where 19 interviews were conducted on 6 different teams in a university of applied science. The selection of the interview approach is relevant in this study because the method enables a researcher to probe and obtain in-depth knowledge about the respondents’ views on diversity (Showkat and Parveen, 2017).

The findings of the study were that the teams recognized the need for diversity, knowledge and competencies so that the university can effectively address the needs of employment market, Vos, et al., discovered. In support of this perspective, Lievens (2015) posited that, to achieve inclusion of underrepresented groups in organization, diversity strategy should be integrated into the attraction, selection, inclusion and retention framework. Echoing the foregoing argument, Estrada et al. (2017), asserted that businesses should develop robust recruitment and selection processes that remove prejudice and unconscious bias from the hiring process so that more female employee can recruited into roles that were traditionally occupied by male employees which is the dominant group in the workplace.

Buttressing the foregoing argument, Mbah et al. (2018), accentuated that, some businesses offer superior fringe benefits, in addition to salary so that they can attract exceptional talent to enhance company's competitive advantage. Taking an example of casual employees conduct, the authors examined "casualization and degradation of work in Nigeria" (p. 2). In terms of research methodology, they collected data through a "questionnaire and personal interviews of 342 participants who are in managerial positions and some who are casual staff of Arab Construction Company" (p. 12). The study established that the reward for casual workers is not equal to that of permanent employees, Mbah et al. (2018) elaborated.

Additionally, the authors cited lack of protection from the law to organize as one of the reasons why this category of employees is prone to exploitation by employers. Consequently, they suggested that this practice of casualization of work be removed as a form of employment. Notably, the study is underlined by the social exchange theory where employees in line with the reasoning by Lim (2020), content that, an employee makes a mental comparison of his or her risks and effort in relation to his or her benefits and compare that with his or her colleagues who are doing a comparable work and reciprocate same effort.

So, this would suggest that, if an employee perceives that he or she is unfairly discriminated against by the organization or its leadership behavior, he or she might resort to reducing his or her effort. Equally, Flory et al. (2021), acknowledged that the perpetual workplace diversity disparity

in supervision and leadership exposes companies to continuity risks and such interventions such as targeted attraction and selection of previously underrepresented groups are gaining momentum. Nevertheless, the authors pointed out that there is a “dearth of empirical knowledge” on the actual effects of diversity programs (p. 2), so by assessing the perspectives of employees and leaders on the impact of organizational policies in respect of attraction and selection will contribute to the body of knowledge on optimizing diversity and inclusion in the workplace.

In a similar vein, Hines et al. (2020) asserted that retention is the best hiring strategy because it reduces avoidable staff turnover, which often comes with high costs and loss of institutional memory, therefore the need to recruit becomes unnecessary. Equally another important organizational policy that has an impact on diversity and inclusion is “promotion” and this element will be discussed below.

Michael (2020), postulated that, companies should collaboratively challenge obstacles that hinder progress of women into leadership positions. This is because workplace discrimination exacerbates fear of failure or success as it is often associated with feelings of apprehension, insecurity and lack of confidence (Sheaffer et al., 2018). For example, the authors in their research paper investigated how factors such as “fear and discrimination impacted perceived workplace promotion and how this association is mediated by self-efficacy and intrinsic motivation” (p. 2). With regards methodological approach, data was collected through a “questionnaire from 553

participants of 12 firms in various industries in Israel and structural equation modelling to test model this data” (p. 7).

The findings of the study were that “fear of achievement and perceived discrimination negatively impact perceived promotion, but when self-efficacy and intrinsic motivation mediate the association, the respondents perceive their promotion opportunity positively” (p. 11). In line with the authors’ outlook, this would suggest that it may be important for organizations to create an inclusive environment that enables employees to exploit their full potential without fear of reprisals. This perspective is echoed by Overstreet (2021), who asserted that, increasingly, employees are managing their careers by embarking on learning and development opportunities to elevate their prospects of ascending to higher, more paying and interesting careers. Equally, the author claimed that, cognizant of this reality, companies are supportive of this approach because of the awareness that “career growth boasts employee commitment and productivity which in turn reduces disengagement and staff turnover” (p. 76).

Consequently, Overstreet, conducted a study to evaluate the “association between timeliness and quality of feedback and the predisposition to manage own career as perceived by employees not selected for promotion” (p. 3). The results of this study, according to Overstreet, accentuate the vitality of giving those employees that were not successful feedback immediately after the promotion process. In fact, the author discovered that, there is a “significant association

between timeliness and quality of feedback given immediately after the promotion event and the inclination to by an individual to manage own career as perceived by employees who were not selected for promotion” (p. 74).

Ahmed (2022, p. 6), evaluated employee promotion and compensation practices using the case study of “MoHA Gotera plant in Addis Ababa, Ethiopia”. In terms of research methods, the researcher adopted a “descriptive research design and used mixed data interpretation. Additionally, the study utilized both primary and secondary data sources and 198 questionnaires were sent out of which 184 were returned” (p. 29). The results of the study were that “promotion and compensation practices were not at requisite level and participants had a dim view on the rewards and appreciation efforts” (p. 44).

So, in light of these findings, the author recommended that, companies need to do perform an evaluation to identify “leading practices on promotion and rewards in order to enhance employee’s productivity” (p. 45). This is because promotion-oriented individuals consistently seek opportunities to gain new knowledge and explore their potential, so they require a conducive environment that enables them to flourish (Roczniewska et al., 2018). The use of strength of mixed method design is compelling because they provide for the robustness of the representation of responses to the research inquiries (Drake et al., 2017).

Equally, Berinyuy and Forje (2021), found that, there is a “strong association between promotion and employee contentment”, as well as a “significantly strong relationship between employee satisfaction and employee commitment but a negative relationship between promotion and turnover” (p. 3503). The main enquiry of the research study was to investigate whether promotion will cause employee satisfaction, employee commitment and reduce staff turnover. In terms of research methods, Berinyuy and Forje used a “survey questionnaire to collect data from 166 employees of the Shisong hospital in Cameroon” (p. 3498). Correspondingly, Cloutier, et al. (2015), pointed out that, even though diversity and inclusion are crucial elements of retention, but most importantly there has to be a fit between a business and the values of employees to realize job contentment and organizational productivity.

In that vein, Hines et al. (2020), argued that retention is the best hiring strategy because it reduces avoidable staff turnover, which often comes with high costs and loss of institutional memory, therefore the need to recruit becomes unnecessary. Equally another important organizational policy that has an impact on diversity and inclusion is promotion opportunities relates to the masculine bias that is ingrained in the mining sector to the extent that policies undermine the progress of women and relegates them to positions at the bottom of the hierarchy (Benya, 2013). Consequently, Benya conducted a study that examined the gendered labour, challenging labour as a democratizing force in the mining sector in South Africa. The author collected data through the application of in-depth workplace ethnographies and interviews of union

officials. The results revealed that existing policies ranging from recruitment to remuneration are not gender inclusive but rather masculine, thus resulting in the exclusion of women and not recognizing their uniqueness.

Additionally, Moody et al. (2017), examined the perception and expectations of stakeholders in relation to workplace policy reconfiguration to meet the aspirations of employees with disabilities and ensure that, they feel a genuine sense of inclusion. For methodology, the authors opted for an exploratory online survey which was executed on 490 respondents across six nations selected. Ultimately, Moody et al. (2017), revealed that the results pointed to a significant scope to readjust the work environment and adopt inclusion policies such as diversity training, to enhance vigilance on the needs of employees, obligations on the part of companies and finally how to redesign the workplace. In relation to methodology, the selection of this method of data collection is suitable because online surveys have advantages of being cost effective and convenient since respondents have the latitude to choose when and how fast they can partake the survey. (Nayak and Narayan, 2019). However, their limitations relate to issues of privacy and poor response rate, Nayak and Narayan claimed.

Equally, Waters and Silveira (2017) revealed that companies continue to struggle to generate value from the training because it is not aligned to any strategic levers. Nonetheless,

Henry et al. (2024), strenuously argued that education is essential for overcoming barriers to achieve diversity, equity and inclusion for the marginalized employees.

Relatedly, Kersten et al. (2023), also investigated organizational policies and practices for inclusion of vulnerable people. The authors opted for a mixed method approach where 38 studies were reviewed from which 16 articles had used qualitative method while 4 articles reviewed pursued mixed method, approach and 18 articles had opted for quantitative methods. Notably according to Kersten et al. (2023), the majority of the quantitative studies had a cross-sectional design with questionnaires, while most of the qualitative studies used interviews.

The four articles opted for mixed method studies and combined both survey questionnaires with semi structured interviews. The gap was that previous research had revealed that wider conceptualizations of vulnerable workers have received little to no attention in relation to the employer's viewpoint. Accordingly, Kersten, et al suggested that it was vital to provide more light on organizational policies that employers find relevant for inclusion of underrepresented groups. The suggestions included partnership with experts on inclusion and diversity, inclusive attraction and retention programmes, monitoring the impact of organizational practices, training and development and ways of work aimed at instituting an enabling culture.

Buttressing the importance of organizational policies in minimizing discrimination and assisting in elevating women's career aspiration amongst other advantages Zimmermann and



Collischon (2023, p. 51), hypothesized that policies can reduce “gender wage gap” in firms in Germany. Supported by longitudinal method, the results confirmed that “female friendly organizational policies” (p. 73) have a positive impact in reducing gender wage gap. Notwithstanding, these benefits as well as the advantages of family friendly policies in respect of the company being more attractive, knowledge retention and keeping more female employees in the employ, unfortunately, few companies have enacted such policies (Bächmann et al., 2020, p. 7). This survey was conducted on “16000” organizations in “Germany”. On the contrary, Huffman, King and Reichelt (2017, p. 6) acknowledged some inconsistencies on the impact of organizational policies particularly that seek regulatory compliance on addressing disparities such as “earnings equity” in the “German” workplace.

Relatedly, Morton (2019), argued that in response to an increase in diversity in the workplace, businesses are executing diversity policies to manage and embed diversity in the workplace, however, research revealed mixed results. For instance, the author pointed out that, some company “policies” have minimal impact on improving diversity and inclusion to the extent of that they cause “negative” outcomes particularly from “dominant groups” (p.99). Emphasizing the need for further research in the domain of organizational diversity policies, Dover et al. (2014, p. 1), highlighted that insufficient research has been undertaken to investigate the perceptions of companies and “employees” on the effect of company diversity practices. This perspective notwithstanding, Kellar (2024, p.30), examined how perceptions of diversity affect employee

output basing his research on a “field survey” of 6,520 employees at “44 departments” at a large public firm in United States of America. The results were that diversity is positively related to employees’ personal outcomes such as satisfaction, commitment and engagement in the workplace. Conversely, extant literature showed that some people are vigorously opposed to “affirmative action” because they believe it offends against the principles of “meritocracy” (Son et al., 2002, p. 2).

Conversely, Chow et al. (2013), stated that in the face of threats towards their hierarchical status, dominant groups have resorted to “appeasement tactics” to placate the “minority groups” from embarking on acts that might destabilize the existing hierarchical levels. Equally, a large body of literature is replete with research findings where organizational policies that drive affirmative action have faced stiff opposition from dominant groups in workplaces if they are perceived as threatening the existing privileges, opportunities and status (Lowery et al., 2006, p. 962).

Some organizations have explored avenues through which to embed diversity into the workplace such as diversity commitment statements, leadership capability development programs and integration of all employees regardless of their diversity status (Kalev et al., 2006). So, in assessing the efficacy of such policy interventions, the authors pursued a longitudinal survey and ultimately analysed federal data on the employees and work practices of “709 private sector

organisation” from “1971 to 2002” (p. 15). However, the results were largely modest in relation to all key parameters being reduction in “leadership prejudice”, ineffective “diversity training programmes” and continued “racial disparity” (p. 26). Similarly, in response, to concerns on the under representation of some categorization of employees, companies often implement diversity policies, but literature shows that dominant employee groups are usually hostile and reluctant to support the initiatives (Morton, 2019).

Correspondingly, Iyer (2022), posited that organizational policies targeting diversity, equity and inclusion are debatable because scholars espouse contradictory views of their effectiveness. However, Divers (2024, p.100) analyzed the perspectives of employees derived through a semi structured interview focusing on the impact of health insurance employees on diversity and inclusion of “15” participants from “Florida Miami”. Using a convenience sampling approach, the author found that employees believe in diversity and inclusion policies as well as their value in minimizing discrimination of underrepresented groups. Extending this argument but broadening it to include perception of employees and executive leadership on diversity and inclusion, the researcher predicts that:

Hypothesis: Employees and executive leadership perceive that organizational policies have a positive impact on diversity and inclusion in the workplace.

## Summary

While prior literature reviews have generally focused organizational policies impact on diversity and inclusion, across several mining sectors, little attention has been given to the mining industry in Botswana as revealed by the insufficient empirical data at Debswana Diamond Mining Company. Additionally, there is consensus amongst significant proportion of scholars that there are challenges pertaining to the execution of diversity and inclusion interventions in the workplace. Amongst the challenges is that promulgated policies have yielded contrary results in their implementation thus generating controversies as to their effectiveness. Correspondingly, (Iyer, 2022; Morton, 2019), In terms of policy gaps there is consensus emerging from reviewed literature that the inadequate awareness of policy interventions, subtle resistance, unconscious bias from dominant groups such as males require further investigation (Bächmann et al., 2020; Huffman et al., 2017).

Additionally, there is insufficient evidence of empirical research that sought to investigate diversity and inclusion from employees and senior leadership perspective in the mining company. The contexts that have been reviewed were in different industries other than the mining sector. However, in a few instances where examinations were in the mining sector, these were in small artisan mining, not in the diamond sector and not at the magnitude of Debswana Diamond Mining Company. Additionally, from a theoretical perspective, there is an opportunity to apply the assumptions of social exchange theory to understand diversity and inclusion landscape in the

workplace. Consequently, the social exchange theory's assumptions is tested to establish whether employees' perceptions of effectiveness of policies and reciprocal effects are influenced by their views on the beneficial value of the policies.

Correspondingly, in terms of methodological gaps, few studies have opted for concurrent mixed method research, comprising semi structure interviews and web-based questionnaires for data collection. This approach would have enabled the researcher to comprehensively explain this phenomenon of diversity and inclusion through the application of quantitative and qualitative methods. The next chapter delves into the discussion on the impact of demographics on employees' perception of diversity and inclusion.

## **Demographic characteristics**

Age and gender were connected to the research objective that sought to measure the impact of age, males and females' perception on diversity and inclusion. these demographic attributes were crucial ingredients in describing employees' experience of diversity and inclusion (Hamilton and Zettna, 2024). Nonetheless, the authors posited that, there is inadequate focus on age in majority of organisations' diversity and inclusion policies. In recognition of this gap in the literature, this thesis proposed to examine the impact of age and gender on employees' perception of diversity and inclusion.

Similarly, in a study evaluating the effect of perceived diversity on employee wellbeing in large scale industries in India and asserting that various of diversity results in differential impact, Jaiswal and Dyaram (2019), revealed that perception of “surface diversity” which is that instance comprised age and gender had a positive effect of the employees ‘ well-being. The authors had used a purposive sampling approach to select “311 employees” who were eventually interviewed (p. 162). Likewise, Wilks and Neto (2013), explored the impact of age and gender on work connected wellbeing and job satisfaction. Data was collected from “416 employees” to several companies in “Northern Portugal” from “2009 to 2010” through a survey questionnaire (p. 8). The results showed that, there is gender and age differences for “job-related well-being”, with male employees scoring higher than female employees. Equally, findings revealed that job contentment changed with “age but not much with gender” (p.13).

The following section deals with age and gender as distinct variables and examines how they impact the employees’ perceptions of diversity and inclusion at Debswana Diamond Mining Company.

### **Effect of Age on perception of diversity and inclusion**

Age prejudice exists for both younger and older employees and this stereotype can have a great impact on the workplace particularly where decisions lead to prejudice. Matz-Costa et al. (2012) pursued a study to evaluate the effect of relational age on perceived inclusion and sharing

of data supported by a multi sample of 1778 employees aged between 17 and 77 ages across a range of sectors from education, finance, retail and health care in the United States of America. The findings revealed that, employees who assessed themselves to be “age different” from their “work teams” felt less included in both “decision-making” and “data sharing” than those who were on an age diverse work group (p. 65).

Similarly, Ciutiene and Railaite (2015), examined the age management practices at company level which could assist in addressing the concerns of workforce aging using data from literature. The results study of were that the management practices comprised amongst others attraction and selection, “flexible work arrangement”, training and development, “work conditions and ergonomics” are some of the interventions that could be employed to solve concerns of workforce aging (p. 393-394).

Correspondingly, Broughan (2013), explored ways to create an age inclusive environment after discovering that companies do not have any defined mechanism to achieve this. The author used an age audit tool (AAT) developed by Coventry University to investigate age distribution of different parts of organizations. The results were that the age audit tool is applicable to different sizes and types of organizations but most importantly its adoption is dependent on a proper change management programme, leadership buy in and alignment with existing human resources policies.

Additionally, Costanza and Finkelstein (2015), embarked on a systematic review of the literature of articles focusing on such differences and found no “empirical differences” supporting perceptions of “generationally based differences” (p. 308). However, the authors acknowledged that there is some uniqueness between younger and older employees (p. 309). For example, Oe et al., (2023, p. 16)’s study explored strategic measures that could be employed to support the mobility and interaction of older adults through insights gained from “interviewing” “105 participants in Mihama City”. The results suggested policy intervention to meet the ever-changing needs of aging people. Literature reviewed showed that, in companies where an “age inclusive climate” is prevalent, a sense of fairness, equal opportunities for career growth, development, psychosocial support and faith in the business are optimized (Boehm et al., 2014, p. 674). Consequently, the foregoing environment results in supreme “social exchange relationship” characterized by employees exerting their innate potential in reciprocation to the “inclusive” environment that the employer has provided (p. 675).

On a different vein, age has been figured as a hindrance to an inclusive workplace particularly as it related to leader-follower engagements (Previtali and Spedale, 2021). In this regard, Previtali and Spedale sought to evaluate how stages of life categorized by age is mobilized through various discussion practices in the workplace during performance evaluations. On the basis of the review of video recording of the actual performance assessments at an Italian labor union, three common practices emerged: how age is social devised, organized and categorized



(length of service), tenure with the company and finally age group membership identification Previtali and Spedale discovered. Furthermore, the analysis showed that, phases of life classification and age characterization are made in social engagements thus, creating and in some instances reinforcing discriminatory age beliefs and prejudgments about people based on their age and not capabilities, the authors concluded.

Underscoring the above perspective, Jamshid et al. (2022) argued that an organization can achieve a step change and thrive if it is using the talents of the various age groups in its employment. For example, the current dynamics and challenges in the workplace such technological changes require an age diverse workforce and leadership that can leverage on the generational mix to achieve inclusivity (Gordon, 2018).

Conversely in some jurisdictions, preference is to recruit the younger employees but in terms of progression opportunities and recognition, the older is given the nod (Cho and Mor Barak, 2008). This assertion is in line with the assumptions of the social identity theory which argues that employees categorize themselves based on demographic attributes such as “age” (p.105). These sentiments are emphasized by Bae et al., (2017) who posited that employees often categorize as in group and outgroup on the basis of demographic attributes such as age. Similarly, employees often compare themselves based on their demographic features thus creating some stereotypes on

account of whether the employee is ingroup or outgroup (Da Gama, 2015). Consequently, given the contradictory positions emerging from the reviewed literature, the researcher hypothesized that:

Age has a significant relationship with employees' perception of diversity and inclusion.

### **Summary**

In summary, studies have extensively examined the value of age in creating an inclusive environment, however, there is no consensus on how to deal with age differences in the workplace. Equally, there is inadequate empirical data, on how age influences perception of employees on diversity and inclusion in the workplace in the mining industry and by extension Debswana Diamond Mining Company. Furthermore, prior research was in different sectors other than mining and these studies were primarily in developed countries, therefore the Botswana mining landscape has not been explored. Equally, the reviewed studies focused on mono research methods and secondary data sources, so they did not fully exploit the research problem as would have been the case with mixed method research. The next section explores the impact of gender on the perceptions of employees on diversity and inclusion.

### **Effect of gender on the perception on diversity and inclusion**

There is also growing interest in how gender interacts with perceptions on diversity and inclusion in the mining sector given the patriarchal nature and such, Botha and Cronjé (2015, p.

660), embarked on a study to understand the perception of the physical abilities of female employees employed in the main mining activities in South Africa anchoring their investigation on mixed method approach that attracted “160 participants via online survey” from the “copper, platinum and phosphate mines”. For the qualitative data, “purposive sampling” was used to select “12 individual participants” and “19 group interviews” were “69” responses were obtained from the latter. Consequently, the findings of the research were that physical capabilities, fitness levels and ergonomics must be considered when hiring female employees and that leadership is frustrated by the inability of female employees to perform jobs that require stamina (p. 666).

Ramokhothoane (2019) studied the mining industry’s preparedness to provide the requisite facilities, shift mindset to foster an environment where female employees are supported to advance in their career aspirations in Mpumalanga Coal fields. A qualitative method was adopted where “103 online questionnaires” were sent to but “97 employees participated (p. 58). Results indicated that, evident from this study that the mines in the Mpumalanga Coalfields have not comprehensively integrated women into the mining, as the basic necessities have not been put in place yet.

Additionally, Nkala and Mtshali (2024)’s study on the reproduction of gender inequalities in Zimbabwean’s artisan and small-scale mining sector. Anchoring this study on qualitative method, through focus group discussions and in-depth semi structured interviews, the researcher

collected data from “58 participants and through field observation between 2019 to 2020 from Zimbabwe’s three most important gold mining areas being Gwanda, Inyanthi and Zvishavane” (p. 320). the results revealed that women are not recognized as real miners by their male counterparts and are often discriminated against, have restricted access to funding and are relegated to less paying administrative roles.

Similarly, Pretorius (2016), embarked on a study to explore the experiences of white women in the coal mining industry underpinned by a qualitative research design using observation and interviewed “20 women”(p. 56) to obtain viewpoints about their lived experience in the mining industry. The findings showed that as much as women face barriers of entry, their race elevated them to the top of the female ladder. The participants indicated that the color of the skin perpetuates discrimination and protects the status quo.

Maotoana et al. (2024)’s study sought to examine the experiences of women in the workplace within the South African setting. The research investigated the problems that women confront in the workplace and the impact that they may have. The study used secondary data sources specifically “articles that were published between 2015 to 2022” (p.2). The results revealed that women and men have unique experiences borne out of different treatment on salaries, career elevation and other job requirements. For instance, male employees have negative stereotypes and prejudices about the capabilities of women and such they face stiff opposition to grow their careers.

Kaggwa (2020), evaluated the challenges that, women encounter in the South African mining industry notwithstanding the futurist and forward-looking legislation. So, in a quest to bring about evidence-based recommendations, the research adopted a survey approach where 2365 female employees were interviewed. The results showed that, women are facing serious challenges relating to uncompetitive remuneration, inadequate progression opportunities and bias in decision making. They attributed these problems to discriminatory policies and insufficient support from their leaders.

“Healthy gender parity” in the work environment is not only perceived an ethical issue but has immense “economic value to companies as illustrated by studies that show that senior leadership that is gender inclusive are “21% more profitable” and successful compared to homogenous businesses (Kaur and Arora, 2020, p.128). Nevertheless, “low representation” of women in the workplace continues to be worldwide problem (p.127). Common obstacles to women’s career growth opportunities include amongst others stereotypes about the competencies and roles that women can occupy and family commitments (McCarty et al., 2005) This scenario can also be explained by the social identity theory through one of its principles where employees join groups that enhance their self-esteem and other aspirations and consequently exhibit discriminatory tendencies to groups, they deem peripheral (Yadav and Lenka, 2020).

To buttress the foregoing viewpoint, Kang and Kaplan (2019) argued that, despite women entering the working the workplace and efforts at improving the workplace to make it gender inclusion remain elusive. For example, the “World Economic Forum Global Gender Gap report, 29% of senior management were women while 87%” of the organizations have at least one woman in their senior leadership teams (p. 127). Nonetheless, research is showing that women prefer organizations that accord them flexible options amongst others, part time work so that they can meet non-work responsibilities such as family commitments (Stavrou et al., 2015). Consequently, this boasts their “productivity” and “career choices” thus engendering a sense of inclusion (p. 3). Nonetheless, female employee still encounters discrimination and unconscious bias, as well as contending with the needs of the family (Mamluk-Naaman, 2024).

Fine and Sojo (2019)’s study on “women’s value beyond the business case for diversity and inclusion, using a 30year longitudinal study found out that a higher percentage of female leaders were associated with few cases of gender discrimination in the workplace.

Equally, D’Allaird, (2016, p22) conducted a study which whose aim was to assess the “experiences of the historically marginalized groups and their perception of diversity and inclusion in the workplace” and found that, an employee’s gender identity, had a significant influence on their perception of diversity and inclusion. The author revealed that, “employees’ perception of diversity differed from that of their perspectives on inclusion” (p. 46) and the study used “online self-administered survey targeting 246 employees to assess their attitudes” (p. 23) towards

diversity and inclusion. This behavior can be attributed to the optimal distinctiveness theory which explains that employees are desirous of being assimilated and to belong and simultaneously being allowed to retain their unique attributes (Leszczensky et al., 2020).

Okotie (2024) raised concerns that despite the increase in demographic shifts in the United States of America, women's potential remained unexploited. Therefore, using a quantitative study, on 738 participants, Okotie examined women's career progression into leadership roles. The results demonstrated that women progress slower compared to their male counterparts.

Céspedes-Báez et al. (2022) studied whether the execution of business and human rights (BHR) frameworks in Colombia adequately address the problems posed by informal mining and gender-based violence and discrimination in the setting of conflict and peacemaking in the mining sector because it is touted as an engine of growth but it is also home to the informal mining activities. The authors used secondary data sources in the form of published articles such as the "USAID 2019 Gender Analysis and Assessment for Colombia" (p. 74). The findings revealed that, the lack of policies that explicitly protect and empower women, for example the mining regulation did not provide for a gender inclusive regulation. furthermore, women that join mining are assigned menial tasks, do not have influence in their career growth and subjected to increased incidence of gender-based violence, Céspedes-Báez et al. (2022) concluded. Kansake, Sakyi-Addo et al. (2021), highlighted that challenges that female employees are grappling with comprise

amongst other things, prejudice, sexual harassment, negative cultural beliefs and inadequate support from male colleagues.

Maqubela et al. (2020) investigated the viewpoints on the gendered division of labour in the mining sector in Phalaborwa, Limpopo Province where they used to a “snow balling sampling technique to select 16 women and males at the 2 mines” of interest (p. 16949). content analysis method was used to analyze the data and the results showed that, women are as capable as men to do work in mining, but substantial gender disparities still subsist in mining industry. Most importantly, the findings demonstrate that women are knowledgeable and skilled in areas that have been deemed masculine. Nonetheless, there were some male employees who believed that women should not work in mining because it is risky and unhealthy. However, as men they have more endurance than women so they can work in those dangerous areas.

Relatedly, Kgoate (2022, p.18) posited that notwithstanding that women represent over “51.1% of South Africa’s population”, there are acutely less represented at leadership therefore the author embarked on a study to examine ways in which to increase their representation in the leadership cadre. The study adopted qualitative research methodology and used semi structured interviews to collect data from “10 female employees” (p. 28). subsequently, data analysis was done through the thematic analysis technique. Results revealed that, women are still excluded in decision making despite attempts being made to accommodate them. They attributed this in part to the patriarchal nature of the mining environment. Furthermore, the findings demonstrated that



appointment of women into leadership roles is more about compliance rather than genuine effort at inclusion. Buttressing this viewpoint, Sanders et al. (2011, p.3) stated that women constitute “underutilized talent” where in the past few years women representation in senior leadership roles has not exceeded “13 percent”. Notably, the authors pointed out that, women are not strong supporters of other women to ascend to leadership positions relative to men who showed sufficient advocacy for women to be given opportunities to progress in their career paths.

Conversely, both men and females acknowledge the commercial benefits of having a diverse and inclusive workplace, nevertheless, Hrdlicka et al. (2010) asserted that, “11 percent” of women are in top leadership positions and “2 percent” serve as board chairpersons (p3). Research reveals that organizations that are gender inclusive outperform competition on key metrics of profitability; however, females are struggling to assume senior leadership positions (Johns, 2013). So, the lack of women progression in the career ladder is not borne out of inadequate capability and competency but is aligned to cultural stereotype therefore the matter is not elevated to a strategic level, Hrdlicka et al. (2010) argued. Correspondingly, organizational barriers such as bias, legacy issues where women historically have not top leadership, domination of executive leadership by males and vast male networks may negate women’s career advancement (Matsa and Miller, 2011).

Literature points to patriarchal set up in companies and social relations as the root cause of subjugation of women to a lower status in comparison to men who are accorded top priority in

career advancement (Sultana, 2010). For example, despite significant progress in educational and professional growth, this has not translated into increased representation of women into senior roles (Pande and Ford, 2012). Case in point, in Europe, women make up about “45% of the workforce but they represent 11.9% of board membership, United States of America stands at 6.5%, Asia-Pacific area at 3.5% while North Africa and the Middle East is at 3.2%.” (Pande and Ford, 2012, p. 2). In response to this general challenge of insufficient representation of women, Pande and Ford (2012) examined the situation in India which introduced a quota system to reserve leadership positions for women. Moreover, the authors used published studies to obtain data on the quota system for female representation. The results revealed that, quota system increase women representation in leadership and that the prior inadequate representation was not because of lack of desire by women but due to structural impediments. Additionally, the findings showed that there was short term adverse impact on companies’ profitability due to this policy implementation. The findings also revealed that male colleagues adjust strategically to mitigate against the effect of female quota on leadership output.

Correspondingly, Valadares et al. (2022, p. 266) examined the perceptions of women, about their working conditions, growth opportunities and organizational policies and practices anchoring this study on semi structured interviews of “27” participants. The results were that female workers face barriers to career progression emanating from “prejudice”. On the effect of organizational “policies” implementation has resulted in “positive outcomes”, most of the women

were against affirmative action to be included in leadership positions (p. 269). Relatedly, Doku (2017, p. 5) embarked on an investigation into what prevents the mining sector to be gender inclusive using a mixed method study where “62 men and women” in the mining sector participated through an online survey while “5 survey participants” took part in a “semi structured interviews”. The results of the study were that there was “bias” emanating from the increased “awareness” on the part of the males that their advantaged position might be under threat.

Studies show that people often have similar perspectives about men but incongruent expectations about women reflecting stereotypes of the gender roles in the workplace (Pimpa et al., 2016). Consequently, in establishing ways to optimize inclusion of women in the mining industry, the authors embarked on an exploratory study using a case study of “two companies” in “Lao” (p. 123) where data collection was done through semi structured interviews of participants from leadership, policy makers and practitioners. The findings of the study were that mining houses recognized the importance of cultivating an enabling environment through the development of policies that will ensure “gender” parity can be achieved and there is “diversity of perspectives” and experiences in the workplace. In that regard, Evans (2022), discovered that key themes such as mentoring, barriers and strategic planning can be leveraged and turn around to eliminate bias and negative stereotype on hiring, promotion and development practices that discriminate against female employees. Equally, Chouhy et al. (2023) in their studies on Impacts of ‘Gender-Neutral’

Legislation through research and policy, the researcher found that gender neutral policies and practices perpetuate gender disparity.

Correspondingly, Kwang and Skaggs (2019, p. 2), posited that, that having “women’s labor force” representation equal to that of “men’s worldwide could increase the overall global economic output by 26%”, compared with current employment patterns. The concerns over a lack of female workplace leadership have led to a growing body of research focusing on the economic benefits of gender inclusivity in the workplace.

Notwithstanding that, female representation in the workplace has been increasing this has not been translated into inclusion because women are encountering “hostility and prejudice in the workplace in issues relating to rewards, recruitment, performance reviews and training relative to their male colleagues” (Kang and Kaplan, 2019, p. 579). To expand on this perspective, the authors drew data from “literature review on management studies” (p. 581). However, the limitation of using existing data as opposed to primary research is that it is susceptible to bias and inability to make a follow up in the event of missing data (Fisher and Chaffee, 2018).

Faced with concerns about the state of gender inclusion in the mining sector, Nndanduleni (2017: p. 47) examined the perception of employees towards gender parity. “Thirty-two” female and male’ employees working at the two mines based in the” Limpopo Province” were interviewed through the semi structured technique, the author highlighted. Consequently, results demonstrated

that women and men have different perspectives regarding their capabilities. For example, men believe that women are suitable for “administrative jobs” while women are of the opinion that they can do technical roles that have been the preserve of the male employees (p. 78).

Similarly, Sojo et al., (2016, p. 1), buttressed the effect of social categorization on “harmful workplace perceptions and female employees’ wellbeing”, when they revealed that, “female employees were exposed to unfavorable work climate characterized by gender bias” (p. 21) which ultimately impacted their occupational health and job satisfaction. Consequently, to enhance inclusivity in the workplace, companies need to promulgate policies and procedures that nurture fairness and social justice (Melton and Cunningham, 2014). Similarly, Sojo et al. (2016) posited that, there is need to design company policies and practices that will improve women’s workplace experiences.

Furthermore, to evaluate the status of female progression in leadership roles, Langer et al., (2020, p. 7), conducted a study where they “evaluated gender and promotion practices in the Information management sector in India”. Additionally, the researchers sought to assess whether women get equal chance on the probability to be promoted from performance improvement intervention, work exposure and learning and development opportunities that get extended to men. In terms of methods, the researchers analyzed “archival promotion, human resources as well as

demographic data from 7004 employees at a top information technology firm from the period 2002 to 2007” (p. 9).

Ultimately, these scholars discovered that, when everything else constant, “women received relatively lower development opportunities, lesser performance returns compared to men” (18), however, Langer et al. (2020) argue that women can depend on training and development to reestablish equivalence with their males’ counterparts.

Correspondingly, Salomon (2021) posit that, organizations that were recognizing that, their workforce was predominantly male relative to women, developed strategies to enhance workplace inclusion, however, on the downside their effectiveness have not been evaluated. So, considering this scenario, Salomon embarked on a study to examine the “development of gender diversity in sports from a perspective of supervisors and middle management positions” (p. 1). The fundamental results of his research were that, employees do not “perceive diversity, equity and inclusion” as a paramount consideration therefore more “effort” should be expended to include the “affected minority groups” who in this instance are women “in the planning and design of diversity management policies” (p. 172).

A study conducted by Castañeda-Burciaga et al., (2025; p5) using a “cross-sectional, descriptive, and non-experimental research design”, explored the challenges faced by women in the mining industry with respect to “personal, family” circumstances, “social”, and “labor”

relations landscape, together with their “educational” attainment level. With regard sampling, the sample was constituted by “50 organizations” spread across the “Mexican Republic” with a total of “316 women” respondents employed in the mining industry (p. 7). accordingly, the results show that there were different limitations encountered by women some relating to self-contentment and impact various sphere such as education, personal and professional domains. Additionally, inequality, between men and women in the conditions of employment and even when they are occupying same positions was highlighted.

Equally, extant literature shows that an employee’s attributes, especially demographic attributes, have a significant impact in shaping his or her perceptions on the state of diversity and inclusion (Kellar, 2024). Basing his arguments on the tenets of the social identity theory, the researcher contends that employees tend to gravitate towards attitudes and conduct that serve to advance the interests of the groupings (Unzueta and Binning, 2012). In their study that examined how the in-group affiliation impact perceptions of gender inclusion, Unzueta and Binning (2012), uncovered that “majority and minority” groupings have “conflicting” desires when it comes to issues of diversity in the workplace (p. 28). This is consistent with the social identity theory whose premise is that employees distinguish themselves according to certain attributes such as gender for example to achieve a sense of belonging (Divers, 2024).

Relatedly, Miminoshvili and Černe (2021) investigated the tendency of minority groups to withhold information due to differences in demographics characteristics. In terms of

methodological design, the authors used “semi structured interviews and deductive thematic analysis and discovered that, minority groups engage in knowledge hiding conduct as a self-preservation mechanism due to exclusion practices, they endure at the workplace and that this withholding of information” (p. 428) is used by the underrepresented groups as an inclusion strategy to compel the dominant groups to listen to them.

Equally, Turner and Onorato (2014), state that, members of marginalized groups such as female employees are compelled to put in extra effort and meticulous relative to those in dominant groups to avoid repercussions in group members in the event the minority group do not meet expectations. Furthermore, Opara et al., used the interview method to surface respondents’ views anchoring the advantages of the approach chief amongst other its ability to probe and make follow ups as elaborated by Adhabi and Anozie (2017).

So, the above scenario underscores the value of social categorization in understanding how individuals relate and strategies that companies can develop to overcome classifications that are based on stereotypes (Hogg, 2016). Furthermore, the foregoing study used the use of in-depth interview method given the strength and capability to unearth participants’ perceptions in their own settings (de Janasz and Katz, 2021), by this approach. Echoing, the foregoing perspective, Dertinger (2019), postulated that, the stereotype pertaining to female capabilities can be attributed to past experience and knowledge which is then generalized during work interactions. Further highlighting experiences of underrepresented groups in the workplace, Boncori et al., (2019)



asserted that, convert discriminatory practices hamper the well-being and professional progress of female employees, thus suggesting the need to reconsider existing policies and practices that are perpetuating the status quo.

Similarly, Mangaroo-Pillay and Botha (2020, p. 477)'s study assessed "women's workplace experiences" in the "South African" mining industry where the target participants were women attending the "8th Annual Women in Mining Conference held on 22 February 2017" using convenience sampling approach to select respondents through self-administered questionnaire. The results revealed that as much as progress has been made in making the workplace attractive for women, significant challenges such as discrimination, "sexual abuse", "hygiene" conditions and negative work environment (p. 477). Additionally, male and female employees experience the work environment distinctively (Lesnikov et al., 2023), thus reflecting the gendered experience of the workforce. Consequently, this thesis extends this perspective in the context of a leading diamond company and predicts that:

Hypothesis: Gender has a positive and significant relationship with the perception of diversity and inclusion in the workplace.

## **Summary**

Notably, there is inadequate and unreliable data on problems that female employees encounter at their workplace thereby contributing to the difficulties of attracting and retaining

women in the mining industry (Kansake et al., 2021). Similarly, despite the extensive systematic literature reading and review of female employees' experience in the workplace such as a negative employee stereotypes, bias, patriarchal attitudes, that serve as barriers to entry and career development, the researcher could not find literature that sought to establish how gender impacted perceptions of employees on the state of diversity and inclusion in the workplace in the mining industry in Botswana. The gap is compounded in the case of Debswana Diamond Mining Company where there is no evidence of empirical studies on how gender influences perceptions on workplace diversity and inclusion. Additionally, notwithstanding that some studies assessed women's perspectives on the conduciveness of the workplace, few were in the mining sector in Botswana as demonstrated by examples highlighted in the preceding chapters.

So, there is an emerging gap in the diversity and inclusion literature in the mining industry particularly Debswana pertaining to whether women and men perceive diversity and inclusion through their gender lens and this is explored through this thesis. Therefore, there is an opportunity in this study to test the tenets of social exchange on whether the viewpoints of men and women with regard diversity and inclusion is connected to how they perceive and in turn reciprocate the actions of the organization. The social identity theory will also be extended to this thesis, to examine whether the dominant groups in the mine contribute to the ingroup and out of group behavior which exacerbates the challenges facing women in their quest to be included and accommodated in the mining environment. who are men In, terms of methodological approach,

many of the assessed studies applied single methods and secondary data sources. Weaknesses pertaining to the use of these approaches have already been expounded on. So, this gap is being closed through the empirical investigation of this complex phenomenon and through the use of the concurrent mixed method, applying both the semi structured interviews and online questionnaire techniques to enhance the understanding of the different dynamics of diversity and inclusion in the workplace and provide a more accurate picture of the research issue.

## **Conclusion**

As reflected in this thesis, over the years there has been overwhelming interest in investigating the relationship between leadership, organizational policies and demographics and diversity and inclusion in the workplace. However, there is insufficient empirical data with respect to the narrow focus on inclusive leadership, organizational policies, and demographics, namely age and gender. Despite comprehensive and systematic literature search on these key variables and the controversies regarding the efficacy of the interventions, there is inadequate evidence of any study that integrates these elements in order to gain a complete picture of their impact given that a substantial number of studies have focused on the effect of these variables on diversity and inclusion in their individual capacities. Furthermore, there is knowledge gap in understating the issues relating to diversity and inclusion in the workplace, in the context of the mining industry in Botswana owing to limited data on the phenomena.

Similarly, there is a methodological gap in that the reviewed studies predominantly used either secondary sources of data, qualitative or quantitative research design as standalone methods but very few opted for mixed method research. Despite paradigm controversies pertaining to the philosophical premise of the mixed method approach (Migiro and Magangi, 2011), the proposed study will adopt a combination of qualitative and quantitative methods in order to provide a more robust representation of responses to research inquiries and enhance confidence in the results as emphasized by Drake et al. (2017).

Moreover, mixed method research is touted as useful means of analysis in management studies because of its capability to apply multiple methods which strengthens the research (Roberts and Hyatt, 2019), and provide comprehensive information on the three elements under discussion. Similarly, to provide an in depth understanding by measuring the employees' and executive leaders' perception on the impact of inclusive leadership, organizational policies and demographic characteristics (age and gender) on diversity and inclusion. Additionally, another contribution of this study is the optimized appreciation of the interplay between inclusive leadership, organizational policies and demographic characteristics in a leading diamond company in Botswana. Furthermore, the proposed study used a combination of the following theories:

### **Theoretical contribution**

As per the researcher's perspective, this research is unique and quite insightful especially in mining sector. This research fills the gap in research on inclusive leadership in the mining industry, particularly in Botswana. It also provides empirical evidence on how inclusive leadership, organisational policies impact diversity and inclusion in a sector with unique demographic attributes. Relatedly, despite abundant literature acknowledging the significance of diversity and inclusion to deliver superior business performance, this phenomenon remains comparatively unexplored in the mining sector (Chipangamate, and Nwaila, 2024).

Ultimately, this thesis has advanced literature on diversity and inclusion at a leading diamond mining company in Botswana by bringing the perspective of employees and the executive leadership to enhance the understanding of this complex issue. This is because a lot of prior research has been focused on different industries, was broad based and yielded contradictory results, hence calls by Choi and Rainey (2010, p. 116) , Nndanduleni (2017), Maqubela et al. (2020), and Okotie (2024) to consider “contextual factors” when investigating enablers and hindrances of diversity and inclusion. So, in line with this viewpoint and in addressing the inadequate empirical data in the mining sector, this thesis integrated inclusive leadership, organizational policies and demographics in the context of Debswana Diamond Mining Company to obtain a comprehensive and accurate picture of their impact on diversity and inclusion and how age and gender shapes employee's perceptions of diversity and inclusion in the workplace.

In terms of the theoretical framework, this thesis adopted the Social Identity theory (Tajfel and Turner, 1979), Social Exchange theory (Blau<sup>1</sup>, 1964), Leader Member Exchange theory (Graem and Uhl-Biem, 1995), Optimal Distinctiveness theory (Brewer, 1991) and expanded their application to the mining industry in the context of Debswana Diamond Mining Company and notably this is the first known study to apply these theories to this setting. Furthermore, the result of the review aligns with the tenets of social identity theory with regard of employees seeking to associate with colleagues that resemble their “features” and favorably responding to leaders from the same group but differently if it is a person from a different “category” (Suciu et al., p745). Also confirmed in the literature and in line with this theory is that employees characteristically want to compare themselves to others in order to assess their standing and value in the organizational context (Shang et al., 2020).

Another prominent theory that found resonance with this study is the Optimal distinctiveness theory which posit that there is some “tension” between the desire for “belonging and uniqueness” arising from the reality that some underrepresented grouping like women do not have a great chance to belong to esteemed groups that control levers of power and resources thus increased chorus for leaders to make the work environment conducive for all employees regardless of their status (Shore et al., 2011, p. 1264). Other theories that anchored this study that were extensively explored included leader member exchange and social exchange theory. However, a

common thread is that none of these theories have been applied in the context of the proposed thesis.

## **Practical Contribution**

Demonstrates that leadership practices directly impact employees' perception of diversity and inclusion. Provides actionable insights for organizations to enhance inclusive leadership training and policies. Highlights the importance of well-designed organizational policies in fostering a diverse and inclusive workplace. With respect to policy development and implementation, this thesis suggests that companies should implement structured diversity training, talent mobility programs, and equitable human resources policies. Concerning gender perspective in workplace diversity and inclusion: the study revealed how gender influences perceptions of diversity and inclusion in respect of males, emphasizing the need for targeted interventions. Supports the argument that businesses benefit from actively promoting gender inclusion initiatives.

As buttressed by Kuknor and Bhattacharya (2020), the growth in globalization characterized by foreign direct investment, cultural shift and demographic changes is the overriding motivation why companies are embracing diversity and inclusion. Consequently, they asserted that, in light of the growing diversity in the workforce, efforts should be expended to

develop capabilities and skills in the workforce as well as review existing policies in order to make the workplace more inclusive. Echoing the emerging reality, Shore et al. (2018) postulate that, demographic trends globally show that there is a need for organizations to reevaluate strategies that will accelerate an inclusive workplace.

Reason being that, as Napier (2022), argued, that research has revealed that diversity and inclusion enable realization of positive individual and business performance such as organizational citizenship behavior, improvement in employee morale, increase in talent attraction and retention as well as customer retention. So, it is important for leadership to guard against perceived exclusionary practices that can lead to high staff turnover, reputational damage and low employee engagement levels, Napier asserted.

Thus, it is evident that this study aligns with international diversity and inclusion frameworks, making the findings useful for companies beyond Botswana. It also reinforces previous studies on diversity management while adding a new geographic and sectoral perspective. Therefore, in the face of evolution of work, it is imperative that organizational leaders are adequately capacitated to deal with the dynamic landscape of diversity and inclusion as well as demonstrating the value of embedding diversity and inclusion in the organizational fabric. Ultimately, these insights are helpful to Debswana to influence the design and implementation of diversity and inclusion strategies to enhance employees' experience.



### **CHAPTER 3: RESEARCH METHOD**

This chapter presents the methods and approaches that were used to investigate the employees' perception on the impact of leadership, organizational policies and demographic attributes, specifically age and gender on diversity and inclusion at Debswana Diamond Mining Company. The layout of this chapter is as follows, research design, population and sample, sampling procedure, data collection instruments and materials, study procedure and ethical assurances, data analysis, and lastly the summary.

#### **Research approach**

##### **Selected approach: Mixed method research**

This thesis started off by outlining the different research approaches, the underpinning research paradigms and ultimately discussed the selected research approach and type which was the complementarity mixed method research.

#### **Qualitative approach**

The greatest strength of qualitative approach is its ability to “uncover and explore” (Lanka et al., 2022, p5) participants' experience in their natural contexts aligns well with some of the objectives of this research. Key distinguishing characteristics of qualitative research is that it enables the researcher to examine issues from the viewpoint of research participants to appreciate “interpretations” and meanings that they attached to an issue in a specific “context” (Hennink et al., 2020, p.12). Moreover, the authors posited that the underlying research paradigm of qualitative

research is that of interpretivism. Moreover, the benefit of qualitative methods is further reinforced by Behling, et al. (2022) whose contention is that this approach is crucial because it enables a deeper appreciation of underlying and sometimes complex issues involved in social interactions. For instance, the study in part seeks to “unearth” “deep” employees’ experiences (Whipp, 2018, p. 56) on the extent of diversity and inclusion in Debswana, thus the importance of this research approach. Equally significant is that the enquiry in part seeks to probe and therefore, aligns with the tenets of qualitative research which are that it is exploratory in nature, situation specific and descriptive (Chenail, 2011).

So, in the case of the proposed thesis, the issues to be assessed were the perceptions of the executive leadership on the impact that the inclusive leadership and organizational policies had on creating a diverse and inclusive workplace in the context of Debswana. Effectively, the qualitative research was essential for responding to the question “why” a matter is the way it is (Busetto, et al., 2020). In that vein, the authors contend that this research approach is defined by flexibility, transparency and interaction within the place in which the research is being undertaken. Thus, in the proposed study, the researcher was not constrained by any sequential process when selecting senior leadership to interview and was transparent that the sampling approach selected was the purposive technique and the approach adopted for the interviews was both physical and video based. Similarly, the data collection and analysis are “iterative” and do not follow a structured and “consecutive” process like in “quantitative” research (p. 2).

Correspondingly, Denny and Weckesser, (2022) argued that qualitative research seeks to surface employee experiences relating to a particular matter. In this context, (Campbell, 2014: Gerring, 2017), opined that qualitative research is exploratory in nature, focus on events, individuals, it is interactive and occurs in a natural context where the researcher collects open ended or evolving data for classification or categorization. It is notable for its capability for in-depth probing to obtain meaning, use of open-ended questions and flexibility for structured and unstructured interviews (Anderson and Pharm 2010). So, in the instance of this thesis, the researcher wanted to uncover the perspectives of senior leadership on the state of diversity and inclusion and how the work environment can be enhanced to achieve diversity and inclusion at Debswana Diamond Mining Company.

In uncovering perceptions of employees, qualitative research relies on methods such as interviews, focus group discussions and observations (Denny and Weckesser, 2022). Interviews allowed a researcher to obtain an insider perspective of participants pertaining to the conduct and ways of doing things at a specified location (Junnier, 2024). Extending this perspective, this conduct entailed how participants perceived the state of diversity and inclusive environment in the workplace. Therefore, in exposing the participants' view point, on inclusive leadership, organizational policies, the thesis settled for the most used type of interview which was the semi structured interview method because it enabled the interview to be executed on the basis of guiding

questions while allowing the researcher to autonomy to probe and seek clarity when such issues emanate (Adeoye-Olatunde and Olenik, 2021). In this regard, the interviewer asked a series of predetermined questions, but the respondents were allowed scope to give open responses (Petrescu et al., 2017).

Accordingly, the authors state that “semi structured interviews” permit the participants room to “comprehensively” articulate their perspective without being constrained by questions or answering yes or no, the authors argued(p.43). Similarly, this interview type is vital for digging out insights about problem areas that are readily visible (Belina, 2023). Extending this argument to the thesis, the researcher adopted semi structured interview technique to engage with the senior leadership on the various elements of diversity and inclusion being reviewed. The leadership was permitted to grant responses and explain their points of view pertaining to the issues of interest without being compelled to select any predetermined answer.

An important element worth highlighting is that, underpinning the qualitative research is the interpretivist paradigm whose principles are that researchers seek to comprehend participants perceptions in their own settings as they construct “meaning” and “interpretation” from their experience of the environment that operate within (Al Balushi, 2016, p. 726). In this case the investigator sought to understand employees and executive leadership’s perception. In that respect, the interpretivist paradigm places premium on subjectivity (Ryan, 2018), where the respondents interpret the issues of diversity and inclusion on account of their experiences. Equally, this

paradigm permits the research to explore unique factors under consideration based on the participants' perspectives as well as the location where the research is being conducted (Alharahsheh and Pius, 2020). Similarly, consistent with the interpretivist paradigm, the enquiry partly desires to obtain an understanding of the perceptions of the participants to gain a contextual interpretation of diversity and inclusion in the workplace. Underscoring this view was Malina et al. (2011, p. 5) who argued that the strength of qualitative research was that it surfaced “meaning” and “understanding” of the issue under investigation.

Conversely with respect to its ontological proposition, there is no single truth, and that the world is perceived through the lens of the researcher taking into consideration the prevailing context and issues (Junjie and Yingxin, 2022). In that regard and consistent with ontological assumptions, employees build their own experience of reality and that there are no fixed rules about how reality could be perceived (Hiller, 2016). Additionally, research revealed that the ontological paradigm of qualitative approach was that reality is socially constructed and therefore, it is ever evolving, and that reality is internal and relative. Conversely, the interpretivist epistemology is that knowledge creation is subjective (Ikram and Kenayathulla, 2022) and is also concerned about how the participant got to know what he or she believes he or she knows (Hiller, 2016) where knowledge creation is subjective, and understanding is anchored on social engagement between people and their environments. This perspective aligned well with another advantage of qualitative research which was its ability to examine things in their own contexts to

formulate “sense”, “interpret” and generate meaning that to an issue being discussed (Aspers and Corte, 2019, p. 142). Ultimately, in this thesis, there was an assumption that the respondents are conversant with on the basis of their status as employees of Debswana and hierarchical levels as members of the senior leadership cadre.

### **Short coming of qualitative research approach**

Notwithstanding these benefits, qualitative approach on its own has limitations that relate to its perceived biasness due to the inability to separate the researcher from the research process, lack of objectivity and its focus on multiple realities (Dodgson, 2017). Moreover, the small sample size associated with qualitative research brings into question issues pertaining to validity, unclear definition of method and that the data cannot be generalized to a wider audience (Visram, 2015). Relatedly, the use of a “small sample” makes this research approach susceptible to “bias” (Hammarberg et al., 2016, p. 498). Additionally, the researcher is not divorced from of the data collection and analysis processes, and the method does not conform to any “scientific procedure” (Al Balushi, 2016, p. 727). Consequently, in this thesis, the researcher is part of the study as the interviewer so, there is a perception of subjectivity in the selection of study participants. This process assists the researcher to discover meaning or explanation from the data in a quest to unravel this phenomenon called diversity and inclusion (Richards and Morse, 2012). Likewise, the results cannot be generalized (Moriarty, 2011) because they only apply to Debswana Diamond Company whose context is unique from other settings.

Additionally, other shortcomings of this research approach concern issues of “validity, reliability and generalizability” (p. 3). This is because there is often a challenge of language differences that crop up during interactions between the researcher and participants particularly where elucidation is required thus potentially impacting on the trustworthiness of the outcome (Franz et al., 2021). This often arises in cases where the participants are unable to articulate themselves in the language that the researcher is using. Underscoring this perspective, Nurfaradilla et al. (2021) argued that, in some instances during data collection research, “language” could become a barrier (Ochieng, 2009). Thus, this creates a risk whereby the intended meaning might be lost or misinterpreted by the parties in the study. In light of these challenges and given that the researcher is conversant with the Debswana work environment, he made sure the language used was the one where the participants were comfortable interacting in.

Additionally, in other jurisdiction literature reveals that, to cure this risk, researchers often opt for resources that will assist with “interpretation or translation” (p. 16) of the language to create clarity of the issues being articulated. Other concerns of this approach are that it is time consuming, uses “small sample” size which could affect the credibility and confidence in the results (Queirós et al., 2017, p. 371). Moreover, qualitative research is susceptible to bias because of the subjectivity involved in investigating a research phenomenon (Rahman, 2020). In this instance, the selection of executive leadership entailed elements of subjectivity because there was no scientific formula

applied on who to choose except that the researcher used his knowledge of the business and the leadership structures to identify relevant participants.

Nevertheless, since the other key objectives of the thesis comprise of measuring employees' perceptions on inclusive leadership as well as organizational policies impact on diversity and inclusion, this required examination of association between variables as well as hypothesis testing, so qualitative research approach was an inappropriate method to use. Hence abandoning the qualitative research approach as a distinct method to pursue in this research study.

### **Quantitative Research**

So, as alluded to above, the qualitative research was not wholly suitable as it did not address other key components of the research problem which amongst others included were a test whether there is a relationship between employees' perception of inclusive leadership impact on the creation of a diverse and inclusive workplace. Thus, this phenomenon could be resolved by quantitative research methods because its strength is in evaluating the relationship amongst identified variables using statistical tools to examine existence of trends and associations between variables (Watson, 2015). For instance, the ontological assumption of quantitative research is that reality is factual, rigid and separate from a researcher whereas its epistemological position is that of an empirical world and positivism where the relationships amongst the various elements of a structure can be objectively measured (Gupta and Awasthy,2021). This perspective is confirmed



by Junjie and Yingxin, (2022, p.11) who posited that the “world is external” and that there is one “objective reality” that is not influenced by the views of the investigator buttressing the value of science and rules to acquire “knowledge” In the case of the proposed study, in part, the researcher seeks to measure the association and impact of inclusive leadership, organizational policies and demographic attributes namely age and gender on diversity and inclusion in the workplace from employees’ perspective, thus the importance of a quantitative research method

Furthermore, the possible cause and effect relationship (Choy, 2014) between inclusive leadership and a diverse and inclusive workplace can be effectively examined through the quantitative research approach. Consequently, this approach is more suited because it will be focused on collecting data that is “measurable”, and thus, it is competent on answering the “what and “how” questions that are “quantifiable” (Goertzen, 2017, p.12). For example, the question of “what” (p. 12) that can be answered through a quantitative approach. In support of this perspective, (Sukamolson, 2007, p. 2), posit that, this approach gathers “numerical” data and then perform statistical “analysis” to explain a research phenomenon.

Similarly, quantitative research methods yield results that are “generalizable” and can be “replicated” to a wider population and would for example seek explanation of participants conduct (Gupta and Awasthy, 2021, p. 7). So, in that vein, the findings from this enquiry may permit “conclusion” to entire Debswana enterprise (Schreier, 2018 p. 58). Furthermore, the strength of

quantitative research was also attested to by Guo (2013) who point to its use of statistical frameworks and rigorousness of the analysis. Additionally, quantitative methods are useful when the objective is to test associations, frequency of occurrence, explore cause and effect relationships (Gilstrap, 2013). Most crucially, sample size is critical because the results should be able to be generalized to a wider population of the study (Cathala and Moorley, 2018). This method uses big data, numerically inclined, it is unbiased and has clear and defined measures that are eventually adopted in quantitative data analysis (Smith and Smith, 2018).

However, on the downside, quantitative research requires transforming data into numbers and its usage of statistical tools to measure one aspect of a complex research problem may potentially result in crucial insights being missed (Runciman, 2002) if it were to be used alone to the exclusion of the qualitative methods. Consequently, because of this rigid approach it cannot therefore provide an in-depth appreciation of an issue being investigated (Savela, 2018) as would have been the case with qualitative research. Another shortcoming of quantitative research is that it might omit crucial experience and what those perspectives mean because it does not embark on any in-depth probing (Rahman, 2020). Likewise, quantitative research is faulted for lacking emotion and being overly “mechanical” (Gupta and Awasthy, 2021, p. 50). As revealed above these methods on their own are flawed, but these weaknesses can be mitigated through the application of the approach of mixed methods which bring together different methodologies to deepen the understanding of the research issues (Turner et al., 2017). Consequently. Quantitative

method as a stand-alone research method was not applied in this thesis rather mixed method research was adopted.

### **Mixed method research**

This was the selected research method as it aligned with the purpose and research questions of the thesis which sought to uncover the intricacies of diversity and inclusion in the diamond sector specifically Debswana. Notably, extant literature has established that a mixed method methodology can immensely improve the understanding of the problem beyond the capabilities of each approach (Cameron and Molina-Azorin, 2011). The mixed method research has the capability to enable a comprehensive understanding of complex and at times protracted problems and contexts that cannot be resolved by a single method perspective (Kajamaa et al., 2020). Such capabilities include the “combination” of “qualitative and quantitative” methods that allow the researcher to optimize the strengths of both methodologies while simultaneously minimizing their shortcomings (Lydia and Njoroge, 2022, p. 843).

Therefore, it can be summed that, mixed method uses qualitative and quantitative designs “interactively” to create a research output that is more superior to the individual methods and are equally able to uncover a complex phenomenon (Malina et al., 2011, p. 6). Nonetheless, as much as mixed method research advocates highlight pragmatism as a benefit of the research approach because it occupies the “middle” ground both “philosophically and methodologically”, the

“incompatible paradigm” debate ensures (p. 17). This is because, the dissenting views on the use of mixed method research point to perceived irreconcilable research paradigms, between those who believe in scientific methods, against those who argue that knowledge is generated from social interaction (Carvalho, 2022).

This perspective is also echoed by Wilkes et al. (2022) who indicate that there are some scholars who are advocating for a single method approach though on the other hand he acknowledges and supports the advocates of mixed method research position because the combination of the methods enhances the researcher’s appreciation of the research issues. So, this research method aligned with the questions and objectives of this thesis. Nevertheless, notwithstanding the benefits alluded to above, literature reveals that there are some concerns surrounding the application of mixed method research as reflected below.

### **Weaknesses of mixed method research**

Though the extant literature indicates that many scholars believe that the mixed method approach is superior to single research methods, its downside is that it is complex because it requires competency of both quantitative and qualitative methods (McKim, 2017). For instance, the authors argued that the researcher should have wealth of knowledgeable and sufficient

understanding of the philosophical underpinning of the study, the type and nature of research questions and objectives, data collection and analysis methods that would warrant the combination of qualitative and quantitative methods in a single study. These sentiments are shared by Tariq and Woodman (2013) who argued that bringing together different methods in one study requires in-depth knowledge and experience in those methods and there are constraints on time and financial resources that ultimately make this research approach expensive.

Relatedly, the mixed method research is dogged by controversy pertaining to the incongruencies of the philosophical paradigms as advanced by the qualitative and quantitative methods purists (Addison, 2015). Similar concerns were raised regarding contradicting underlying philosophy and the methods resulting in inadequate focus and clarity as the research process evolves (Bell et al., 2022). These weaknesses notwithstanding, the advantages of the mixed method as demonstrated by abundant literature cited in this study is aligned with the purpose, research problem, questions and objectives of this thesis.

### **Types of mixed method research**

Advantages of the mixed method research is that it can be used for a myriad of reasons such as “triangulation, complementarity, development, initiation and expansion” (Halcomb and Hickman, 2015, p. 5). Expounding on these uses and beginning with triangulation, this technique refers to the application of qualitative and quantitative methods to confirm research results (Bans-

Akutey, and Tiimub, 2021). “Equal weighting” is an imperative (Taherdoost, 2022, p. 61) when applying triangulation and these qualitative and quantitative methods “complement” each other and assist in surfacing insights to deepen the researcher’s knowledge” (Bans-Akutey and Tiimub, 2021, p. 3). Consequently, had the proposed thesis opted for triangulation, the results from the qualitative semi structured interviews on employees and senior leadership’s perception on inclusive leadership and organizational impact were confirmed through correlation analysis and hypothesis testing. Another advantage of triangulation is that it seeks validation of findings through the verification of different data sources to enable a comprehensive explanation of a research phenomenon (Kelle et al., 2019).

Correspondingly, triangulation involves cross checking of different sources of data to improve the understanding of a research phenomenon as well as the “credibility” and “validity” of the study “results” (Ndanu and Syombua, 2015, p. 3). Notwithstanding these benefits, the authors posit that triangulation’s weaknesses amongst others is that it is time consuming and costly because it entails the sequencing of the data collection methods. Indicates that as much as type of this mixed method generates great value its weakness is that it is demanding on energy and finances (Abowitz and Toole, 2010) Additionally, this approach requires an in-depth knowledge of both the qualitative and quantitative methods (Tonkin-Crine et al., 2015).

Relatedly, mixed method research could be used for “initiation” where a study is providing a new direction due to contradictions in the results (Şahin and Ozturk, 2019, p. 303). With this approach the researcher uses the findings from a different method in order to establish areas of disagreement to generate new perspectives (Tariq and Woodman, 2013). Additionally, another motivation for this method could be developmental where the findings from the qualitative research are used to “develop” the quantitative research approach (Şahin and Ozturk, 2019, p. 303). The major reason for combining the research methods is “develop” competent and superior conclusions by using the findings from one method to inform the selection of another method (Dawadi et al., 2021, p. 28). It could be qualitative results such as leadership interviews shaping the use of quantitative methods such as bivariate correlation and regression analysis in the case of this thesis. However, the disadvantage for using this type of mixed method is that it is restrictive so it can only be used in a “sequential mixed method design”, the authors argued (p. 28).

Another justification for mixed method research is expansion where the researcher broadens his or her scope of investigation to achieve an in-depth knowledge and appreciation of a research problem. Extending this argument, Molina-Azorin (2016), posited that the researcher pursues the “expansion” technique where he seeks to broaden the range and breadth of the investigation by exploring other facets of the research problem which in this regard would have been to establish a comprehensive understanding of employees and leadership’s perception of key

variables such as inclusive leadership, organizational policies and demographic characteristics' impact on the state of diversity and inclusion at Debswana Diamond Mining Company.

### **Selected type of mixed method research**

This thesis pursued a complementarity mixed method approach. The reason for using this type of mixed method is aligned to those of Tariq and Woodman (2013) who posited that this method is beneficial when the methods are complementary and there is value addition for deploying them. In this instance, the investigator can use the two methods to respond to the same “research questions”(p. 27) to accomplish completeness in the understanding of the “research phenomena” as well as open up opportunities for future exploration of the different facets of the problem. Corroborating the foregoing perspective by seeking complementarity, the researcher desired to bring together unique but related viewpoints to similar research questions using both the qualitative and quantitative research approaches (Hafsa, 2019).

Essentially, the researcher clarified and elaborated the results from one method with findings from the other method (Molina-Azorin, 2016). This was applicable in the proposed thesis, because in part, the researcher sought to measure the existence of any association between employee's perception on inclusive leadership and organizational policies impact and diversity and inclusion using bivariate correlation analysis. Secondly, the researcher intended to establish any relationship between demographic characteristics, namely age and gender and employees'



perception on diversity and inclusion was also measured. Equally, the researcher used regression to test the impact of inclusive leadership, organizational policies on diversity and inclusion.

Similarly, the researcher conducted qualitative study through semi structured interviews of senior leadership to surface their perspectives on the state of diversity and inclusion in the workplace as well learn what they believe needs to be done to achieve an inclusive work environment. The quantitative and qualitative questions complemented each other, and some of the questions were the same for both methods. For example, there was a question that enquired on the participants' perception on whether there was a relationship between inclusive leadership and diversity and inclusion, and most of the general workforce who the target respondents said "no". However, in line with the proposition of complementarity, the leadership elaborated on the view points of the general workforce and stated that they believed that generally there should be a relationship but argued that at Debswana, the major challenge was psychological safety at all levels of the hierarchy but more pronounced at managerial and leadership levels that inhibit employees from freely sharing their ideas with fear of retribution. Consequently, the leaders that were interviewed cited this as a major impediment for leaders to influence diversity and inclusion because of the fear of the backlash from the conservative majority.

Notably, these sentiments are supported by the leader member exchange theory which posits that, by creating a positive and supportive business environment, employees are listened to

and can contribute to the discourse without worrying about sanctions improves the relationship between leaders and followers (Lloyd et al., 2017). With regard the question on affirmative action, the two sets of respondents were opposed to it, the leadership went further to clarify why they were uncomfortable with adopting affirmative action as a tactic to ensure representation of the marginalized employee categories. Amongst reasons that were advanced by the leadership included stigma to the recipients and hostility from the majority groups.

The assessment of the viewpoints of these different employee groups is premised on the acknowledgement that perceptions of leadership are different from those of the general workforce, so in the proposed thesis the researcher wanted to comprehensively unravel this complex phenomenon of diversity and inclusion at Debswana Diamond Company thus, the motivation to measure and explore the viewpoints of these different groups. Ultimately, it can be deduced that the findings from senior leadership interviews complemented those from the perspectives of the general workforce derived from an online questionnaire. This led to an enhanced knowledge and in-depth understanding of the nuances of the state of diversity and inclusion in the workplace and how it could be optimized. Therefore, the use of complementarity mixed method approach greatly contributed to the deepened appreciation of the different but related perspectives on the questions that were posed. Both sets of questions from the online questionnaire and leadership interview were aligned to the main research questions.

The next discussion delves into the research design culminating in the justification for the one that was ultimately selected for this thesis.

## **Research Design**

Literature revealed that research designs provide guidelines for understanding how mixed method research will be executed from data collection, analysis and interpretation of results (Guest and Fleming, 2015). However, prior to the selection of the research design, Kajamaa et al., (2020) argued that it is vital to explain the purpose of the study, research problem, the objectives and research questions to provide a compelling reason for pursuing the selected research design. So, the researcher chose concurrent mixed method design for reasons explained below. However, as already stated in chapter one, the research problem was the demographic disparities, policy gaps on diversity and inclusion as well as implementation challenges. Thus, to achieve a comprehensive appreciation of the research problem, single method approaches could not provide a complete investigation and understanding of the issue because of the need to explore as well as test for association. Subsequently the researcher settled for mixed method research because it permits the use of both the qualitative methods for exploring a phenomenon and a quantitative approach respectively to scientifically test hypothesis and association to explain a research issue.

The mixed method may be delineated into sequential methods where for example, the results from quantitative methods obtained during the first stage are used to influence the selection

of the qualitative methods in the subsequent phase. In support of this view, Abro et al., (2015,p. 3) pointed out that, the sequential mixed design comprises of two distinct phases of quantitative and qualitative approaches where the findings from the “first phase” become essential for planning and executing the “next phase”. Or alternatively data can be collected through concurrent methods whereby data from the quantitative and qualitative methodologies respectively are collected at the same time (Driscoll et al., 2007).

So, the proposed study pursued the “concurrent type”, and within that approach the researcher used the “concurrent transformative strategy” where data was collected simultaneously, given “equal prominence” and “priority” with data “integration” occurring at the “interpretation” phase and most crucially guided by the study’s theoretical frameworks (Terrell, 2012, p. 18). Correspondingly, the “collection” of quantitative and qualitative were “independent” of each other and no “type” of data was informing the other (Bell, et al., 2022, p. 6; Nowell et al., 2020), thus enabling data to be collected quicker than would have been a “sequential research design”. Subsequently, analysis of the data was done in parallel, and findings not compared or integrated until the interpretation phase.

The above approach was favored because it was not “laborious” and “time consuming” relative to the “sequential method” (p. 18). This is because both the quantitative and qualitative methods are executed at the simultaneously (Almeida, 2018). The benefits of concurrent mixed

method design therefore were that it lessened the time taken in the execution of the methodology because of the simultaneous implementation of the qualitative and quantitative methodologies (Almeida, 2018, p. 146) but on the downside the “integration” of both results may be “complicated” particularly where the findings are contradictory.

Nevertheless, this method profits from its strength that enables an enhanced knowledge generation and understanding of a complex issue such as perception on diversity of inclusion in the workforce obtained through the collection, analysis and integration of results at interpretation (Gebbru and Versteegen, 2023) makes it the appropriate research design for this thesis. Furthermore, in the context of the proposed thesis, the questionnaires and interviews were disposed to the general workforce and executive leadership concurrently. In this instance, data pertaining to the employees’ perceptions of the main variables in this study as well as perceptions of senior leadership were collected simultaneously, analyzed independently of each other but integrated results at interpretation stage. For the data analysis, bivariate correlations method was used to test relationships while regression was pursued for hypothesis testing. For leadership interviews. Thematic analysis was used to generate themes which were eventually compared to findings from online questionnaires that were targeting the general workforce.

*Table 4: Mixed Research Designs*

Type of research design	Description
Convergent parallel	In this approach, the investigator examines the research problem simultaneously using both the quantitative and qualitative methods keeping them independent during analysis and combining the results during the researcher's overall interpretation of the data.
Explanatory sequential	In this two-stage design the research commences with the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data to clarify the initial quantitative results.
Exploratory Sequential	In this design, the research starts with the collection and analysis of qualitative data, followed by the collection and analysis of quantitative data to test or generalize the initial qualitative results.
Embedded	In this design the researcher collects and analyzes both quantitative and qualitative data to optimize the overall design in some form and shape.
Transformative	This is a design that the investigator creates within a transformative theoretical framework with a view to addressing the needs of a particular population and to motivate for transformation.
Multiphase	This design mixes both sequential and concurrent methods, collected over a period of time, and the execution of different projects or stages within an overall program of study.

Adapted from, Public Health Research Methods, Guest and Fleming., 2015, p.587

## **Population and Sample of the research study**

For the online questionnaire, the target workforce constituted three thousand two hundred and ninety-three (3293) employees who were not in the executive leadership cadre from a total population of three thousand three hundred and ninety (3390). The selection of an adequate number of respondents is critical in this quantitative aspect of this study in order to enable sound, valid and accurate inferences and conclusions to be generated from the data (Singh and Masuku, 2014).

Equally, sample size is vital for its impact on the “statistical power” which is essentially a probability that the statistical test will reveal that there is a “significant difference” when indeed it is “true” (Singh and Masuku, 2014, p. 7). Buttressing this perspective, Aktas and Keskin (2013), argued that power analysis is an approach that facilitates the execution of a sound and reliable research study that guarantees the dependability and validity of the results. Notably, power analysis entails “four variables” being “power of the statistical test”, the “significance level”, “effect size” and the “sample size” (p.2).

Relatedly, the executive cadre is composed of ninety-seven (97) members from across the geographical spread of the business. So, of these 97, the target for those who will be to participate in leadership interviews up to a point at which saturation has been achieved and these leaders will be enrolled through a purposive sampling approach. However, key to note is that the interviews will be conducted until a point of saturation is reached (Malterud et al., 2016). So, in the context

of this study 30 is an indicative sample size given the dynamics of the company such as the geographical spread, hierarchical position, accessibility, availability of the executive cadre that will have to be incorporated in the study to make it inclusive though it is advisable that saturation is the guiding principle when qualitative research is pursued (Boddy, 2016).

### **Sample size**

For the online questionnaire, the target workforce constituted three thousand three hundred and ninety (3390) employees who were not in the executive leadership cadre from a total population of three thousand three hundred and ninety (3390). The questionnaires were sent out to them targeting 358 responses derived through the use of Yamane formula as illustrated below. However, for senior leadership interviews, the 97 members of the leadership cadre were excluded from the 3390 employees and were interviewed until saturation was reached. By then 29 leaders had been interviewed. Studies showed that saturation is a point in data collection where there are no additional ideas and theories emerging from the data and all key parameters have been sufficiently ventilated and exhausted (Hennink et al., 2017). Correspondingly, Weller et al. (2018) posited that saturation occurs at a point where there are no new thematic areas emerging.

For quantitative data, the Yamane formula is a widely used method to calculate sample size in statistics when the population size is known. In this thesis, the population was 3390 employees. It is especially useful in simple random sampling as was the case in this study. Generally, it is very important for the sample to be representative of the population. In quantitative research, a sample



size of 30 is typically acceptable using the central limit theorem (Kock, 2018; Louangrath, 2017). It is based on the idea that 30 data points should provide enough information to make statistically sound conclusion about a population.

However, for larger populations, larger sample sizes are better because they reduce the likelihood of sampling errors and provide a more accurate representation of the population. For this study, the confidence level was set at 95%, with a 5% margin of error and the population size of 3390. The calculator yielded a sample size of 358. This figure was used as the minimum number of participants to take part in the study. However, any number above that was deemed acceptable since larger sample sizes will help provide more statistically significant and meaningful results. Below are the steps used to calculate the sample size using Yamane formula

**Steps to use Yamane formula:**

1. **Determine population size (N):** This is the total number of individuals or units in the population.
2. **Select a margin of error (e):** This is how much error the researcher was willing to accept in his results. A common margin of error was 5% (0.05).
3. **Plug the values into the formula** to calculate the required sample size.

Using the Yamane formula below, calculation of the sample size yielded 358 participants.

$$\begin{aligned}
 n &= \frac{N}{1 + N(e^2)} \\
 &= \frac{3390}{1 + 3390(0.05^2)} \\
 &= 357.78 \\
 &\approx 358
 \end{aligned}$$

While Yamane suggested a minimum sample size of 358, this study obtained a larger sample of 578 participants who had responded to the online survey by the deadline. The advantage of this larger sample size was that it enhanced the precision and generalizability of the findings as well as allowing for subgroup analyses that might not been possible with a smaller sample. The researcher also believes that larger samples strengthen the robustness and reliability of the statistical analyses conducted. So, since the required sample size was exceeded rather than not met, the researcher asserted that this does not undermine the study's validity but rather adds value to it.

### **Sampling procedure**

The following section discussed the different sampling techniques highlighting the pros and cons of each and ultimately selected the simple random and purposive sampling technique that aligned with the proposed thesis on the strength of the justifications provided. In terms of

definition, sampling is a method used by researchers to “systematically” select a comparatively small number of representative individuals from a population that is pre-defined to address research questions (Sharma, 2017, p. 749).

Notably, sampling is often opted for when the analysis of the entire population is impractical however, it is important that it be sufficiently large enough to be representative of the whole object that is being analyzed (Bodnar et al., 2013). Equally, to meet the foregoing requirements; primary samples are randomly selected, sub sample are homogenous, the sampling procedure secured at all phases of the process to avoid compromising the validity and reliability of results, Bodnar, et al., argued. Corroborating the foregoing view, Sharma (2017, p. 749) posited that there are some essential factors that have to be considered before embarking on sampling such as “objectives” of the thesis, “”population variance, size of the population, “homogeneity or heterogeneity” in the makeup of the population, “sampling techniques”, financial resources, time required and the precision needed in making generalization about the population being investigated.

Equally, identifying the appropriate approach to sampling was fundamental because incorrect sampling procedure can affect the integrity of the results (Balamurali and Jun, 2006). Thus, when the sample is representative and reliable, confidence in the study results increased (de

la Garza et al., 2008). Therefore, there must be robust protocols for managing data to ensure anonymity and confidentiality of data collected from participants (Sibley,2014).

In that regard, Etikan and Bala (2017) articulated that the sampling techniques may be categorized in the non-probability or probability bracket. For example, in probability sampling, every respondent has a “known” chance of being included in the sample (Sharma, 2017, p. 749) has an equal probability of being selected from a population. On the other hand, in non-probability methods, there is no objectivity, and researchers use their “judgment in choosing the variables to be incorporated for investigation (p.750). In this thesis, since the mixed method research approach was applied, both probability and non-probability sampling techniques were used. Furthermore, given the sheer size and geographical spread of the company, it was impractical to select all employees, hence the researcher employed a sampling procedure. Possible sampling techniques that were explored before the selection of the appropriate sampling techniques comprised of the following;

### **Nonprobability Sampling**

With regard non-probability sampling, there is no certainty that any “unit” within that “population” has a “chance” of being part of the “sample” (Vehovar et al., 2016, p. 329). It indicates absence of “probability sampling principles” because selection is arbitrary (p. 329). However, the advantage with this sampling technique is convenience and accessibility of

participants (Lamm and Lamm, 2019). Correspondingly, the strength of non-probability sampling approach is its usefulness in situations where it is more expensive, laborious and time constraining to collect data in statistical form or probabilistic form. (Etikan et al., 2016). Similarly, Schillewaert et al. (1998) argued that nonprobability sampling is applicable when study results do not require to be generalized to a wider population. Furthermore, the authors contended that, non-probability sampling methods in relation to probability sampling are comparatively advantageous where the aim of the study is about exploration of a problem where little is known in a specific context as well as seeking to generate meaning.

Another attribute of this technique was that it enabled “selection bias” depending on the type of respondents the researcher wanted to select to be included in the “survey”, but this bias can also be a source weakness of the technique because it can result in “non-response” and “under coverage” (Lamm and Lamm, 2019, p. 54) particularly where the respondents do not wish to be known. Conversely, this high subjectivity is the reason why the method is open to criticism (Etikan et al., 2016). Notwithstanding this shortcoming, the authors postulated that, other benefits of the use of non-probability samples are in instances where there is no need to make inference from a sample to a larger population or generalization of data to a wider population. Notably, the authors argued that randomization is not a key consideration when picking a sample from target population but rather there is a lot of subjectivity in choosing which components to include in the sample. Therefore, as the authors stated, it is critical to define which nonprobability sampling technique to

use when undertaking research study in order to enhance confidence in the study findings. They argued these criteria could include type, substance and aim of the study, they concluded. Nevertheless, there are myriad non sampling techniques such as Convenience, Quota, Snowball and Purposive sampling. Consequently, these will be expounded in the following paragraphs.

### **Convenience Sampling**

In this instance, the researcher selects participants for a study driven by practical consideration such as ease of access, their availability and willingness to participate (Etikan et al., 2016), with little attention attributed to sample composition and sampling method (Scholtz, 2021). Another important attribute of convenience sampling method is that it is dependent on the convenience of the researcher or alternatively when participants who fit the study requirements partake in the study (Emerson, 2021; Farrokhi, 2012). In other studies, it is also referred to as accidental sampling because the participants may have accidentally happened to have been within the proximity of where the researcher is collecting data hence the opportunity to include them in the sample, Etikan et al. (2016) argued. Furthermore, the authors stated that convenience sampling is comparatively cheaper and easy to use.

On the downside, they stated that, its main disadvantage was that it cannot be used for strategic purposes, since it is prone to bias, there is potential presence of outliers and therefore not representative of the entire population and is anchored on the assumption that the population is

homogenous which is not always true. These sentiments were also shared by Farrokhi et al. (2012), who posited that convenience sampling is fraught with challenges of outliers because of high possibilities of “self-selection” (Farrokhi et al., 2012, p. 784), affecting the accuracy of “population” parameters thereby reducing the credibility of research results. Emerson (2021) added that the main undoing of this method is the lack of generalizability because of the bias in the selection of the sample. However, to cure this, the author proposed an increase in the sample size to enable some level of generalizability, but still large-scale generalization is not possible. Tansey (2007) on the other hand, attributes the disadvantages of convenience sampling to the lack of clearly defined and robust selection rules. Thus, the reason why the researcher did not consider convenience sampling for this proposed study.

### **Quota Sampling**

To counteract the challenges posed by the Convenience sampling methods regarding generalizability (Zhang et al., 2020), Quota sampling is often used. Efforts are made to ensure that the specified attributes in the sample are proportional to the wider group so there is no possibility of exclusion (Tansey, 2007). Most importantly, the researcher “selects” participants on the according to some “quota” using “judgment” to select elements into some “strata” on the basis of pre-defined attributes (Anieting and Mosugu, 2017, p. 34). The benefit of this technique is its utility when there is a constraint of time, “cost” and when the “sampling frame” is not specified (p.34). Conversely the use of many control variables in categorization of strata and the challenge

in incorporating some participants as opposed to others, Anieting and Mosugu argue. Additionally, Tansey posits that it is often difficult to know the attributes of the target group upfront and this is useful when, there could be other characteristics that the researcher does not know about but are impactful to the study which may affect the accuracy of the results. On the basis of these weaknesses, the research did not opt for this sampling technique.

### **Snowballing sampling**

This method's central characteristics are networking and referral where the first selected group which meets the criteria are invited to partake in the study who then also extend the invitation to other willing participants thereby increasing a chain of participants (Parker et al., 2019). Effectively, snowball technique is used when samples with the target attributes are not easily reachable (Naderifar et al., 2017). Often this method is opted for where the researcher does not have any advanced knowledge of the target group to interview and where the participants of the constituency are difficult to locate (Anieting and Mosugu, 2017) and putting together a list of respondents is difficult. This sampling technique is usually applied in hidden populations which are a challenge for researchers to access, or in instances where a "sampling frame" is hard to establish and it is assumed that cases are affiliated through links that can be exploited to identify other participants anchored on existing ones (p.34). Furthermore, on this approach, researchers bank on the first set of participants to create a sample and also to assist with identifying possible interviewees (Koter, 2013; Lynch, 2013).



Likewise, Tansey (2007, p. 770) pointed out the “snowball model” is commonly used where the identities of key participants in the target are not readily known or when the subject of discussion is sensitive. Furthermore, Tansey stated that, the snowball sampling entails selecting the first set of respondents and then asking for referrals to other participants who might possess similar qualities that are of interest or relevant to the study. The process is repeated until it reaches saturation where no new information emerges. Moreover, Tansey argued that the snowball method is controlled, and the researcher is fully committed to ensuring that the data collection remains within the set parameters during the entire period of the search. The limitations of the snowball method, the author posit, is the propensity of participants to suggest other participants who share similar characteristics, thereby risking the study losing diversity and rich information. Another shortcoming is that snowball technique is susceptible to “selection bias” (p. 35).

### **Selected Sampling technique**

Ultimately, after evaluation of all thesis techniques against the research objectives and the questions of the proposed thesis there were found not to be suitable and as a consequence the study adopted the purposive sampling technique.

### **Purposive sampling**

This is the technique that was selected for this thesis, and it is also referred to as “judgmental” or “selective” sampling is anchored on the decision of the researcher when it comes to choosing participants that are to be investigated (Rai and Thapa, 2015, p. 4). Furthermore, the sample size was comparatively small relative to probability sampling techniques and the decision on whom to include is often based on a variety of considerations chief amongst them, participants’ specialist knowledge, desire to participate and their availability (Rai and Thapa, 2015). This sampling approach is comparatively easier and researchers using this method have an upfront knowledge about the phenomenon they are investigating, and the target population is visible (Bakkalbasioglu, 2020).

Similarly, Tansey (2007) stated that the aim of the study and researcher understanding of the target group guides the selection process. Specifically, the author stated that a researcher compiles a list of participants to interview before embarking on the actual research. So, in this thesis, to understand the perception of senior leadership on the state of diversity and inclusion at Debswana, the researcher used his knowledge of the hierarchical structure and levels of authority in selecting senior leaders who granted interviews explaining their perspectives on the research problem. Thus, in order to secure adequate coverage of the viewpoints of the different leaders within the organization, leaders from the various functions were selected for participation in the

study. For example, Assistant General Manager, Head of Technical Services, Head of Human Resources, Senior Safety and Sustainable Development, Senior Security Manager, Head of Engineering and Asset Management, Head of Ore Processing, Head of Mining, Head of information management, Head of Digitalization and Automation amongst others were purposively selected and had participated when saturation was reached at which point twenty nine respondents had been interviewed.

Conversely, Bakkalbasioglu (2020) contended that the weakness of the purposive sampling approach was that access to a research population is not usually a foregone conclusion and changes of respondents on account of non-response might be problematic, time consuming, costly and ultimately affect the ability of the researcher to undertake credible research study. For example, Bakkalbasioglu pointed out that, in some complex environments request for access is often denied. This could be on account of the respondents' characteristics and their views of the researcher, thereby limiting the effectiveness of the purposive sampling approach, the author pointed out. However, in the current circumstances, the researcher did not encounter that because amongst other things, issues of diversity and inclusion are topical and leaders are cognizant of the concerns relating to demographic disparities and ineffectiveness of the policies of diversity and inclusion. Furthermore, the researcher was known to the participants and the credibility and integrity that is associated with human resources which is the researcher's function made the interaction and accessibility relatively seamless. Additionally, ethics assurance pertaining to confidentiality and

anonymity with which the data collection was undertaken enhanced the confidence and eagerness of the leaders to take part.

Nevertheless, literature points out that to mitigate non-response from participants, researchers resort to the use of mediators and translators to conduct research (Petkov and Kaoullas, 2016). So, extending the argument, researcher should have “adequate knowledge” of the working environment and the subject (Tansey, 2009, p. 19). In this situation, the scholar is employed by Debswana, thus he was conversant with the policy environment, systems, processes, protocols and most importantly the attributes of those leaders that needed to be interviewed. Moreover, purposive sampling techniques aligned well with the purpose of the study, research problem, objectives, research questions of the proposed research thesis.

## **Probability Sampling**

Conversely, since the study had both elements of qualitative and quantitative data, probability sampling was also explored and the benefit of probability sampling, (Acharya et al., 2013), was that there was known and equal probability that each employee will be selected in this study. Relatedly, the sample is generalizable to the population from which it was chosen from (Lehdonvirta et al., 2021). Nevertheless, on the downside, this method may be expensive given that probability sampling is synonymous with quantitative methods which require large sample size this might require substantial “resources” such as “cost”, “time” and effort which the

researcher might not have capacity to sustain (Pace, 2021, p. 5). This perspective was shared by Yang and Banamah (2014) who argued that an increase in costs and incidents of non-response have led to the decline in the use of this technique relative to non-probability sampling techniques. Nonetheless, as alluded to in the preceding discussions, this research study pursued the simple random sample technique where three hundred and fifty-eight participants (358) were the target sample from a population of three thousand three hundred and ninety (3390) eligible participants. Other techniques such as cluster sampling, stratified and systematic sampling were explored and have been discussed to establish their pros and cons and ultimately why they were not selected for the study.

### **Cluster Sampling**

This technique is often used when the target population and the sample size are too big to be analyzed so the researcher divides the large population into small clusters and randomly selects from among them (Simkus and Simkus, 2023). These sentiments are shared by Alimohamadi and Sepandi (2019), who pointed out that identification of the applicable clusters, simple random methods are used to select participants. This method is often used in large national surveys such as “epidemiologic research” where the “entire population” is divided into groups usually geographic areas or “districts” (Acharya et al., 2013, p. 331). The advantage of this method was that it minimizes cost and time because it is quicker thereby enhancing its efficiency, Simkus and

Simkus (2023) contend. Correspondingly, Acharya et al. (2013) argued that this method is most suitable where the “population” is highly “scattered” making it impossible to sample a representative sample of all required variables (p331). This the universe to be analyzed is not enormously huge, this technique was not favored for this thesis and subsequently not pursued.

### **Systematic Random sampling**

This method entails selection of the first participant is done randomly and consequent subjects are selected by a periodic process (Acharya et al., 2013). The advantage of this sampling technique is that it is relatively cheap, “internal and external validity” is high, and it is simple to craft as well as “verify” (p. 331). However, the major undoing is that essentially only the selection of the first participant is a “probability selection” since some of the subsequent “subjects” would have zero opportunities of being selected (p. 331). This weakness led to the researcher abandoning this approach because it might have led to some important insights being omitted and the sample not being accurately representative of the views of Debswana Diamond Company.

### **Stratified random sampling.**

The limitations of a simple random sampling have led to increased uptake of the stratified random sampling whose advantage stems from the fact that it leads to high accuracy of results (Buddhakulsomsiri and Parthanadee, 2008). The authors pointed out that, population was separated into distinct categories from which samples are randomly selected. This technique

involves distributing data into various “subgroups” sharing similar attributes such as “gender”, “age”, earnings and educational attainment, the subsequently a “random sample” is taken from each stratum (Acharya et al., 2013, p. 331). Accordingly, the authors posited that, characteristics of each stratum can approximate, and comparison made thereby reducing “variability” from “systematic sampling” (p331). Correspondingly, Uribeetxebarria et al. (2019) contended that despite the simple random sampling being the common technique used in empirical research, the stratified sampling approach yields more precise and reliable results. On the downside, its weakness is that it is expensive to construct and require accurate data, Acharya et al., posited. Buttressing this technique’s shortcomings, Buddhakulsomsiri and Parthanadee (2008) stated that the method falls short in events where the data is not homogenous and where quantity of strata and the population parameters are not known. Subsequently, given the financial resources and time required when applying this technique relative to the simple random sampling approach, it was found to be unsuitable. As stated in the preceding paragraphs, the study eventually pursued a simple random sampling technique as sampling choice.

### **Simple random sampling**

This technique was selected for this thesis. Generally, the simple random sampling method is an extensively used technique in research studies that have a significant number of respondents, and it is largely dependent on luck thus the increased prospects that derived data may be generalized to the population from which the sample was obtained (Noor et al., 2022). Essentially,

an overriding motivation for selecting this technique is that each employee has an equivalent opportunity of being included in the sample (Meng, 2013). For instance since the sampling frame involved the general workforce, it meant that the employees in the consequent sample had the same chance of being selected.

Buttressing the above perspective, each “unit” had the equal chance of being chosen from the “population” “as” a “subject” (Al Ghayab et al., 2016, p. 87). This technique is desirable when the universe is “homogenous” and the “list of population” targeted for the study is accessible (Cohen et al., 2017). Correspondingly and in line with these principles, the population were employees to the exception of executive leadership and the list of these employees obtained from the headcount report was available. Additionally, the benefit of this technique is that it is free from human judgement, partiality and subjectivity (Taherdoost, 2016) since the sample selection process is anchored on a rigorous, robust and objective statistical calculations (Pace, 2021), thus, enhancing the confidence levels of the research (Landreneau and Creek, 2009).

Extending this argument, the researcher could not manipulate the selection of employees to participate in the survey as such this was left to the structured scientific process to pick the participants. As such, randomization assisted to counterbalance the confounding impact of known and unknown factors by randomly selecting employees to take part in the study (Stockemer et al., 2019). Additionally, the key characteristics of simple random sampling method is its



“representativeness” and “unbiased” data (Sharma, 2017, p. 750) and this attributes greatly enhanced the confidence in the study results.

However, the downside of this technique is that it required up-to-date data and availability of all participants on the population list which might be difficult to obtain (p. 750). Similarly, the resourcing costs for covering the population, particularly the geographically spread are high (Bornstein et al., 2013). Nevertheless, in this research, there were no obstacles concerning geographical set up and financial resources primarily because the researcher opted for an online survey where employees’ email addresses were used to send them the survey link. This link contained the survey that the participants completed as guided by the instructions on the survey instrument. On the contrary, there were no constraints connected to time and cost that could impede the selection of study participants because there was no travel that was required on the part of both the researcher and the participants.

### **Data collection instruments and materials**

The researcher conducted qualitative study through semi structured interviews of senior leadership to surface their perspectives on the state of diversity and inclusion in the workplace as well as learn what they believe needs to be done to achieve an inclusive work environment. The quantitative and qualitative questions complemented each other, and some of the questions were the same for both methods.

Consistent with the objectives of this research, methods of data collection will be aligned to both the qualitative and quantitative paradigm respectively. So, connected to the qualitative research approach is the interview method (Alshenqeeti, 2014) was used on the leadership focus group. Notably, semi structured interview approach was used where guiding questions in no particular order will be posed as guard rails to focus to be explored, Gill et al., (2008). Moreover, semi structured interviews provided a platform for the scholar to probe in instances where clarity is required to uncover more insights enable more understanding of the issue being explored, Alshenqeeti concluded.

Therefore, this research has opted for a semi structured interview method using a purposive sample approach because it allowed the researcher the platform for probe and make follow ups while simultaneously maintaining the discussions within the boundaries set out by the research questions. Instructively, the leadership interview guide included prompts to facilitate the conversation with key participants; the interview schedule to provide structure and focus; and “probes” and “clarification questions” to go explore and “deepen” the researcher’s understanding of diversity and inclusion from the viewpoint of senior leadership (Jafri et al., 2024, p. 3). However, on the negative side, the researcher was cognizant of the limitations pertaining to interview method such as a small sample size, the inability to generalize to the wider population and possibilities of ambiguous responses (Dengel et al., 2023).

Nevertheless, the thesis used semi structure interviews primarily because they afforded the researcher the opportunity for in-depth probing while at the same time ensuring that the conversations are within the limits set out by the research questions (Alshenqeeti, 2014). Furthermore, it was through the semi structure interviews that the perspectives of senior leadership regarding the pros and cons of diversity and inclusion initiatives at Debswana were uncovered and experiences of leadership generated during the interactions between the researcher and participants.

Furthermore, the researcher used face to face interview and the conversations were captured on audio tape. The reason for the recording was because the participant's feedback could be captured with greater accuracy, Alshenqeeti posited. Correspondingly, semi structured interview type was comparatively better because responses can be captured with accuracy and precision and followed up with prompts and prods (Johnson, 2024), thus permitting the researcher the chance to restate and clarify any ambiguity in the questions. Semi structured interviews also provided opportunities for reflection and follow up (Oplatka, 2018) as well as flexibility by not following strict order and structure allowing the emergence of new topics and findings during the conversation. However, the weakness of this method is that an adequate time is required before the interview meeting begins and there is need for careful listening throughout the conversation (Gillham, 2005).

## **Identifications of Materials and Instrumentation of research tools**

### **Structure of the survey instrument**

The first part of the interview guide consists of the title of the thesis and the purpose of the interview. This approach aligns with other practices that have been highlighted in many studies such as the suggested by Shoozan and Mohamad (2024), who posited that, the introductory phase of the interview confirms the purpose of the interview questions and their importance for this thesis, as the researcher is desirous of focused and relevant interview questions enabled him to adequately respond the main research questions through the data. Critically, Shoozan and Mohamad (2024, p. 2) argued that the interview questions should “support” and align to the “aims” and “objectives” of the study as well as assist the research stay focused on the “aims” of the thesis.

Incorporated in the introductory part is the number of questions that were asked as well as the anticipated duration of the interview process. Equally imperative was the ethics requirement to inform the respondents of their rights and obligations. For instance, the interview guide comprised ethics statements such as “by participating in this survey, you are indicating that you understand that your responses are anonymous and will not be identified with you in any way. Similarly, the participant were informed that he or she may skip any question that he or she found intrusive or offensive, however the participants were notified that it would be helpful to the researcher if they could respond to as many questions as felt comfortable with. Most significantly was the indication that the respondent had the right to withdraw at any stage (prior or post the

completion) of the research without any consequences and without providing any explanation which if it were to be triggered the data collected would have been deleted.

### **Demographic and organizational data**

Requiring participants to disclose demographic characteristics was very important to this thesis because that data was central to responding to one of the major research questions. Thus age, gender, marital status, employment status whether the respondent was on a fixed term contract or permanent and pensionable, position level in the organisational structure, geographic location of the business unit, years of experience (organisational tenure) and educational attainment were outlined.

### **Enquiry based questions linked to the main research questions**

The questions aligned with the three major questions to try respond to them as the researcher engages in a conversation that probes the leadership on matters relating to perceptions on diversity and inclusion. Case in point, Shoozan and Mohamad (2024) asserted that, an interview protocol helped the researcher to inquire about specific topics or perspectives to obtain specific information through conversation. The questions need not necessarily have to be asked in any particular manner or in a sequence.

### **Recommendations/ solutions to optimize diversity and inclusion practices in the workplace.**

At the conclusion stage of guide the researcher sought to enquire from the respondents what their perspectives are in relation to optimising diversity and inclusion by asking them to propose measures and solutions that can enable employee's inclusion.

### **Development of survey instrument**

The introductory part of the questionnaire required demographic information of the potential participant while the subsequent stages dealt with the main questions that addressed the purpose of the study, the objectives and overarching research questions in an endeavor to learn and understand employees' and executive leadership's perception, on the inclusive leadership, organizational policies impact on diversity and inclusion. Equally, the relationship between demographic characteristics such as age and gender on employees' perception on diversity and inclusion was also incorporated in the questionnaire for examination by the participants. The interview guide also adopted the same approach.

It is worth noting that, the survey instrument for measuring employees' perceptions with regard diversity and inclusion in the workplace was adapted from Kincaid (2021) in the study on "Diversity and inclusion in mining: An analysis of indicators in sustainability reporting". The study sought to highlight the limited data on diversity and inclusion initiatives in the industry across the globe and the impediments being created to design and implement the diversity and

inclusion interventions(D&I) as a consequence. To that extent, the author measured the degree to which businesses are reporting on their diversity and inclusion programs and in the process analyzed the D&I activities based on a series of indicators that were categorized into thematic areas such “employment data”, “Labor relations”, Training and Education, Diversity and Equal Opportunity and Anti-discrimination (p. 25).

Connected to each thematic area or standard are indicators which explain what each respective theme entailed. Notably, the questionnaire was not exhaustive because the indicators did not comprehensively connect to all the research questions of the thesis. For example, the question on the “perception of executive leadership on the state of diversity and inclusion in the workplace was not fully catered for in that questionnaire. As such some questions had to be adapted to align the questions in the online questionnaire to the research objectives and questions. Additionally, the researcher ensured that the constructed questions addressed the gaps that emerged from the reviewed literature on diversity and inclusion in the workplace. Specifically, the main variables were aligned as per the thematic areas in the empirical literature that was systematically reviewed focusing on employees’ and executive leadership perceptions on inclusive leadership impact, association between inclusive leadership and a diverse and inclusive environment as well as employees and executive leadership perceptions of organizational policies’ impact on diversity and inclusion.

Another instrument that was consulted to augment the development of the questionnaire for this thesis was by Larkey (1996) to evaluate engagement of diverse teams, on the study on “The development and validation of the workforce diversity questionnaire: An instrument to assess interactions in diverse workgroups”. It was important to establish that this instrument was valid and as such, Larkey (1996, p. 296) indicated that the “validity” of this questionnaire was done through “confirmatory factor analysis” and association with external “constructs”.

### ***Pilot testing***

Designing and developing an interview protocol is essential to improving the quality and accuracy of collected (Lamb et al., 2007). Buttressing this viewpoint, Parker et al., (2023) argued that an interview protocol can assist generate suitable interview questions, design key questions, provide feedback on the approach adopted to craft the questions, and simulate interviews, thus effectively potentially reducing time and effort, particularly when resources are limited. However, before delving into the main research study, a pilot study was conducted with thirty respondents to evaluate the impact of the interview schedule and to refine its “language” and “style” for ambiguity. These pilot interviews were “recorded”, “transcribed”, and “analyzed”. The results of the pilot study revealed that the interview questions were comprehensive and generated detailed responses that addressed the research questions.



This exercise was done to optimize content adequacy and reliability of the interview guide. These individuals did not form part of the sample of participants that were eventually interviewed. So, in addition to pilot testing, expert reviews were carried out to ensure content reliability and completeness. Additionally, consequent to feedback from the participants, the language on some of the questions was adjusted and some questions were merged, and some removed all together because of ambiguities that were identified in the guide.

The content of this interview guide comprised of assessing senior leadership's perceptions, on diversity and inclusion (D&I) initiatives, the extent of understanding of D&I by the workforce, policy effectiveness the degree to which employees are psychologically safe, benefits of a diverse and inclusive workforce, leadership's perspective on affirmative action, the extent to which inclusive leadership is associated with diversity and inclusion, the extent of satisfaction with the state of diversity and inclusion in the workforce, perspective on successes or failures of the interventions, leadership effectiveness, employee recognition, the extent to which leaders take accountability for creating a diverse and inclusive environment, strategies for optimizing diversity and inclusion and ultimately leadership pledges.

This interview guide complemented the online questionnaire primarily to elaborate and clarify responses obtained from online questionnaire. This approach was in keeping with the assumptions of the complementarity mixed method research. Subsequently, data collection was

started. However, before the interview commenced, participants were informed that their participation is voluntary, and they are free to withdraw at any point during the interview without offering any reasons. Additionally, they were asked to complete an informed consent form which spelt the researcher's obligations to the participant particularly on issues pertaining to data protection. No incentives for completing the survey were offered. So, consistent with the ethics requirements, the voluntary nature, anonymity, informed consent and confidentiality of the survey were clearly articulated and captured on the questionnaire. The language used was English which is the official medium of communication in the company as is in the country.

Similarly, the online questionnaire was pilot tested on thirty employees who were excluded in the subsequent deployment of the questionnaire. Additionally, for reliability assessment the Cronbach alpha test was conducted with a value of 0.932, which indicated a high level of internal consistency and reliability of the measurement scale used in the study.

### ***Likert Scale***

Data collection was conducted through an online survey questionnaire using a Likert scale due to its effectiveness in collecting perceptions data (Croasmun and Ostrom, 2011). Relatedly since the questions relate to perceptions, a Likert scale will be applied because of its strength in measuring opinions (Baburajan et al., 2020). Nevertheless, despite this strength, the Likert scale is criticized for its incapability to demonstrate the difference in the degree of priority of the survey question as well as its inability establish causality (Kriksciuniene et al., 2019). Equally, for

participants who elect neutral on a five-point scale, it is difficult to establish where to place their views (Brown, 2000). That, notwithstanding, the Likert scale is still suitable for this research because of its ability to measure employee perception and receive quantifiable feedback (Chyung et al., 2017). Notably, the online survey instrument used a five-point Likert scale ranging from 1 to 5, where 1 represents strongly disagree, 2 represents disagree, 3 represents neither agree nor disagree, and 5 depicting strongly agree.

### **Recruitment of participants**

An employee list which is commonly referred to as a headcount report comprised of employee data such as contact details and emails was obtained from the Human Resources Manager-Systems. This list also incorporated various employee groupings such executive management, upper middle management, lower middle management, supervisory level and general workforce. From this list qualifying candidates as per the selection protocols outlined in this enquiry became the respondents list. For instance, the selection criteria specify that only Debswana employees will be included. Additionally, the employees should have been on a two-year or more fixed contract or be on a permanent and pensionable status. Moreover, these potential participants were contacted via telephone contacts and email addresses provided in the headcount report and Microsoft outlook address book respectively.

Equally, vital elements to be included in the selection criteria are age, gender, experience, location (operation) and hierarchical level in the Debswana. Most importantly these participants should have access to company information management platforms because the questionnaires were online. On the contrary, employees on short-term contracts and casuals were excluded because in terms of company policies they are not perceived as employees. Similarly, any employee with a mental disability was excluded from this research study.

With regard questions that are quantitative in nature, a closed-end questionnaire was also used to address other objectives that are quantitative in nature, for instance the objective that sought to test the association between leadership quality and an inclusive workplace. In this case, the participants were given questions with predefined options from which to select from (Fryling and Baires, 2016). Thus, compared to open ended questionnaires, the structured questionnaire's advantage is that it is less cumbersome and has a quick turnaround time (Scanlon, 2019). So, it is in this vein that an online questionnaire was used in this study because of its strength of collecting a large data from study participants (Taherdoost, 2016). Furthermore, the other advantage of a web-based questionnaire as opposed to manual is because it comparatively cheaper to administer, there is flexibility as to where and when participants can complete the online survey (Lefever et al., 2007).

However, the limitation of this method is that it requires internet connection as well as “inbuilt security” mechanism to ensure “anonymity” of participants and “credibility” of results (p575). Buttressing this shortcoming, Van Khuc et al. (2021) contended that online questionnaire does not provide an opportunity to provide clarity if so required and it might be out of reach for those that cannot afford or access the internet. Nevertheless, the strength of the online method remains popular because of its wider reach (Cantrell and Lupinacci, 2007).

So, in respect of leadership interviews, the researcher identified the potential participants through purposive sampling approach. As alluded to in the foregoing paragraphs, purposive sampling method is appropriate for this research enquiry because the researcher used his experience, judgement and knowledge of Debswana environment to identify potential participants (Rai and Thapa, 2015, p. 5). Thereafter, the participants were reached through the contact numbers found in the company’s address book and permission to interview them was obtained from as well as suitable appointment dates and time.

After securing their commitment to participate, they were informed of their rights in as far as confidentiality, anonymity and voluntary participation were concerned. They were informed that they could withdraw at any time without advancing any reason and there would be no sanctions. After clarifying the obligations from the researcher and expectations from the participant, informed consent forms were sent for further reading and sign off to pave way for the

actual interview. The signed consent form was sent to the researcher, and the participant kept a copy of the signed form. Next, interviews were conducted in a semi structured format where questions were pre-determined, but autonomy afforded in the order of asking and probing where clarity is sought (Queirós et al., 2017).

For participants in geographical areas in other operations where the researcher does not reside at were contacted through telephone and the interview conducted through Microsoft Teams platform. The advantage of using the virtual platform is the flexibility of where one can sit to participate in the interview, reduced self-consciousness, bias and anonymity afforded to the parties (Azad et al.,2021). On the downside, virtual interviews in particular telephone interviews are faulted because they cannot facilitate for “cues” to be picked and when to “probe” or follow up or bring up “sensitive questions” (p. 2).

Additionally, the interviews were all recorded to accurately capture the discussion and for eventual transcription. The motivation for using this digital recording platform being that it improves data quality management and ‘data integrity’ because the views are captured verbatim, it is easy to ‘retrieve’ stored records and ‘replay’ them if need arises (Tessier, 2012, p. 449). However, with regard the quantitative aspect of the study, an online questionnaire was deployed to the email addresses of the 3293 employees who formed the sampling frame but targeting 358 responses. As is a requirement under quantitative studies, the sample must be sufficiently large,

this sample is deemed adequate for its results to be generalized to the larger company (Rahmanet et al., 2022).

So, incorporated in those questionnaires, issues of informed consent, anonymity and confidentiality were outlined. For example, participants were informed that they are free and within their rights to not answer if in their opinion the question makes them uncomfortable. Similarly, they were informed that it would be of great assistance if they could answer as many questions as they were able to. Additionally, they were informed that they can abandon survey at any point of the survey without fear of attracting sanctions and in that event the collected data will be removed.

Additionally, for reliability assessment the Cronbach alpha test was conducted as shown below.

*Table 5: Case Processing Summary*

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

*Table 6: Reliability Statistics*

Cronbach's Alpha	N of Items
.932	30

*Table 7: Item-Total Statistics*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The leadership promotes diversity and inclusion initiatives	47.90	163.886	.752	.926
Inclusive Leadership encourages employees to be open	47.70	160.976	.850	.924
Inclusive Leadership recognizes the unique contribution of employees	47.57	163.357	.764	.926
Diversity and inclusion programmes are implemented fairly across the company	47.23	164.323	.775	.926
Employees are not being disadvantaged on account of being different	47.43	170.944	.520	.931
Inclusive leadership creates a safe space for all employees to unleash their potential	47.37	161.344	.828	.925
Inclusive Leadership provides equal opportunities for all	47.23	161.426	.790	.925
Inclusive Leadership creates awareness of the value of diversity and inclusion in the workplace	47.80	162.166	.819	.925



Inclusive Leadership discourages discriminatory practices targeting those that are unique and hold minority view	47.63	163.275	.800	.925
Inclusive Leadership promotes changes in policies and procedures that support the creation of diverse and inclusive workplace	47.87	160.947	.888	.923
There is an association between inclusive leadership and an inclusive environment	47.70	167.528	.675	.928
Inclusive leadership has a positive impact on the state of diversity and inclusion in the workplace.	47.63	171.551	.512	.931
Inclusive Leadership drives diversity and inclusion in the talent management system in the business	47.67	162.023	.841	.924
Leadership facilitates the incorporation of diversity and inclusion in the career development process of minority groups in the company	47.63	160.792	.799	.925
Leadership ensures that training interventions are put in place to create knowledge on the benefits of diversity and inclusion	47.70	164.010	.739	.927
Debswana should adopt affirmative action as a strategy to drive diversity and inclusion	48.50	184.672	.098	.936

Debswana should adopt diverse and inclusive working policies that are fair to all employees	48.80	185.821	.051	.936
Debswana should promulgate policies and processes that are enabling different employee groupings to feel included	48.73	185.513	.055	.937
Debswana should develop an easily understood diversity and inclusion frameworks that provides for amongst others, flexibility, remote work & different contracting options	48.77	187.289	-.035	.937
Debswana should create policies that enable a supporting infrastructure to achieve a diverse and inclusive workplace	48.73	186.892	-.014	.937

A pilot test was conducted using 30 participants and a reliability analysis was made with SPSS v 26.0 using Cronbach's test. The questionnaire had a reliability coefficient of 0.932 which means it had a high internal consistency making it reliable to collect data.

### **Likert Scale**

Data collection was done through an online survey questionnaire using a Likert scale because of its capability to collect perceptions data (Croasmun and Ostrom, 2011). In this instance, the participants state their "level" of agreement or disagreement on a symmetric agree -disagree scale when responding to a sequence of questions in the Likert questionnaire (Barua, 2013, p. 35).

Correspondingly, this instrument is commonly used in visualization assessment of subjective characteristics to create quantitative estimates (South et al., 2022). In this thesis, the employees were asked to specify the extent of their comfort or discomfort with statements pertaining to diversity and inclusion in the workplace. The online survey instrument used a five-point Likert scale ranging from 1 to 5, with 1 being strongly agree, 2 being agree, 3 referring to neither agree or disagree, 4, capturing agree and 5 being strongly disagree.

*Table 8: Definitions and measurements of key variables*

<b>Variable</b>	<b>Definition</b>	<b>Measurement</b>
<b>Role of Inclusive leadership</b>	To build relationships, communicate effectively, act ethically, prioritize employee well-being, and demonstrate managerial competence.	Likert scale
<b>Organizational policies</b>	Established guidelines, practices and procedures that govern workplace operations, decision-making, employee engagement, and key initiatives such as diversity and inclusion.	Likert scale
<b>Demographic characteristics</b>	Measurable attributes of a population, specifically age and gender that influence workplace dynamics and diversity.	Categorical
<b>Diversity and inclusion</b>		
<b>Diversity</b>	The presence of individuals from different backgrounds, experiences, and identities within Debswana Diamond Company.	Likert scale
<b>Inclusion</b>	Creating an equitable and supportive environment where all employees feel valued and have equal opportunities to contribute.	Likert scale

**Operational definition of variables for this mixed method study**

Key elements that anchor this thesis are inclusive leadership, organizational policies, demographic characteristics, diversity and inclusion. These definitions applied in this context and how variables were measured are provided in the table below and provided in detail in the subsequent sections.

**Construct/Variable 1: Role of Inclusive Leadership**

Inclusive leadership places premium on diversity, equity and inclusion where decision making is predicated on cultivating different opinions from the workforce (Karimi and Khawaja, 2024). Literature reveals that an inclusive leader creates a conducive environment where all employees are permitted to share their various viewpoints openly and freely without fear of sanctions thus contributing to employee creativity and innovation (Minehart et al., 2020). Bourke and Dillon (2018)'s definition of leadership is that it is a strategic method that prioritizes diversity and inclusion in the workplace. Essentially, the recurrent theme was that this leadership style is anchored on relationship building, communication, focus on employee wellbeing, managerial competency and emotional connection with followers (Martin, 2020). Relatedly, the leader leaves a positive and lasting legacy (English, 2000). Such a leader is found to be reliable, trustworthy and builds harmony in the workplace (McGregor, 2016). Consequently, this is the contextual definition aligns with the first objective of the thesis which was to measure perceptions of employees and

leadership on the inclusive leadership and organisational policies' impact on diversity and inclusion in the workplace.

### **Construct/Variable 2: Organizational policies**

Stokes and Woodhams (2022), assert that organisations are enacting “policies” to create a thriving “environment” that enables “inclusion” (p.205). Other scholars define policies as ways of work, improvement initiatives, organisational internal and external orientation on key matters such as diversity and inclusion (Pichault and Schoenaers, 2003). Equally, Boreham and Morgan, (2004) posit that organizational policies entail practices such as rewards, recognition, training interventions, promotions, disciplinary processes and employee mobility. Furthermore, policies guide how a business learns and its work methods as well as how it “engages” its workforce,” decision making processes”, tactics, procedures and styles. (Sheaff et al., 2003, p. 11). The above description of the construct aligned well with research objective that sought to measure employees and executive leadership’s perception on organisational policies impact on diversity and inclusion in the workplace.

### **Construct/Variable 3: Demographic characteristics (Age and Gender)**

Empirical research has revealed that demographic changes have necessitated adoption of different management practices that align with the changing age distribution in businesses (Barrett,

and Bourke, 2013). In other organisations, policies and programmes specific to the unique needs of the young employees were developed and implemented to address the needs of this employee group (Procházková et al., 2024).

Likewise, other companies devise policies that cultivate a conducive work environment for older employees so that they feel included and fully participate in various activities of the business (Teo et al., 2022). This is because, studies have shown that, employees perceived organizations' interventions differently depending on their age and gender. In that regard, Caro et al. (2019) asserted that gender equality is touted a strategy that advocates for non-discriminatory practices for both males and females where they are treated in line with their unique attributes and aspirations.

Conversely, other studies pointed out trends revealing underrepresentation of certain groups based on demographic features such as age and gender (Strait et al., 2019), thus it is imperative to get an understanding as to the cause of the disparity and how gender for instance influence a man or woman's perception on workplace diversity and inclusion hence this thesis. Equally, there were calls for age inclusive policies to be developed to ensure a diverse and inclusive workforce (Boehm et al., 2014). Therefore, it was important to demonstrate the value that Debswana placed on diversity and inclusion by how it pursues justice and equal opportunity

policies for the different demographics based on their representation (Okoli, 2024, p. 46). Ultimately, this is the context upon which these variables were applied in this thesis.

### **Construct/Variable 5: Diversity and inclusion**

Diversity and inclusion are areas of urgent focus by an increasing number of “global organizations” as they attempt to address historical injustices and “societal” concerns related to bias and discrimination against minority groups (Gay, 2024). So, the emphasis was on measures such as diversity and inclusion training, diversity and inclusion policies meant to ensure equity in the workplace. This is because not only is a diverse workplace great, but it is also an attractive proposition hence the need to ensure that it is not relegated to a human resource initiative as opposed to enterprise agenda where every manager has a responsibility to create a diverse and inclusive atmosphere (Arun, 2024). Consequently, Arun argues that diversity and inclusion should not be a tick box exercise, rather employees should be recognized on the strength of their capabilities, skillsets and diversity of experience they bring to the workplace as opposed to giving preference to the years of experience. Ultimately this is the context through which this thesis will articulate the different viewpoints on diversity and inclusion from both the scholarly perspectives as well as from the study participants.

### **Trustworthiness of Data**

In measuring employees' perception on the impact of leadership, organizational policies and demographic attributes namely gender and age on diversity and inclusion, the researcher assessed the trustworthiness of data using the under mentioned elements under mixed method. In the quantitative approach, the evaluation of rigor is done through the following fundamentals: "validity, reliability, objectivity and generalizability" while on the other hand for qualitative research, the principles for assessing rigor are "credibility, transferability, reliability and confirmability" (Watkins, 2012, p. 154). Case in point, Watkins posits that, whereas in quantitative research, validity relates to the degree to which measures "diverges" from, or to a variable being assessed, on the other hand in qualitative research, the equivalent measure would be "credibility" which is essentially concerned with establishing the confidence in the accuracy of the results as well as the adequate understanding of the context of the research (p. 154).

Secondly, Watkins adds that, with regard reliability, its examination is the degree to which results in a quantitative study can be repeated while in qualitative research, the alternative is dependability. Consequently, by testing the rigor of the measurement tools and processes, the researcher sought to evaluate the degree to which the data collection process is in line with the requirements of the methodological design selected which in this study is the concurrent mixed method research.



Moreover, in the quantitative research approach, where objectivity is a key focus area, the researcher sought to ensure that the results are objective through strict adherence to the principles of the statistical tools. On the other hand, with qualitative research, the equivalent of objectivity is confirmability, and the aim of the test is to reduce the influence of the researcher on the research results by documenting the role of the researcher as well as ensuring that there is a distance between the enquirer and the participants (Watkins, 2012).

Finally, on generalizability, the researcher focused on the degree to which the findings can be generalized to a wider population from which the sample was collected. On the other hand, the alternative element of rigor when using the qualitative approach is transferability which is the evaluation of the extent to which the findings can be transferred to a new area with a similar context and assumptions, Watkins argues. Corroborating the foregoing perspectives and to address the constant criticism facing qualitative research with regard its perceived weakness on rigorousness, the researcher used alternative elements such as credibility which is the extent to which “data” and “evaluations” are credible and truthful using such tactics such as “triangulation”, member checks and continued comparison of emerging thematic areas and the data (Nguyen et al., 2021, p. 49). Additionally, dependability test was also used to establish consistency of the research process from research design, research questions to tools and analysis. Relatedly, while in the quantitative method, researcher sought objectivity, in qualitative research the equivalent element for assessing

the rigor of results was the confirmability test where audit trails were conducted and connection to the original data evaluated.

The principles of credibility, dependability, transferability and authenticity were applied to enhance trustworthiness (Mahlasela et al., 2023). For instance, credibility was examined, and this credibility of the data is described as the “confidence” that the research results represent a credible data obtained respondents’ original perspective and those results are a correct interpretation of the “original data” (Anney, 2014, p. 276). Additionally, the researcher established credibility through amongst other things, “member checking”, “peer review”, “interview approach, “field experience” and “dependability of the investigator” (p. 276).

Furthermore, literature reveals that the researcher’s extended duration in the field during collection of data as well as the audit trail improve trust and rapport with the respondents, Anne argues. On the other hand, Cutcliffe and Mckenna (2004) disagree with this approach and posits that using audit trail to test confirmability and credibility of the results is an overstatement, rather the test should be about usefulness of the findings through a “fit and proper” assessment as opposed to adherence to the methodology. Nevertheless, more scholars support the use of audit trail, peer debrief and extended interactions with participants as key factors that can improve the credibility, transferability and confirmability of the study findings (Houghton et al., 2013).

The following section gives a detailed description of the various elements that anchored the trustworthiness of the interview results obtained through the qualitative research approach.

### **Dependability**

By assessing dependability, the researcher desired to establish the degree to which the research results are stable over time and under different situations (Anney, 2014). Furthermore, the participants were asked for permission to record the conversations which were transcribed subsequently. These transcribed transcripts have been securely kept and will be availed in the event of a review. As highlighted by Anney (2014), retaining the original transcripts is crucial to giving confidence that the results are dependable.

### **Credibility**

To ensure consistency with the requirements of credibility, the interview guide was piloted with participants that eventually did not take part in the research and all ambiguous questions corrected accordingly. Additionally, permission was sought to record the interviews for accurate capturing of the conversation. Moreover, the language used was English because it is an official language and the participants were all competent in expressing themselves with this medium of communication (Mahlasela et al., 2023).

### **Transferability**

As for transferability, the researcher comprehensively articulated the study design which is the concurrent mixed method research, the research objectives, method of data collection which in this case is the semi structured interviews and context which in this study is the Debswana Diamond Company. With regard, confirmability, the researcher opted for a purposive sampling approach where he was using judgement to select appropriate participants. Additionally, the motivation for selecting this technique as well as the role of the researcher were comprehensively articulated so that in the event of a review there is proper audit trail to confirm the results. Vitally, data saturation was achieved when data became redundant and there was no emergence of new data from the respondents (Ravitch and Carl, 2019). In this study, data saturation was noted on respondent number twenty-nine (29). Subsequently, the researcher judiciously read the transcripts and grouped the same thematic areas together in line with their similarities. Consequently, coding of qualitative data, content analysis and development of emerging themes from the data were completed (Creswell, 2013).

### **Descriptive statistics**

Descriptive statistics was used to organize and summarize data emerging from entire population or sample (Holcomb, 2016). Crucially, descriptive statistics should always be presented before embarking on inferential statistics, Holcomb contends. On the other hand, Kaur et al. (2018), posited that descriptive statistics are primarily used to summarize data in an organized and

compact manner outlining relationships between variables in a sample or entire population thereby condensing the data into manageable summaries. Relatedly, methods that involve descriptive statistics relate to levels of measures, notion of normal distribution and measures of central tendency and dispersion (Marshall and Jonker, 2010). For continuous variables, the mean (standard deviation) were presented, while for categorical variables, the frequencies (percentages) were presented.

### **Inferential Statistics**

This type of statistics was used when there is a need for “generalization” to the “wide population” (Holcomb, 2016, p. 2). This method is crucial when there is a need to deduce conclusions from a sample to a whole population from which the sample was collected (Marshall and Jonker, 2011). This perspective is buttressed by Amrhein et al. (2019) who posited that inferential statistics is used to make inference from a specific sample to a larger population. Inferential statistical techniques applied in this thesis are correlation analysis, logistic regression, and factor analysis. These methods are described in detail below:

### **Correlation Analysis**

Correlation examines the extent of an association between two variables and the strength of the relationship but cannot be used to infer the causal association between the affected variables (Sahu et al., 2015). Effectively the researcher can only make a conclusion that a relationship exists

or does not exist between the variables; however, he cannot vouch for which of the variable is the trigger of the other variable, Sahu et al. (2015), concluded. Underscoring this perspective Asuero et al. (2006) argued that correlation is only concerned with testing the extent and magnitude of an association. Notably, Correlation Coefficient is an indicator of the magnitude and orientation of the linear association between the main variables (Hill, 2011). So, in the present thesis, the test is the linear relationship amongst the key variables being leadership, organizational policies and demographic characteristics relative to the creation of a diverse and inclusive environment. Relatedly, Asuero et al. (2006) contend that Regression analysis is only focused on prediction. This analysis technique is expounded below:

### **Regression**

Regression is a useful toolkit for making predictions on quantitative data. Furthermore, regression is a discipline of dependence whose goal is to summarize observed data as prudently, usefully, and meticulously (Weisberg, 2005). Consequently, regression analysis was then use data to facilitate the analysis of a relationship as well as explain patterns in the data (Kahane, 2007: Allen, 2004).

### **Thematic analysis**

Consistent with this interview approach, thematic analysis was conducted to capture emerging patterns and themes reported by 29 participants. Vitally, this process commenced from

“transcribing”, reviewing transcripts, “analyzing” and “interpreting” the data and ensuring that the analysis is in line with the main research questions (p. 3). Equally, after transcribing the data from the interview, the subsequent phase was, the coding which is an important stage because that is where the organization, classification and interpretation of data to generate themes occur (Basil, 2010). Subsequent to closing the interviews, the audio data was transcribed in readiness for assessment of emerging themes, interpretation of those themes and summary. This evaluation of the transcribed data was executed through a coding process which is described as a methodical process of arranging and examining interview data (Vaughn and Turner, 2015).

In the proposed thesis, the researcher sought to measure the existence of any association between employee’s perception on inclusive leadership and organizational policies impact and diversity and inclusion using bivariate correlation analysis. Similarly, the relationship between demographic characteristics, namely age and gender and employees’ perception on diversity and inclusion was also measured. Correspondingly, since the dependent data is continuous, the researcher used linear regression to test the impact of inclusive leadership, organizational policies on diversity and inclusion.

## **Study Procedure and Ethical Assurances**

### **Ethical Assurances**

This research study received approval from the University Research and Ethics Committee (UREC) on the 17<sup>th</sup> of November 2022. Subsequent, to that, the data collection process commenced in earnest. So, since the research involves human beings, it is imperative that ethical issues such as confidentiality and anonymity were taken into consideration during the life of the research. This is because if ethics are not taken seriously, there is a probable risk that serious harm can occur to the study participants (Fujii, 2012).

In that vein, potential risks that could emerge from this research study relate to breach of confidentiality. This would occur in the event data falls into wrong hands or is illegally accessed. Considering this scenario, organizations are increasingly requiring researchers to sign contracts before being given access to facilities to commence research and are further obliged to obtain clearance from the same organization before releasing research results (Haggerty, 2004). In this instance of Debswana, the requirement is that a copy of the dissertation or report should be availed. So, to avert that the following steps were implemented and adhered to stringently.

### **Confidentiality**

Maintaining confidentiality on the other hand, is the foundation of ethical research and this principle must be guarded all the time (Lazovsky, 2008). So, a breach could happen if participants'



responses and electronic recording devices are not properly stored resulting in third parties gaining access to the data. To prevent this risk from materializing, all the documents relating to the research participants will be kept in a locked safe whose access passwords are only known to the researcher. Furthermore, the identity of participants was removed and assigned codes for identification. This perspective is buttressed by Busher and James (2002), who posited that identities have to be altered, and dates removed, and in some instances, participants are only referred to by initials in order to maintain the confidentiality of the participants.

So, in respect of leadership interviews, the researcher identified the potential participants through purposive sampling approach. As alluded to in the foregoing paragraphs, purposive sampling method is appropriate for this research enquiry because the researcher used his experience, judgement and knowledge of Debswana environment to identify potential participants (Rai and Thapa, 2015, p. 5). Thereafter, the participants were reached through the contact numbers found in the company's address book and permission to interview them was obtained from as well as suitable appointment dates and time. After securing their commitment to participant, they were informed of their rights in as far as confidentiality, anonymity and voluntary participation were concerned. They were informed that they could withdraw at any time without advancing for any reason and there without concern for sanctions.

After clarifying the obligations from the researcher and expectations from the participant, informed consent forms were sent for further reading and sign off to pave way for the actual interview. The signed consent form was sent to the researcher, and the participant kept a copy of the signed form. Next, interviews were conducted in a semi structured format where questions were pre-determined, but autonomy afforded in the order of asking and probing where clarity is sought (Queirós et al., 2017).

For participants in geographical areas in other operations where the researcher does not reside at were contacted through telephone and the interview conducted through Microsoft Teams platform. The advantage of using the virtual platform is the flexibility of where one can sit to participate in the interview, reduced self-consciousness, bias and anonymity afforded to the parties (Azad et al., 2021). On the downside, virtual interviews in particular telephone interviews are faulted because they cannot facilitate for “cues” to be picked and when to “probe” or follow up or bring up “sensitive questions” (p. 2). The interviews were all recorded to accurately capture the discussion and for eventual transcription. The motivation for using this digital recording platform being that it improves data quality management and ‘data integrity’ because the views are captured verbatim, it is easy to ‘retrieve’ stored records and ‘replay’ them if need arises (Tessier, 2012, p. 449).

Equally in the online questionnaires, issues of informed consent, anonymity and confidentiality were outlined. For example, participants were informed that they are free and within their rights to not answer if in their opinion the question makes them uncomfortable. Similarly, they were informed that it would be of great assistance if they could answer as many questions as they are able to. Additionally, they were informed that they can abandon survey at any point of the survey without fear of attracting sanctions and in that event the collected data will be removed.

**Right to privacy**

Participants were informed that the data collected would be used for academic pursuit and the prospective participants were informed of this before partaking in the research. Consequently, the data cannot be used for anything else except if there is an express permission from the participants because the right to privacy is sacrosanct and this perspective is universal (Collste, 2008). Similarly, the government of Botswana has enacted a Data Protection Act in 2018 to regulate the protection of personal data and to ensure that the privacy of individuals in relation to their personal data is maintained.

Notwithstanding these controls, there are still privacy concerns emanating from elevated risks where employee data appears on social media sites and to counter those suggestions such as accurately capturing expectation and respect of “privacy expectations”, developing robust

“strategies” for “data anonymization” before publishing of “personal data” to the public as well as strengthening the institutional frameworks and capabilities of ethics review committees (Zimmer, 2020, p. 314)

### **Informed Consent**

This is the foundation of ethics and integrity in a study, and it involves revealing the motivation behind the research, the rationale, the risks as well as participants expectations. (Bhutta, 2004). Vitally, there is need to ensure that there is clear balance between research benefits and the autonomy of the participant in the decision as to whether to participate or not (Fields and Calvert, 2015). Therefore, this research study required participants to voluntarily consent to participate in the data collection (Josephson and Smale, 2021). In line with ensuring that participants should be availed correct, timeous and appropriate information to make a well-informed decision before consenting (Rao, 2008), the researcher outlined the problem he wanted to investigate, the justification, the implication of the research as well as known and prospective risks that the research might create.

Underscoring this perspective, Fujii, (2012, p. 718) highlight that getting “consent” is a fundamental obligation of “ethical” research, thus the necessity that potential participants are informed prior to participation and have consented. Accentuating the importance of informed consent, Aguinis and Henle (2004, p. 30) argue strenuously for research participants to be

informed of the “purpose”, rationale, “research design”, objectives and potential risk so that they are adequately capacitated prior to them partaking in the study. Relatedly, any potential participant with a cognitive impairment were excluded from this study for reasons that the mental illness may hamper the potential participant capacity to fulfill the requirements of informed consent (Rao, 2008).

### **Protecting others from harm**

The research participants’ identities was not revealed, they were not coerced, and information shared was kept confidential so that to enhance their protection (Hernández et al., 2013). This is another core responsibility that researchers have to their respondents throughout the study to ensure that they remain trustworthy, provide utmost care and maintain the social contract that assured mutual benefits eventually (Israel and Hay, 2006).

Moreover, some organizations have a professional code of conduct that distinguish between permissible and non-permissible conduct (Resnik, 2015). In the case of Debswana, permission to embark on a study requires approval from the head of department and Senior Human Resources Manager-Learning and Development when the researcher is an employee as is the case with the current study. Clearance was granted after the assessment of the motivation of the research and its rationale done. After careful consideration and determination that the information sought

is beneficial to the company and would not be harmful as well as adherence to all the ethical requirements relating to protection of the identity having been met, permission was granted.

On the same vein, it is expected that, if scholars carry themselves with “honor,” “integrity” and “openness”, this would result in a reciprocal “goodwill” from the participants thus, providing additional prospects of people desiring to partake in future studies (Israel and Hay, 2006, p. 2). To give effect to this, regulatory bodies require businesses and institutions to review and monitor research and the use of employee data to ensure protection of the rights and welfare of employees (John et al.,2016). For example, Botswana has passed the Data Protection Act whose key focus is to provide a framework on how to use people’s data and the safety mechanism that have to be employees to safeguard that data.

### **Integrity**

The research endeavors to be truthful, trustworthy and transparent during his interaction with research participants as well as meet all the commitments and promises made (Fisher et al., 2007). This is not only in line with the ethics requirements but also conforms to the value of Debswana which places an obligation on employees to build trust and put safety first in any interaction.

**Security of information**

On the other hand, Parker (2015) paints a bleak picture of emerging challenges of people data being compromised and stolen because the controls are weak or have been bypassed. So, in light of that, Rode (2007) point out that formulating laws that outline sanctions in the event of a lapse in controls as well as making it compulsory to make announcements whenever there is exposure in the security of data will assist curb the loss of information.

Sandvik and Raymond (2017) point out that information management technologies are now being used to protect employee data as they are deemed relatively secure. Debswana has also tightened controls on the use of information management tools by developing policies on how to handle employee data, requiring the use of secure passwords when using computers, multi factor authentication keys and inscription passwords, regular change of log in passwords to prevent unauthorized access.

**Data analysis**

For data analysis, thematic analysis, exploratory factor analysis, descriptive and inferential statistics were used. Relatedly, statistical tests for hypothesis testing primarily included bivariate correlation, factor analysis and regression analysis. Furthermore, quantitative data generated from

the online questionnaires were analyzed using SPSS software. Further details on the data analysis plan are provided in the table below:

*Table 9: Data Analysis Techniques*

Objectives	Hypothesis	Data collection tool	Data analysis	Statistical test
To what extent do employees' perception of Inclusive leadership impact diversity and inclusion in Debswana Diamond Company?	H1: Employees have a positive perception on the role of leadership in creating a diverse and inclusive environment. Ho: Employees do not have a positive perception on the role of leadership in creating a diverse and inclusive environment.	Web based Questionnaire	Inferential Statistics	Bivariate Correlation  Regression Analysis



<p>To what extent do employees' perception of organisational policies impact diversity and inclusion in Debswana Diamond Company?</p>	<p>Ho: Employees believe that organizational policies have a positive effect on the creation of a diverse &amp; inclusive workplace.</p> <p>H1: Employees believe that organizational policies have a negative effect on the creation of a diverse &amp; inclusive workplace</p>	<p>Web based Questionnaire</p>	<p>Inferential statistics</p>	<p>Bivariate correlation</p> <p>Regression Analysis</p>
<p>To what extent does age impact perception of diversity and inclusion in Debswana Diamond company?</p>	<p>Ho: Age does not impact perception of diversity and inclusion in Debswana Diamond Company.</p> <p>H1: Age has an impact on perception of diversity and inclusion in Debswana Diamond Company.</p>	<p>Web based Questionnaire</p>	<p>Inferential statistics</p>	<p>Bivariate Correlation</p> <p>Regression analysis</p>

To what extent does gender impact perception of diversity and inclusion in Debswana Diamond company?	<p>Ho: Gender does not impact perception of diversity and inclusion in Debswana Diamond Company.</p> <p>H1: Gender has an impact on perception of diversity and inclusion in Debswana Diamond Company.</p>	Web based Questionnaire	Inferential statistics	Regression analysis
What is the executive leadership' perception on the impact on inclusive leadership and organisational policies on diversity and inclusion at Debswana Diamond Company?	Semi structured interview	Virtual through Microsoft teams, and face to face interviews	Thematic analysis	

### Research questions

1. To what extent do employees' perception of leadership impact diversity and inclusion in Debswana Diamond Company?

The objective is to measure the perceptions of employees on the impact of inclusive leadership which literature attests as being able to create the needed psychological safety, inculcate a culture of embracing uniqueness as well as recognizing the diverse strengths and talents that people offer (Shore et al., 2018) which ultimately culminates in an inclusive work environment. Relatedly, Brimhall et al. (2017) in their study on increasing workplace inclusion revealed that increased engagements with leadership as well as positive opinions about a leader are connected to heightened feelings of inclusion. Furthermore, given that literature reveals that leadership fosters a feeling of belonging and recognition amongst diverse groups in the workforce (Gotsis and Grimani, 2016) and that, inclusion is fast being acknowledged as key leadership issue, it is important to establish from participants' perspectives whether in the case of Debswana, there is an association between leadership and an inclusive environment using correlation coefficient.

## 2. To what extent do employees' perception of organisational policies impact diversity and inclusion in Debswana Diamond Company?

This thesis sought to measure whether there is a connection between organizational policies and perceptions of diversity and inclusion. In line with this thinking, Jerónimo et al. (2022) investigated the relationship between organizational diversity practices and employee engagement in a particular telecommunication company. Using simple and multiple linear regression, on a

sample of 238 participants, the results demonstrated that there is a positive association between organizational policies and employee engagement. Farndale et al. (2015) weighs in and point to the need to connect organizational diversity and inclusion practices to “individual”, “groups” and company performance with a view to appreciate the application of national or local context (p. 4). So, extending the authors perspective on context to this proposed study, the context will be Debswana Diamond Company. Another important element that will be considered relates to demographic attributes as will be explained below.

### 3.What is the effect of demographic characteristics namely age & gender on the perception of diversity & inclusion?

Literature has revealed the benefits of an employee socio demographic attributes for instance, Silva et al. (2017), in their study of “8639” people aged “50” and above on “E-Inclusion: Beyond Individual Social Demographic characteristics namely age and gender”, deployed qualitative and quantitative approaches and confirmed that indeed demographic attributes have an impact on the use of “information technology” (p. 2). Notably, on the qualitative method, the scholars used focused face to face interview method in the “16” target “European countries” (p. 2) on the other hand, surveys were used for quantitative method, Silva et al., posited.

Similarly, professions and position titles were found to have an effect in the perception of diversity and inclusion in their organizations (LaVergne et al., 2012). For example, the authors conducted a study on the Agricultural teachers' perception of the benefits of diversity and inclusion in their programs, potential barriers as well as measures to improve diversity and inclusion in the agricultural education interventions. Employing online questionnaire using a stratified sampling technique on the 232 agricultural education teachers, the study showed that there is a significant statistical difference in the teachers' perception of the benefits of diversity and inclusion, seemingly discriminatory practices as well as suggestions on how to optimize diversity and inclusion in their programs (LaVergne et al., 2012). Correspondingly, literature revealed that females and other racial minorities are underrepresented in top leadership positions notwithstanding that growing literature that diverse companies are an epitome of "critical thinking", "problem solving", contributes to "cognitive growth" and superior "talent" acquisition (Taylor et al., 2019. p. 3). For example, some demographically "diverse" organizations report upwards of "3.7% profit" compared to less diverse companies (Taylor et al., 2019, p.10).

Conversely in the study by Wikina (2011), on diversity and inclusion in the information sector and whether the differences in team members perceptions and expectations are caused by issues related to "race", "gender" and "ethnicity" (p. 10). Using descriptive and quantitative methods in the form of online questionnaire and statistical analysis such as descriptive statistics, correlation analysis and T tests, the results revealed that the perception and expectations of

diversity and inclusion in the information technology is not influenced by age, gender, position and ethnicity. However, in the context of the proposed thesis, the effect of the perception arising from age and gender on the creation of a diverse and inclusive work environment was evaluated.

#### 4. What are the measures that could be employed to create a conducive environment for diversity and inclusion to thrive in the workplace:

This objective is primarily focused on organizational interventions that Debswana could deploy to create a diverse and inclusive workplace. The initiatives could range from policies, procedures and practices that could be employed to address the status quo. Equally descriptive statistics namely: measures of frequency for instance percentages and visualization tools (Kaur et al., 2018) will be used for analysis of participants' responses.

Similarly, data generated from senior leadership interviews was analyzed using the thematic analysis method. Thematic analysis was conducted to organize textual data to generate meaning and insights pertaining to this issue under investigation (Kleinheksel et al., 2020). Additionally, this technique assisted with transforming large data generated during the data collection into categories for effective analysis and interpretation (Harwood and Garry, 2003).

## Summary

As alluded to in the foregoing, this study adopted a concurrent research design where quantitative and qualitative approaches were applied simultaneously where the qualitative method was used to complement the findings of quantitative study. This simple random selection technique used 578 participants who responded through online questionnaires while in-depth interviews were deployed to the 29 participants. As supported by Chuen et al. (2023), the use of both quantitative and qualitative data was meant to generate richer and validated results. For instance, interviews were conducted to generate experiences and insights from different leaders that participated in the study.

The thesis also used both probability and non-probability sampling and motivation for probability sampling was that of its inherent benefit where each element of the population had a “nonzero probability” of being included and the probability of each possible sample can be “deduced” (Schreuder et al., 2001, p. 283). Furthermore, the probability sample is usually “representative” of the population from which it is taken from and equally an accurate of “population” characteristics is possible (p. 284).

Relatedly, “probability sampling” method enabled the researcher to make a determination about the elements to include in the sample and the opportunity that each element had a “chance” of being “selected” (Nuwagaba et al., p. 33). Consequently, a simple random sampling as one of

the most commonly used probability sampling techniques was adopted because of its user-friendliness and practicality to collect data “anonymously” (p. 33). Harris et al., (2023) aptly supported the use of simple random sampling because it was statistically defensible since it was able to support statistically derived conclusions about emerging patterns that could be extended to the larger population. Corroborating the value of simple random sampling, Yang and Laven (2021) posited that notwithstanding its simplicity it was a potent technique that can provide a theoretical basis for more complicated sampling approaches.

Conversely, a central feature of the non-probability sampling method was that it cannot be generalized to a wider population (Stratton, 2023). Notably, non-probability sampling is gaining popularity due to the unsustainable costs and increasing incidents of non-responsiveness associated with probability sampling methods (Fulop and Avvisati, 2022). So, as much as convenience sampling is the most common non sampling technique because of its inherent simplicity since it operates on the basis of “access” of target “participants” to the researcher (Stratton, 2023, p. 147).

However, for the proposed study, on the qualitative part, the researcher adopted a purposive sampling technique because he sought to use his knowledge and the understanding of the context to select study participants from the cohort of senior leaders. However, on the downside, the findings from this sample cannot be generalized to the larger population but only relevant to the



particular group because of the subjectivity of the technique. In this instance the findings applied to the executive leadership only as they were the only group that was interviewed.

Materials used for conducting sampling and data collection include an interview guide that was stressed tested with people who did not eventually participate in this study. Equally the questions were adapted from a previous study that was peer reviewed. On the other hand, the online questionnaire instrument was tested for reliability and validity using the Cronbach Alpha method and the results were above the 0.7 threshold. Additionally, this instrument was also tested for simplicity, language, verbosity and relevance on the selected 30 participants who only took part in the piloting but were removed when the actual data collection commenced.

## **CHAPTER 4: FINDINGS**

### **Chapter overview**

This chapter focused on the analysis of data where the overall purpose of this research study was to measure the employees' perception of the impact of inclusive leadership, organizational policies and demographic characteristics namely gender and age on diversity and inclusion in the workplace. The correlation and regression analysis were conducted to comprehensively measure relationship amongst these variables. So, the analysis commenced by looking into testing the model fit, descriptive statistics followed by bivariate correlations and finally regression analysis to explore the hypotheses on associations using IBM SPSS AMOS version 20. Subsequently, this chapter is delineated into sections starting from this introduction and is structured as follows: preliminary analysis which involves diagnostic tests for using correlations and regressions, reliability and validity of variables, descriptive statistics and inferential statistics, evaluation of findings, followed by conclusions.

Three main hypotheses were developed in chapter 2 with the purpose of testing and developing literature. In particular, the researcher sought to establish whether perceived state of diversity and inclusion in the workplace is impacted by employees' perception of the impact of inclusive leadership, organizational policies and demographic variables. So, the analysis commenced by looking into testing the model fit, descriptive statistics followed by bivariate correlations and finally linear regression analysis to explore the hypotheses. Importantly, these hypotheses entailed

direct relationships. However, for statistical analysis, SPSS AMOS was used to conduct the analysis. Subsequently, this chapter is delineated into sections starting from this introduction and is structured as follows:

In this section, the researcher discussed the findings of this study starting with the trustworthiness of data, model fit, research questions categorized into quantitative and qualitative approaches. Additionally, descriptive statistics, correlation analysis, and hypotheses testing were used for data analysis. Furthermore, the researcher evaluated the findings and ultimately provided a summary and conclusion of the study.

### **Model fit (reliability & validity of the data)**

#### ***Reliability and validity***

Prior to the evaluation of the descriptive statistics, intercorrelations and hypotheses testing it was necessary to conduct factor analysis comprising the three variables of interest namely (a) Inclusive Leadership, (b) Diversity and Inclusion, (c) Organizational Policies. This analysis involved a CFA (Confirmatory Factor Analysis), with the method of Principal Component with Promax rotation and factor extraction based on three fixed factors. The coefficient display format was sorted by size and suppressed smaller coefficients below the value of .50. The researcher anticipated to report important information about the relationships amongst the three variables.

The results of the CFA for (a) Leadership, (b) Diversity and Inclusion, (c) Organizational Policies are shown in Tables 4.3.1.2, 4.3.1.3, and 4.3.1.4 and Figure 4.3.1.1

The examination of the Kaiser Meyer Olkin (Kaiser, 1970) test was reported with a value of .949 which was above the recommended value of .6. Worth noting is that the Kaiser–Meyer–Olkin (KMO) test is a statistical measure to determine how suited data is for factor analysis. This test accordingly measures sampling adequacy for each variable in the model and the complete model which in this instance are inclusive leadership, organizational policies and diversity and inclusion. On the other hand, the Bartlett’s test of sphericity (Bartlett, 1954) was also reported as significant, showing the correlation matrix’s factorability. The results from principal component analysis reported the presence of one factor for (a) Inclusive Leadership, (b) Diversity and Inclusion, (c) Organizational Policies. The reported Eigenvalues were (a) 47% for Inclusive Leadership, (b) 17% for Diversity and Inclusion, and (c) 7% for Organizational Policies.

Eigenvalue: A characteristic root of a square matrix. In factor analysis, each eigenvalue from a correlation matrix represents the sum of the variances accounted for in the set of observed variables by a given factor (Hill, 2011). Correspondingly, an examination of the scree plot (see Figure 6.1) and the Pattern Matrix (see Table 6.3) show that the factors were loaded on three distinct factor structure as per the researcher’s expectations. The reported values for Inclusive Leadership ranged from .513 up to .895, for Diversity and Inclusion .760 up to .922, and for

Organizational Policies, 625 up to .903. Using Promax rotation, with three fixed factors, the factor loadings of the aforementioned variables suggested acceptable factor loadings for all three variables above the .5 recommended cut off point. In addition, the Average Variance Extracted Scores were reported at acceptable levels because a rule of thumb suggests values higher than .5 are acceptable. The results surpassed these expectations as the results for Inclusive leadership was .53, Diversity and Inclusion was .76 and Organizational Policies was .60.

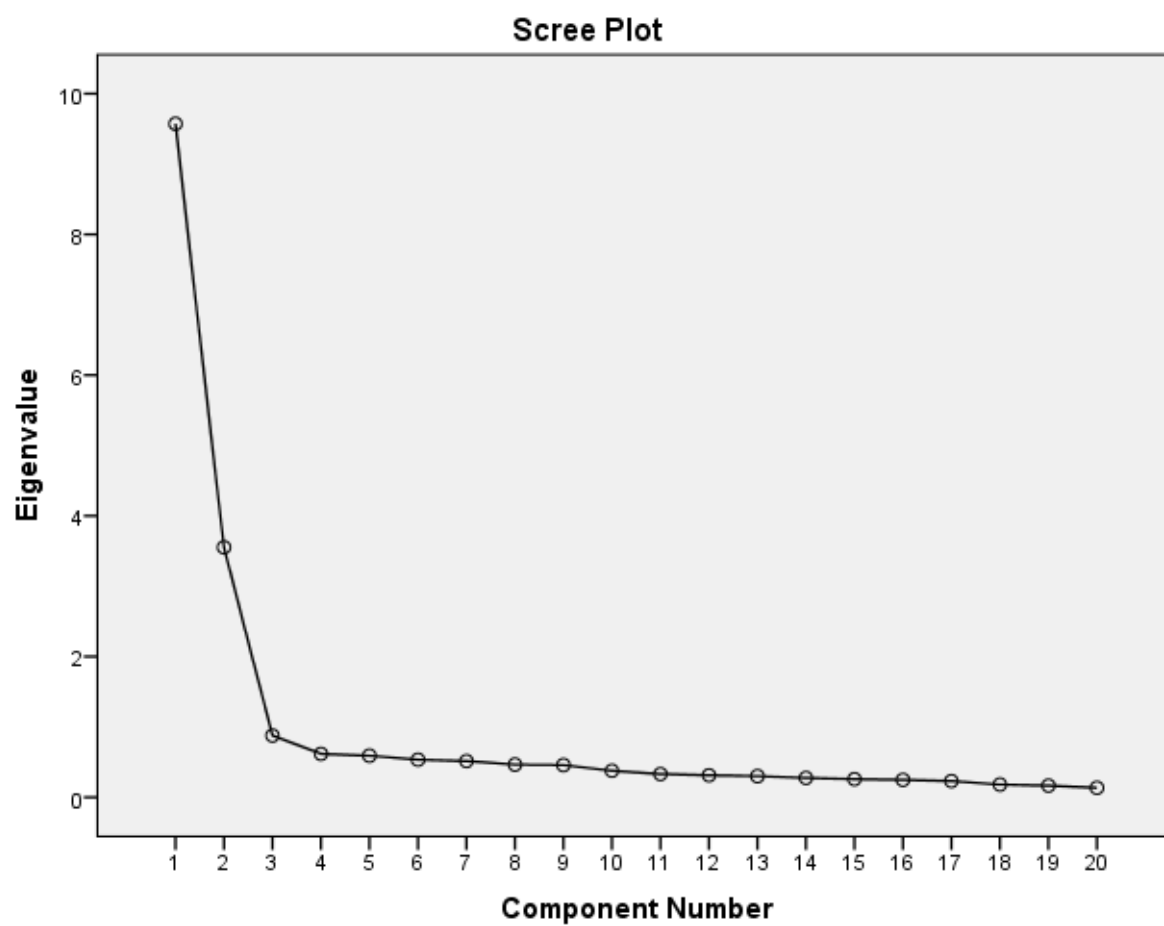
The reliability and validity of the instrument was examined using a pilot test targeting 30 participants that did not ultimately participate in the study but had similar attributes with the population under investigation. Additionally, the examination of the validity and internal reliability of the questionnaire for the quantitative research data used the Cronbach alpha test. Notably, this test is frequently used to measure “internal consistency” and stability, because it examines the extent to which responses from the questions positively “relate” with one another (Vaske et al., 2017, p. 165). So, in evaluating the internal consistency, or reliability, the aim of the researcher was to achieve the threshold effect size of 0.7 (Bujang et al., 2018). On the contrary, if Cronbach Alpha is “low” or close to zero, it highlights that some of the items are not measuring similar “dimensions” (p. 85), and this might compromise the integrity of the results. Consequently, the Cronbach Alpha statistics for all three variables’ items independently as three separate factors and jointly as one factor was above the recommended cut off value of .70. The composite reliability test reported similar results above the cut-off value of .70.

Thus, the final decision was to use three components because the results depicted in figures and the tables below. Notably, the analysis showed that (a) Leadership, (b) Diversity and Inclusion and (c) Organizational Policies are distinct concepts and should be examined separately.

*Table 10: KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.949
Bartlett's Test of Sphericity	Approx. Chi-Square	8453.819
	df	190
	Sig.	.000

Figure 2: Model fit Analysis



*Table 11: Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9.572	47.858	47.858	9.572	47.858	47.858	8.694
2	3.553	17.763	65.621	3.553	17.763	65.621	4.447
3	.878	4.389	70.011	.878	4.389	70.011	7.949
4	.617	3.087	73.098				
5	.591	2.957	76.055				
6	.534	2.671	78.726				
7	.515	2.576	81.302				
8	.465	2.325	83.627				
9	.458	2.289	85.916				
10	.377	1.887	87.803				
11	.331	1.654	89.457				
12	.313	1.567	91.024				
13	.301	1.504	92.528				
14	.275	1.376	93.905				
15	.258	1.292	95.196				
16	.249	1.244	96.440				
17	.231	1.156	97.596				
18	.181	.904	98.499				
19	.166	.830	99.329				
20	.134	.671	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.



Table 12: Pattern Matrix<sup>a</sup>

	Component		
	1	2	3
Diversity and inclusion programmes are implemented fairly across the company	.895		
Employees are not being disadvantaged on account of being different	.885		
Leadership recognizes unique contribution of employees	.851		
Leadership encourages employees to be open	.748		
The leadership promotes diversity and inclusion initiatives	.718		
The leadership creates a safe space for all employees to unleash their potential	.687		
Leadership provides equal opportunities for all	.679		
Leadership discourages discriminatory practices targeting those that are unique and hold minority view	.637		
Leadership creates awareness on the value of diversity and inclusion in the workplace	.570		
Leadership promotes changes in policies and procedures that support the creation of diverse and inclusive workplace	.513		
Debswana should develop an easily understood diversity and inclusion frameworks that provides for amongst others, flexibility & access to different markets		.922	
Debswana should adopt diverse and inclusive working practices that are fair to all employees		.905	

Debswana should promulgate policies and processes that are enabling different employee groupings to feel included		.89 8	
Debswana should create a supporting infrastructure to achieve an inclusive workplace		.89 1	
Debswana should adopt affirmative action as a strategy to drive diversity and inclusion		.76 0	
There is an association between quality leadership and an inclusive environment			.903
The quality of leadership has a positive impact on the state of diversity and inclusion in the workplace.			.901
Leadership drives diversity and inclusion in the performance management system in the business			.774
Leadership ensures that training interventions are putting place to create knowledge on the benefits of diversity & inclusion			.646
Leadership facilitates the incorporation of diversity and inclusion in the career development process of minority groups in the company			.625
Extraction Method: Principal Component Analysis.			
Rotation Method: Promax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Source: SPSS

### ***Multicollinearity and Heteroscedasticity***

In the assessment of multicollinearity among independent variables, the values of Tolerance and Variance Inflation Factor (VIF) were observed. Results indicate values above 0.1, which shows no serious multicollinearity. Consistent with these findings were VIF values, which were all close to 1, confirming no multicollinearity issues. Therefore, independent variables (Age, Gender, Inclusive leadership, and Organizational policies) were not highly correlated with each other. Results from the assessment are given in the table below;

*Table 13: Collinearity statistics*

<b>Variables</b>	<b>Tolerance</b>	<b>VIF</b>
Age	0.978	1.022
Gender	0.967	1.034
Leadership	0.937	1.067
Organizational policies	0.940	1064

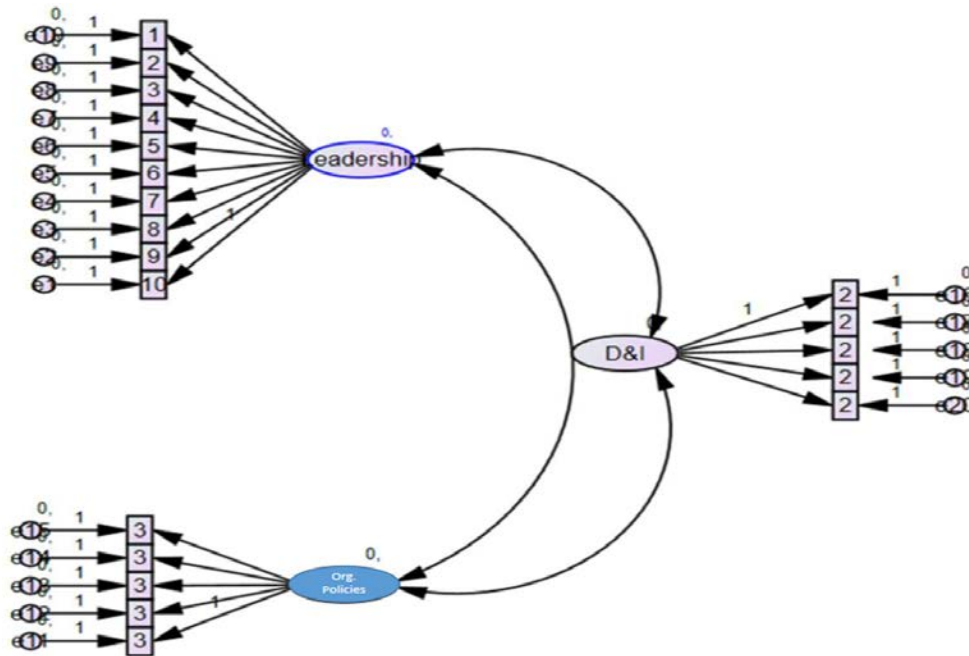
Heteroscedasticity test was also conducted, and using Breusch-Pagan test, where a regression with the squared residuals and independent variables (age, leadership, and organizational policies) was performed. The coefficient of the predicted values was significant ( $p=0.000$ ), indicating heteroscedasticity.

## **Inferential Statistics**

### **4.3.2 Confirmatory Factor Analysis**

Upon completion of the principal component analysis (PCA), a Confirmatory Factor Analysis (CFA) was used to check whether the items within the three factors reported acceptable 'fit'. The confirmatory factor analysis was calculated using IBM SPSS Amos v.20 and the results are reported below;

Figure 3: Model Fit - Input



The following indices were assessed (a) Comparative Fit Index (CFI) (Bagozzi and Edwards, 1998), Normed Fit Index (NFI) (Bentler and Bonett, 1980) and Root Mean Square Error of Approximation (RMSEA). In general, the fit statistics indicate acceptable fit when the rule of thumb is met which suggests that indices have adequate fit when they are greater than .90 and RMSEA is below .10 (Bentler and Bonett, 1980; Medsker et al., 1994). The results reported in table below confirming acceptable fit: IFI=.951, TLI=.938, CFI= .951

*Table 14: Baseline Comparisons*

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	0.933	0.916	0.951	0.938	0.951
Saturated model	1		1		1
Independence model	0	0	0	0	0

*Table 15: Root Mean Square Error of Approximation (RMSEA)*

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	0.067	0.061	0.073	0
Independence model	0.268	0.264	0.273	0

A number of other CFA were conducted including a one and two factor structure, but the results did not display good fit. For instance, a one factor model reported poor fit: IFI=.622, TLI=.534, CFI= .620, RMSEA=.183.

### *Descriptive Statistics*

Calculating descriptive statistics represents a crucial first step when conducting research and should always occur before making inferential statistical comparisons (Kaur et al., 2018). In this context, the descriptive statistics presents the demographics of participants in the table below, in an endeavor to explore employees and leadership 'perception of the inclusive leadership, organizational policies and demographic attributes impact on diversity and inclusion.

*Table 16: Descriptive Statistics*

<b>Variable</b>	<b>Categories</b>	<b>Frequency (%)</b>
Gender	Male	402 (70.2)
	Female	164 (28.6)
	Prefer not to say	7 (1.2)
Age		42 (7.192)*
Educational level	O level/BGCSE	65 (11.4)
	Certificate	81 (14.2)
	Diploma	131 (23.0)
	Associate Degree	6 (1.1)
	Degree	206 (36.2)
	Master's degree	79 (13.9)
	PhD	1 (0.2)
Employment status	Permanent	504 (88.3)
	Fixed term contract	67 (11.7)
Years of experience	Less than a year	1 (0.2)
	1-10	171 (29.9)
	11-20	267 (46.7)
	21-30	104 (18.2)
	31-40	28 (4.9)
	41-50	1 (0.2)
Operation	Corporate centre	56 (9.7)
	H2 projects	37 (6.4)
	Jwaneng	171 (29.6)
	Orapa,,Letlhakane&Damtsha	314 (54.3)
	mines	
Function	Human resource	34 (5.9)
	Finance	19 (3.3)

	Sustainability	46 (8.0)
	Corporate affairs	10 (1.7)
	Support services	17 (3.0)
	Security	39 (6.8)
	Mining	39 (6.8)
	Ore processing	61 (10.6)
	Engineering	122 (21.3)
	Mineral resource management	35 (6.1)
	Health services	34 (5.9)
	Information management	9 (1.6)
	Supply chain management	12 (2.1)
	H2 projects	47 (8.2)
	Project management office	35 (6.1)
	Technical services	9 (1.6)
	Transformation & innovation	6 (1.0)
NB: For continuous variables, the mean (standard deviation) is presented, otherwise frequencies (percentages) are presented for categorical variables.		

Table 4.4.1 presents descriptive statistics of participants in the study. The variables include categorical and continuous variables, where frequencies and their corresponding percentages are presented for categorical variables. For continuous variables, specifically age, the mean and standard deviation are presented. The sample consists of mostly males (402, 70.2%) and female participants were fewer than the males (164, 28.6%). At the least were participants who preferred not to disclose their gender (7, 1.2%). On average, participants were 42 years with a standard deviation of 7.192, meaning that employees' ages are about 7 years older or younger than the average age.

Most participants hold a degree (206, 36.2%), followed by those with a diploma (131, 23.0%), PhD holders are the least represented (1, 0.2%). Results also indicate that Debswana Diamond Company has the majority of employees with permanent contracts (88.3%), and the

largest group of employees have 11-20 years of experience (267, 46.7%). The majority of employees belong to engineering function (122, 21.3%), and of all the operational areas, Orapa, Letlhakane & Damtsha mines are mostly represented (314, 54.3%).

### ***Correlation Analysis***

In this section, in furtherance of the measurement of the impact of perception of inclusive leadership, organizational policies and demographic attributes namely gender and age on diversity and inclusion, correlation analysis was conducted to comprehensively examine the associations between main variables being inclusive leadership, organizational policies as well as control variables, age and gender.

### ***Exploratory Factor Analysis***

To determine the suitability of the data for factor analysis, the Kaiser-Meyer-Olkin (KMO) measure observed was 0.946, indicating a good sampling adequacy. Bartlett's test of sphericity was significant ( $p < 0.001$ ), indicating that the data was suitable for factor analysis.



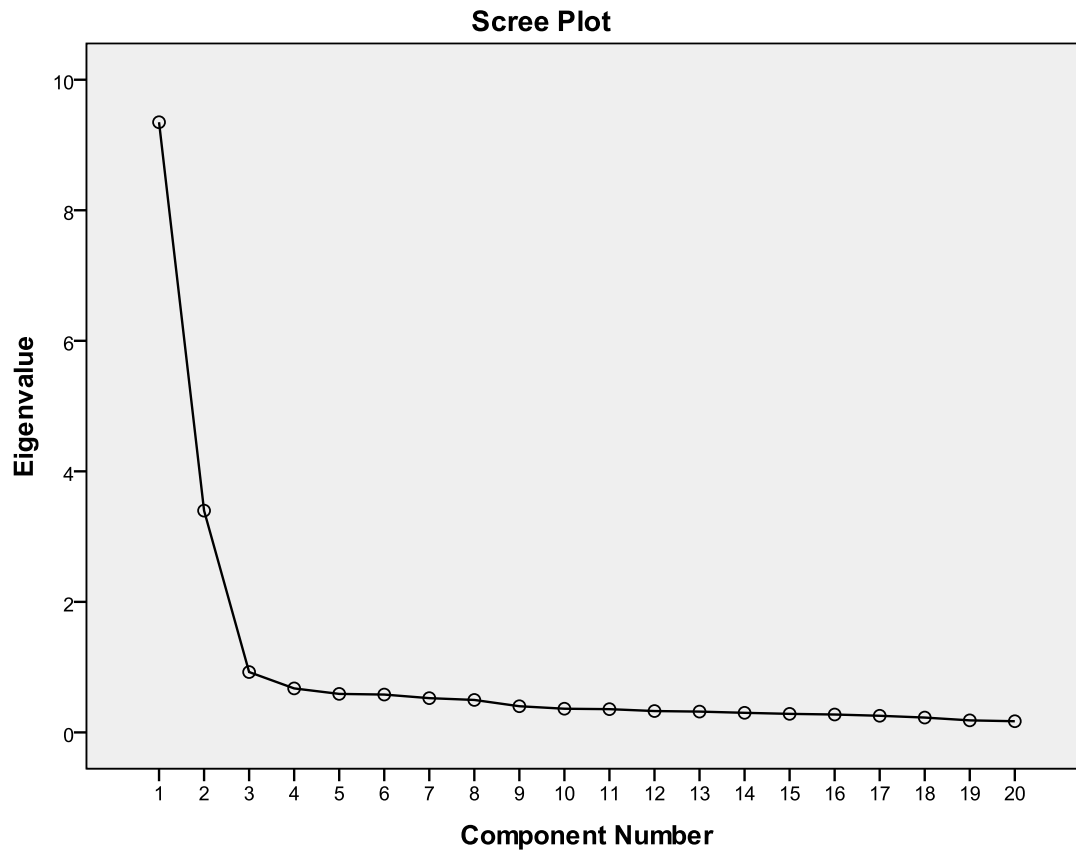
*Table 17: Factor Analysis*

<b>Component</b>	<b>Eigen value</b>	<b>% of variance</b>	<b>Cumulative %</b>
1	9.349	46.75	46.75
2	3.398	16.99	63.73
3	0.925	4.62	68.36
4	0.674	3.37	71.73
5	0.590	2.95	74.68
6	0.580	2.90	77.58
7	0.525	2.62	80.20
8	0.497	2.49	82.69
9	0.401	2.01	84.69
10	0.363	1.81	86.51
11-20	<1.00	<2	100.00

Extraction method: Principal Component Analysis

From the analysis, component 1 (inclusive leadership promotes diversity and inclusion initiatives) and component 2 (inclusive leadership encourages employees to be open) have eigen values above 1, and the variance explained were 46.75% and 16.99%, respectively. These two components explain 63.73% of the total variance, indicating that they summarize most of the information in the dataset. Beyond component 2, the variance explained is minimal, therefore indicating a two-factor solution. These results confirm that leadership, organizational policies and diversity and inclusion may be represented by distinct factors.

*Figure 4: Factor Analysis Output (Scree Plot)*



To determine the number of factors to retain, a scree plot was presented above. The plot indicated that beyond the second factor, the remaining components do not have a significant contribution. From a rotated component matrix, the results suggest that Inclusive Leadership and Diversity and Inclusion are closely related and can therefore represent a single underlying factor, while organizational policies form a distinct factor.

Table 18: Correlation Analysis

		Perception on D&I	Inclusive leadership	Organisational Policy	Age of participants	Sex of participants	Employment status	Qualification	Position level (optional):	Years of experience
Perception	Pearson Correlation	1	.736**	.207**	-.064	.114**	-.096*	.014	.016	-.015
	Sig. (2-tailed)		.000	.000	.127	.006	.021	.734	.708	.651
	N	578	578	578	578	578	578	578	578	578
Inclusive leadership	Pearson Correlation	.736**	1	.297**	-.018	.054	-.101*	-.053	.061	.002
	Sig. (2-tailed)	.000		.000	.671	.199	.015	.206	.145	.963
	N	578	578	578	578	578	578	578	578	578
Organizational Policy	Pearson Correlation	.207**	.297**	1	-.030	-.041	-.063	-.128*	.050	-.016
	Sig. (2-tailed)	.000	.000		.478	.328	.128	.002	.228	.696
	N	578	578	578	578	578	578	578	578	578
Age of participants	Pearson Correlation	-.064	-.018	-.030	1	-.131**	-.254**	-.176**	.022	.590*
	Sig. (2-tailed)	.127	.671	.478		.002	.000	.000	.602	.000
	N	578	578	578	578	578	578	578	578	578
Gender of participants	Pearson Correlation	.114**	.054	-.041	-.131**	1	.052	.245**	-.022	-.146*
	Sig. (2-tailed)	.006	.199	.328	.002		.212	.000	.597	.000
	N	578	578	578	578	578	578	578	578	578
Employment status	Pearson Correlation	-.096*	-.101*	-.063	-.254**	.052	1	.161**	-.055	-.232*
	Sig. (2-tailed)	.021	.015	.128	.000	.212		.000	.184	.000
	N	578	578	578	578	578	578	578	578	578
Qualification	Pearson Correlation	.014	-.053	-.128**	-.176**	.245**	.161**	1	-.413**	-.172*
	Sig. (2-tailed)	.734	.206	.002	.000	.000	.000		.000	.000
	N	578	578	578	578	578	578	578	578	578
Position level (optional):	Pearson Correlation	.016	.061	.050	.022	-.022	-.055	-.413**	1	-.024
	Sig. (2-tailed)	.708	.145	.228	.602	.597	.184	.000		.565
	N	578	578	578	578	578	578	578	578	578
Years of experience	Pearson Correlation	-.019	.002	-.016	.590**	-.146**	-.232**	-.172**	-.024	1
	Sig. (2-tailed)	.651	.963	.696	.000	.000	.000	.000	.565	
	N	578	578	578	578	578	578	578	578	578

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Source: SPSS

### Employees' perception of the impact of inclusive leadership on diversity and inclusion

In the table above the bivariate correlation analysis shows a positive and significant relationship of employees' perception on the impact of inclusive leadership and the creation of a diverse and inclusive workplace ( $r = 0.736$ ,  $p < .001$ ). This suggests that a strong perception of inclusive leadership is related to a favorable view of a diverse and inclusive work environment. Notably, the confidence interval was set at 99%. Thus, a positive view of the organizational leadership will result in the feelings of inclusion whereby the work environment is conducive for

diversity to thrive and a general sense of inclusion to be realized. Additionally, the way leadership conducts and treats employees has a significant impact in how they perceive the workplace. So, it is important for leadership to be cognizant of the impact that they have on the business as well as heed feedback from employees regarding how those decisions are affecting the workplace and affecting employee experiences.

Another result revealed a positive and significant association between perception of the impact of inclusive leadership on organizational policies and the creation of a diverse and inclusive workplace ( $r=.297$ ,  $p<.001$ ). This suggests that the leader can influence company initiatives which eventually impact how employees perceive diversity and inclusion. Other findings entailed a weak negative but statistically significant relationship between age and the perception of the impact of leadership in creating a diverse and inclusive workplace ( $r=-.064$ ,  $p<.05$ ) at 95% confidence interval.

This suggests that the younger the employees, the more positive the perception of the effect of inclusive leadership on the impact of diversity and inclusion. Thus, if leadership is perceived favorably by the younger generation, it probably leads to the perception of belongingness in the workplace by this grouping. On the other hand, the bivariate correlation analysis depicts a positive and significant association between gender and perception of inclusive leadership on diversity and inclusion ( $r = .114$ ,  $p < .05$ ). This suggests that male employees have a positive perception of a diverse and inclusive work environment. Employment status also showed a weak negative and

statistically poor relationship with leadership ( $r = -0.96$ ,  $p < .10$ ). Thus, employees on permanent contracts have a positive view of the effect of leadership in creating a diverse and inclusive environment.

On the contrary, qualifications showed a positive and no significant relationship with inclusive leadership ( $r = .014$ , ns). Similarly, position level revealed a positive but no significant relationship with the perception on leadership ( $r = .016$ , ns). Conversely, organizational tenure showed a negative but no statistically significant association with leadership ( $r = -.04$ , ns).

### **Relationship between perception of organizational policies and diversity and inclusion**

Relatedly, correlation analysis also revealed a strong positive and significant relationship between organizational policies and diversity and inclusion ( $r = .207$ ,  $p < .001$ ). This means that a positive perception of organizational policies favorably affects the views of diversity and inclusion. Thus, this suggests that organizations should promulgate programmes, transparent and inclusive policies, procedures and interventions that will positively impact all employees in the workplace.

### **Other demographic variables**

Age ( $r = -.028$ , ns), gender ( $r = -.046$ , ns) showed a weak negative but statistically no significant relationship with diversity and inclusion. Conversely, age showed a negative but no statistically significant association with the perception of diversity and inclusion ( $r = -.025$ , ns). Gender on the other hand revealed a positive but weak significant association with the perception

of diversity and inclusion ( $r = .075$ ,  $p < .10$ ). This suggests that male employees have a positive perception about diversity and inclusion. Other associations comprised of gender and employment status ( $r = .060$ , ns), gender and position level ( $r = -.019$ , ns), a positive and significant correlation between the perception of gender on the impact of qualification of the perception of diversity and inclusion ( $r = .247$ ,  $p < .001$ ). This finding reveal that males are more inclined to believe that the qualification has an impact in the perception of workplace is diverse and inclusive. Additionally, gender and organizational tenure was negatively but significantly related ( $r = -.147$ ,  $p < .001$ ). This result mean that male employees have a positive perspective that the longer the employee is in employment the more favorable view they espouse of the state of diversity and inclusion in the workplace.

### **Relationship between other variables and diversity and inclusion**

Organizational tenure ( $r = -.072$ ,  $p < .10$ ) on the other hand revealed a weak negative but poor statistically significant relationship with the perception of diversity and inclusion. This result means that those employees with comparatively lower employment experience a positive perception of a diverse and inclusive workplace. Additionally, qualification revealed a negative weak but statistically significant association between organizational policies and the perception of a diverse and inclusive environment ( $r = -.144$ ,  $p < .001$ ). This result suggests that the employees with lower qualifications have a negative perception about the impact of organizational policies on the perception of a diverse and inclusive environment.

Furthermore, a positive and significant relationship between employment status and qualification ( $r = .171$ ,  $p < .001$ ) was reported. This result suggests that those employees on a permanent contract view qualifications as having a positive effect on how diversity and inclusion is perceived in the workplace. Conversely a negative and no statistically significant association between employment status and position level ( $r = -.068$ , ns) was revealed. On the other hand, employment status and organizational tenure ( $r = -.242$ ,  $p < .001$ ), showed a negative but statistically significant relationship. This finding revealed that employees on permanent contracts perceive work experience to be associated with the perception of diversity and inclusion. Conversely employment status and operation ( $r = .117$ ,  $p < .05$ ) showed a positive and statistically significant relationship with operation. This result demonstrated that employees on permanent employment contracts perceive operation to have an impact on the perception of diversity and inclusion. Position level ( $r = 0.055$ , ns), showed a weak negative but statistically no significant relationship with diversity and inclusion.

Equally, qualification showed a negative but significant association with position level ( $r = -.418$ ,  $p < .001$ ). This finding means that employees with lower qualifications and long experience in the workplace have a positive view of diversity and inclusion. Moreover, a negative but significant relationship between qualification and organizational tenure ( $r = -.162$ ,  $p < .001$ ) was reported. So, this suggests that employees with lower qualifications perceive the length of service to have an impact on the perception of diversity and inclusion.

Likewise, a positive and statistically significant correlation between qualification and operation ( $r = .147, p < .05$ ) was reported. This result revealed that highly qualified, or professionals believe that work location has an impact on the perception of diversity and inclusion. However, a negative association was exposed between position level and operation ( $r = -.194, p < .001$ ). This result suggests that employees in lower hierarchical levels perceive that an operation has an impact on the perception of a diverse and inclusive work environment. Conversely, a negative but no significant relationship between organizational tenure and operation ( $r = -.025, ns$ ), position level and organizational tenure ( $r = -.25, ns$ ) were reported. Additionally, with regard position level, the results showed a positive association but no significant relationship with diversity and inclusion ( $r = .055, ns$ ). Similarly, employment status ( $r = -.072, ns$ ), organizational tenure ( $r = -.02, p < ns$ ), operation ( $r = -.081, ns$ ) all revealed a negative but no significant relationship with the perception of a diverse and inclusive work environment.

### **Regression Analysis**

The linear regression method was used since diversity and inclusion (dependent variable) was continuous, so this analysis was conducted to examine the following three hypotheses.

**Hypothesis 1:** Employees perceive that inclusive leadership has a positive effect on diversity and inclusion in the workplace.

**Model 1:** Diversity & Inclusion =  $\beta_0 + \beta_1$  Leadership +  $\epsilon$



**Hypothesis 2:** Employees' perception of organizational policies has a positive effect on diversity and inclusion.

**Model 2:** Diversity & Inclusion =  $\beta_0 + \beta_2 \text{Organizational Policies} + \epsilon$

**Hypothesis 3 (a):** Age has a significant relationship with the employees' perception of diversity and inclusion

**Model 3:** Diversity & Inclusion =  $\beta_0 + \beta_3 \text{Age} + \epsilon$

**Hypothesis 3 (b):** Gender has a significant relationship with the employees' perception of diversity and inclusion

**Model 3:** Diversity & Inclusion =  $\beta_0 + \beta_4 \text{Gender} + \epsilon$

Over and above the univariate models from the three hypotheses, the following multivariate model was also conducted;

Diversity & Inclusion =  $\beta_0 + \beta_1 \text{Leadership} + \beta_2 \text{Organizational Policies} + \beta_3 \text{Age} + \beta_4 \text{Gender} + \epsilon$

This was done to explore complex relationships between multiple independent variables and their combined effect on Diversity and Inclusion. Examining multiple predictors simultaneously leads to more accurate estimates of their effects since the model accounts for the shared variance between predictors. The results from the univariate analysis and multivariate analysis are presented in Tables below.

*Table 19: Univariate model for diversity and inclusion*

Model	Intercept (B <sub>0</sub> )	Leadership (B <sub>1</sub> )	Organizational Policies (B <sub>2</sub> )	Age (B <sub>3</sub> )	Gender (B <sub>4</sub> )	R <sup>2</sup>	P-value	CI for coefficient
<b>Model 1</b>	0.759	0.790				0.719	0.001*	(0.731, 0.842)*
<b>Model 2</b>	2.029		0.342			0.078	0.001*	(0.233, 0.440)*
<b>Model 3(a)</b>	3.311			0.005		0.002	0.321	(-0.004, 0.014)
<b>Model 3(b)</b>	3.421				0.125	0.005	0.096	(-0.020, 0.262)

\*Indicates statistically significant p-values and confidence intervals

*Table 20: Multivariate regression model for diversity and inclusion*

Variables	Intercept (B <sub>0</sub> )	Coefficients (B)	R <sup>2</sup>	P-value	95% CI for coefficients
	0.223		0.729		
<b>Leadership</b>		0.766		0.001*	(0.700-0.825)*
<b>Organizational Policies</b>		0.133		0.001*	(0.071-0.198)*
<b>Age</b>		0.001		0.718	(-0.005-0.006)
<b>Gender</b>		0.006		0.882	(-0.072-0.090)

• Indicates statistically significant p-values and confidence intervals

In the univariate analysis, the baseline value of diversity and inclusion when leadership is zero was 0.759. A one-unit increase in leadership effectiveness leads to an increment in diversity and inclusion by 0.790 units. This model explains 71.9% of the variance in the diversity and inclusion variable, indicating that leadership is a good predictor of diversity and inclusion. Consistent with this result is a significant p-value of 0.001. The 95% confidence interval excluding

zero (0.731, 0.842) also suggests significant positive effects of leadership on diversity and inclusion.

For model 2, the baseline value was 2.029 and a unit increase in organizational policies lead to an increase in diversity and inclusion by 0.342. The R-square value of 0.078 was quite low, suggesting that organizational policies are not a very strong predictor of diversity and inclusion. The significant p-value (0.001) and a confidence interval excluding zero (0.233, 0.4400 indicates that organizational policies are a significant predictor for diversity and inclusion.

The models for demographic variables, specifically age and gender were such that the predictor variable in 3(a) was age and that of 3(b) was gender. The baseline value of diversity and inclusion in model 3(a) was 3.311, and a one-year increase in age increases diversity and inclusion by 0.005. The p-value for age was greater than 0.05 (0.321), and a confidence interval including zero (-0.004, 0.014) which indicates that age has no effect on perceptions of diversity and inclusion. This model explains 0.2% of the variance of diversity and inclusion variable, and this is the lowest across the univariate models.

In model 3(b), the baseline value of diversity and inclusion was 3.42. The proportion of the variance in the dependent variable explained by gender was 0.5% which is relatively low, indicating that gender does not explain much of the variance in diversity and inclusion. The

coefficient of gender was 0.125, which means that being a male affects the perception of diversity and inclusion by 0.125. However, gender had no effect on diversity and inclusion, this was shown by an insignificant p-value (0.096) and a confidence interval including zero (-0.020, 0.262).

The expected value of diversity and inclusion when all predictors (leadership, organizational policies, age and gender) are equal to zero in the multivariate analysis is 0.223 (see Table 4.5.3). A one unit increase in leadership increases diversity and inclusion by 0.766 units, and this variable had a statistically significant positive effect on diversity and inclusion (p-value = 0.001). These results were confirmed by a 95% confidence interval excluding zero (0.700, 0.825).

The coefficient for organizational policies was 0.133, which indicates that for each unit an increase in organizational policies, diversity and inclusion also increases by 0.133 units. The p-value of 0.001 was statistically significant since it was less than 0.05 and the 95% confidence interval excluded zero (0.071, 0.198), hence suggesting that organizational policies have a significant positive impact on diversity and inclusion.

An increase in age by a year would increase diversity and inclusion by 0.001 units when other variables are held constant. However, this was a very small effect. A p-value of 0.718 which is much greater than 0.05 indicated that age was not statistically significant. The 95% confidence interval including zero (-0.005, 0.006) also validated these findings. Results also revealed that,

when other variables are held constant, being a male employee affected the perceptions of diversity and inclusion positively by 0.006 units. However, this variable had no significant effect (p-value= 0.882). A 95% confidence interval including zero (-0.072, 0.090) also indicated no meaningful effect on Diversity and Inclusion.

Results from the univariate analysis and multivariate analysis were consistent in the sense that leadership and organizational policies were found to be significantly linked to perceptions on diversity and inclusion, while gender and age were insignificant. An R-square value for multivariate model (0.729) was higher than that of univariate models, since a multivariate model is more likely to explain a larger proportion of the variance in the dependent variable (Diversity and Inclusion). In conclusion, the multivariate regression model best explains Diversity and Inclusion.

## **Evaluation of Findings**

The following section focused on hypotheses testing.

### **Hypothesis Testing**

The following discussion delved into hypothesis testing.

**Hypothesis 1:** Employees' perception of inclusive leadership has a positive impact on diversity and inclusion.

Bivariate correlation and regression analysis were used to test relationships between inclusive leadership, organizational policies and demographic variables on the creation of a diverse and inclusive environment. Subsequently, on the examination of correlation coefficient relating to leadership and diversity and inclusion, the results showed a strong positive and significant association between employees' perception of the impact of inclusive leadership on creating a diverse and inclusive environment ( $r=.824$ ,  $p<.001$ ) at 99% confidence interval.

However, when employees' perception of inclusive leadership and diversity and inclusion were subjected to the regression analysis, the results were that there was a significant p-value of 0.001 and the 95% confidence interval excluding zero (0.731, 0.842) suggesting a significant positive impact of inclusive leadership on diversity and inclusion.

The findings above mean that the way a leader discharges his or her responsibilities directly and positively impacts how the workforce perceives diversity and inclusion. These results find resonance with, Rathore et al. (2021) who posited that, a leader should create a conducive environment for diversity and inclusion to thrive and ultimately drive business performance. Furthermore, the authors argue that, when the leader was "supportive, empowering direct reports" and ensuring fairness and recognition, this act subsequently created a sense of "belonging" in the affected group. Additionally, when, valuing, respecting employees for their "uniqueness" and positioning different personal attributes as strength equally addresses employees' desire to be

unique (p. 47). Moreover, existing literature revealed that visibility and active support from top leadership in an organization is essential to the realization of change initiatives, particularly when employees perceive the leader to be committed, acting as an advocate to diversity and inclusion agenda, (Syed and Ozbilgin, 2019).

Additionally, the value of inclusive leadership was underscored by Cottrill et al. (2014) whose study revealed that leadership is positively correlated with an inclusive environment, thus companies were challenged to ensure that leaders create a positive environment where employees are motivated to work, beyond the prescribed conditions of employment, the authors concluded. Similarly, Lewis (2016, p. 325), emphasizes the impact of leadership and argued that “equity-oriented leadership” results in psychological safety, respect for diverse views and genuine participation.

Relatedly, Luevanos (2018) highlighted that, to effect some changes in the workplace such equity relating to demographics in organizations require leaders to shift their practices in order to create an inclusive environment. Thus, being able to gauge perceptions of the workforce on the effectiveness of leader’s practices is crucial to assist businesses in making the needed changes to ensure a positive workplace atmosphere. This perspective was echoed by Gómez-Hurtado et al. (2021) in their study of “Inclusive Leadership: Good Managerial Practices to Address Cultural Diversity in Schools” and confirmed that leaders are critical to the creation of a diverse and

inclusive workplace through amongst other things development of policies, procedures and system that ensure fairness, equity and shared values. Equally, Ruhman (2019) revealed in his studies that, there is a probable association between leadership practices and organizational outcomes.

So, it can be deduced that these findings that as much as there is literature on the effect of leadership on the creation of an inclusive environment, this thesis addressed the knowledge gape of the impact of inclusive leadership in the context of a mining industry in Botswana. Furthermore, another contribution to the literature was that the theoretical frameworks namely leader-member exchange, social exchange theory, social identity theory as well as optimal distinctiveness theory were extended to this study, and they supported the findings. These theories assisted in providing a deeper appreciation of the associations between employees' perceptions as well as impact of inclusive leadership on workplace diversity and inclusion at a leading diamond mining company in Botswana. Relatedly, employees' perception on the impact of organizational practices on diversity and inclusion was investigated as described in the hypothesis below:

**Hypothesis 2:** Employee perceive that organizational policies have a positive impact on diversity and inclusion.

Correlation analysis was used to test the above-mentioned hypothesis and the results showed a positive and statistically significant correlation between employees perceptions of organizational



policies and diversity and inclusion( $r=.269, p<.001$ ) Additionally, regression analysis as shown in Table 4.7.1 showed the significant p-value (0.001) and a confidence interval excluding zero (0.233, 0.4400 indicating that organizational policies is a significant predictor for diversity and inclusion. Thus, the results therefore suggest that the way in which organizational policies are enacted and implemented has an impact on employees' perception of diversity and inclusion.

The above perspective connects with sentiments shared by Bernstein et al. (2020) who argued that impactful organizational policies result in employees espousing a shared purpose, cohesion, and thus aiding the creation of a diverse and inclusive environment which in turn ultimately create positive outcomes for the organization. Similarly, these findings find support with Vanoy (2011), who found that over 79% of the companies in the United States of America use recruitment, diversity training, coaching and mentoring to increase diversity and inclusion in the workplace. Specifically, training is believed to increase organizational productivity, reduce expenses associated with resignations, attraction and retention of top talent, retention of diverse customer base and increase in profitability (Gilliard, 2008).

Moreover, the global changes with regard increased fluidity in workplace diversity compel organizations to devise practices that will empower previously marginalized groups to access advancement opportunities to realize their potential, while retaining their identity but at the same time being treated as part of the larger business (Shore et al., 2018). On the contrary, (Roberson,

2006; Holvino et al., 2004), argued that how businesses manage diversity, and inclusion to a larger extent determine their success and sustainability. Accordingly, organizations should design and implement practices geared at optimizing diversity and inclusion such as targeted attraction and selection, training and development, talent management and mobility programmes, the authors posited.

Additionally, when organizational policies are appropriately implemented, the diversity and inclusion benefits that accrue include equity, justice and teamwork. Thus, as companies deploy various diversity and inclusion programmes, such as the design of a flexible work arrangement framework and associated drivers that underlie it (Gardiner and Tomlinson, 2009), the key is to ensure that, this diversity is managed properly as literature has revealed that (Ohunakin et al., 2019) effectively managing diversity and inclusion has tremendous impact on key business outcome such as job satisfaction and organizational productivity. This argument is premised on exchange theory which focus is on perceived justice therefore explains that employees are displeased when there is no fairness in an exchange or when others are unfairly rewarded relative to others (Redmond, 2015). Relatedly, research highlights that when organizational policies are correctly and effectively executed in line with expectations of employees, this turns to create a feeling of satisfaction amongst employees thereby stimulating commitment, trust and productivity (Honu et al., 2022).

So, in the example of the impact of organizational policies on diversity and inclusion, effective diversity management is linked to positive organizational outcomes, and this is in line with the social exchange theory (Kundu and Mor, 2016) because by creating an enabling environment for employees to embark on work that is meaningful and value adding to customers, these employees are motivated to reciprocate the positive treatment they are receiving from the organization. For instance, when employees have access to authorities and opportunities in the form of organizational “initiatives” they “feel” grateful to “respond” in a way that is advantageous to the company (p. 17). This assertion connects with optimal distinctiveness, social exchange and human capital theories that have been explained in the preceding section.

**Hypothesis 3:** Age and gender have a significant relationship with the perception of diversity and inclusion.

- **Age**

Correlation analysis was conducted on the effect of age on diversity and inclusion and the results were a negative and no statistically significant relationship with the perception of diversity and inclusion ( $r=-0.25$ , ns). Similarly, regression analysis was undertaken, to assess the impact of age and diversity and inclusion and the results showed a negative and no significant impact on workplace diversity and inclusion ( $b=-0.39$ , ns). These results are contrary to the findings of extant research which amongst others found that age diversity has a positive and statistically significant

impact on organizational outcomes (Turi et al., 2022). Furthermore, companies are recognizing that the workplace is increasingly becoming intergeneration and in this regard are promulgating age diversity policies and practices to address any negative perceptions relating to age (Hales and Riach, 2017).

In support of the foregoing perspective and emphasizing the value of effectively managing demographic changes, Bieling et al. (2015), point out that the shifts in demographic attributes are causing organizations to review their talent strategies considering increasing war for scarce talent chiefly for younger generation that is deeply competent, knowledgeable but scarce. In return, the impacted employees will be motivated to exert their discretionary efforts, loyalty and trust thereby leading to superior business performance. This argument aligns with the principles and assumption of the social exchange theory where the reciprocation occurs between organizations and their workforce where the employees feel that they are being recognized and respected for their uniqueness and equally welcomed as part of the team (Ali and French, 2019).

#### ○ **Gender**

With regard, correlation analysis on the relationship between gender and the perception of diversity and inclusion, the results expose a positive but a weak statistically significant association with diversity and inclusion ( $r=.075$ ,  $p<.10$ ). This suggests that male employees have a positive perception about diversity and inclusion. In support of the above assertion, Ruhman (2019) argued

that a gender lens had an influence in how males and females perceive the impact of reforms in the workplace. In the same token, organizations that have management to break the “glass ceiling” in terms of granting women opportunities to thrive and achieve their career aspirations have realized massive business outcomes in terms of performance and positive reputational index, Ruhman argued.

Thus, in measuring whether demographic attributes namely how gender impact the perceptions of employees on diversity management and workplace happiness compared to their male peers, Mousa et al. (2020) found that, female perceive diversity and inclusion initiatives more favorably compared to their male counterparts. Therefore, given that the world is no longer inward-looking, companies that have been successful at attracting and retaining diverse demographics and talents are having a competitive advantage over their competitors, Mazur concludes.

Notwithstanding the increase in the number of female employees joining the employment ranks, that has not translated into gender inclusion (Kang and Kaplan, 2019). This is characterized by discriminatory practices pertaining to career progression, capability building and mobility opportunities as well as remuneration relative to the male counterparts, the authors argue. Therefore, to address this challenge of inadequate inclusivity, women and girls are being targeted for enrolment on Science, Technology, English and Mathematics with an inclusive framework to create a platform to increase opportunities for female employees in the workplace (Plaza et al.,

2020). Furthermore, Nishii (2013) posited that access to benefits and opportunities should not be tied to the identity of group.

The foregoing analysis of the findings connects to the existing literature on the perception of employees on diversity and inclusion as well as the effect of demographic variables on the creation of a diverse and inclusive workplace. The unique contribution of the study was to highlight the importance of employee perceptions on the impact of leadership, organizational practices and deep understanding of the demographic attributes on diversity and inclusion. Equally important was the application of the selected theoretical frameworks to guide the evolution of this research essay.

To complement the results from the quantitative research approach, qualitative research was conducted, and the results are as follows. These findings were categorized into the thematic areas emerging from the executive leadership interviews that were conducted to evaluate the state of diversity and inclusion in the workplace.

### **Qualitative Research (Thematic areas)**

Subsequently, emerging insights and themes emerging from the leadership interviews were as follows:

#### **1. Perspectives on the state on diversity and inclusion in the company**

Majority of the participants were of the view that diversity and inclusion were a great undertaking, and the company has set up a good foundation even though the understanding was still in the infancy stage. Emphasizing the foregoing perspective, participant 1 argued that “the company was on the right path but there was scope for improvement”. Correspondingly, participant 6 pointed out that, “diversity and inclusion was a good initiative, however, caution should be about prematurely rushing women into position of leadership”. “Rather the company should actively enact programmes that drive value and capability rather than abstract numbers that eventually attract stigma”, participant 6 concluded. Emphasizing the importance of diversity and inclusion, participant 18 pointed out that it was a new area of focus, and it was starting to get traction and adequate understanding. For instance, in the last 3 years the leadership gave it impetus in terms of review of policies that were perceived as not promoting inclusion as well as the targeted recruitment and selection of previously under presented people as well as women into technical discipline such as mining, ore processing, engineering and mineral resource management amongst others.

Conversely, participant 8 agreed that as much as this was a good initiative, it was vital to evaluate barriers and opportunities from a cultural perspective given that Botswana is a conservative country. Similarly, some participants opined that diversity and inclusion was a progressive undertaking but the downside the focus was on one element which was women inclusion to the exclusion of other disadvantaged groups. Some participants also stated that

Debswana was not leading from the front and was increasingly being left behind on the diversity and inclusion agenda thus threatening its competitive edge as well as its ability to attract different types of talents and capabilities that place premium on inclusion and belongingness.

Underscoring this viewpoint, participant 23 does not believe that many people know about the value and intended benefits of diversity and inclusion. However, the participant does not believe that it was a company problem but a national one as well but at a fundamental level, employees should not be discriminated against based on differences in their demographics. For example, participant 24 highlighted that, “as women, we are left behind, so given the proportion of women to men in leadership positions, it is evident that we are lagging behind”. Asserting a similar perspective, participant 28 stated that “diversity and inclusion has been talked about for years but there is not enough traction owing to the lack of “how”. The participant pointed that “the business knows what it has to do, the intentions are good but not translatable into action”. He pointed that at times makes decisions to create an impression without impact on the creation of a diverse and inclusive place.” He revealed that the desire was articulated and confirmed but implementation was halfhearted as evidenced by the inability to embed diversity and inclusion into the fabric of Debswana. He also lamented the lack of consequence management for those that did execute the diversity and inclusion agenda but similarly cautioned against accelerating people into positions that they are not ready to occupy least that affects business performance and employee morale.



Nevertheless, the majority of participants asserted that diversity and inclusion are critical ingredients to the success and sustainability of Debswana in this cutthroat competition and ever-changing customer taste, however there is need to create a conducive environment that enables the different groups to feel included and engender a sense of inclusion. They cited differently abled groups, ethnic minorities, under privileged groups such as lesbians, gays, bisexuals and transgenders communities.

For instance, participant 11 argued that “a diverse and inclusive workforce is a key enabler of an inclusive work environment and on the perspective of female inclusion, the company is doing well”. However, “on other elements the company is not doing well because it has adopted a mechanical approach of mere compliance rather than authentic commitment to the achievement of the D&I aspirations” participant 11 asserted. Similarly, participant 10 asserted that, “Key Performance Indicators driving Diversity and inclusion programme not transparent and are simultaneously weak”. Thus, “it is important to design competent key performance indicators on diversity and inclusion”. Equally, “there is also a lack of common understanding of why diversity and inclusion as well as how to compute robust measures”. “The same weakness goes to the monitoring framework in respect of who oversees the program and who is accountable for the delivery of the programme”, participant 10 argued.

Buttressing the foregoing perspective, participant 14 claimed that, “good intention with pursuit of diversity and inclusion, however, the implementation is sluggish. “This is a leadership question therefore the focus should be on business sustainability using diversity and inclusion as a lever to achieve those aspirations”. Nonetheless, there is scope to close these gaps as suggested by participant 23 whose view was that D&I was a great initiative particularly in the industry has been dominated by male employees. “The increase in the number of women in leadership positions is encouraging but more can be done to create awareness on the importance of creating a thriving environment and breaking barriers that prevented women from accomplishing their career goals”.

Similarly, participant 27, was of the opinion that “to achieve sustainable D&I, the company must rearchitect the whole foundation to make the company accommodative and receptive to conversations about issues that were hitherto deemed a taboo such as Lesbians, Gays, Transgender and Bisexuals (LGTBQs) communities”. However, participant 26 advocated for caution and argued that as much as D&I is a good initiative and it is imperative to support women, this support should not be at the expense of a boy & male employee. Furthermore, it should not descend into a numbers game. Many of the participants argued that, as much as Debswana was on the right path, there is more that still needed to be done. For example, the participants proposed capacity building on diversity & inclusion at grassroots level, but pointed out that, the drive should be broad based and include both boy & man in their approach. Equally, they contended that diversity and inclusion

programmes should be participatory and build up from the foundation by encapsulating wide participation of employees.

Conversely, some participants raised a concern that they do not believe that many employees understand what drive about diversity and inclusion is all about but characterized this inadequate knowledge not only as a company concern but a national problem as well. Case in point, participant 28, pointed out that, “D&I has been talked about for years but there is not enough traction owing to the lack of “how”. The business knows what, the intentions are good but not translatable into action. At times we move to create an impression without impact”. Thus, it was important to redesign robust key performance indicators to gauge whether D& I was on track as well as monitor progress.

On the contrary, participant 16 argued strenuously that, D&I is a buzz word, there is no commitment from top leadership/executives, and at most It’s just a fashionable phrase. In the same vein, participant 25, stated that, “Debswana is demonstrating that its not all about talk but no action because there is evidence of work on the ground. Supporting this perspective, participant 17 indicated that, “diversity and inclusion is a journey, the company is at the starting blocks, however, we shouldn’t fall on the trap of pushing numbers at the expense of addressing fundamental issues inhibiting the realization of a noble goal of having a diverse and inclusive workplace”.

Furthermore, he stressed that, at times, the company made decisions to create a perception of effort but without concrete impact on the intended targets.

Ultimately, it was discernable from the participants' various perspectives on diversity and inclusion that it is a contentious matter as a result it is imperative that awareness creation efforts be increased on the importance of promoting diversity and inclusion in Debswana, but more work needs to be done to capacitate and reassure those that have doubts about its potential success in the company. The insights that emerged from this thematic area are that employees were not aware did not understand the need for the company to embark on the diversity and inclusion programmes, they viewed it as foreign, some male employees were fearful that diversity and inclusion might take away the advantages that they were accustomed to. Therefore, suggestions were made for the company to capacitate all the employees on the benefits of a diverse and inclusive workforce, to engender collaboration between the dominant employee groups in particular men and women to ensure that men support the inclusion and ascendance of women into positions of authority. It is also evident that Debswana was yet to develop robust systems, policies and processes that would enable integration of diversity and inclusion in the workplace. Leadership commitment and conservative culture were found to be inhibiting the implementation of diversity and interventions. As such the masculine culture prevalent in the company frustrated the ascension of women into key positions resulting in some resigning.

## **2. Prioritization of Diversity and inclusion in the organization**

There was a near consensus that it was vital to prioritise D&I and challenge existing negative stereotypes that hampered the realisation of D&I aspirations. For instance, participant 2 suggested that Debswana should prioritize diversity and inclusion and most importantly, develop monitoring tools as well as feedback mechanisms to create a conducive environment. Relatedly, D&I was hailed as a great initiative because in some instance it has resulted in more female employees being given an opportunity at senior leadership levels hence the need to be prioritized.

Corroborating the above perspective, participant 4 stated that, “diversity & inclusion needed to be prioritized-because it enhances our reputation, attractiveness to our customers and other stakeholders”. Participant 5 felt that leaders needed to be capacitated and supported to embrace diversity and inclusion. Vitaly, the participant opined that, measures of success needed to be defined and socialised across the company to increase knowledge, responsibility, accountability and buy in. For example, participant 7 stated that the promotion of women into positions that had previously not been assumed by women showed that diversity and inclusion is being embedded. Sharing this argument, participant 9 was emphatic that diversity and inclusion should be prioritized as a matter of fact, furthermore, the participant stated that diversity and inclusion require dedicated resource with expertise, to inform the company of the different approaches, strategies and toolkits to be applied. This is because according to participant 19, “not all employees appreciate the value of D&I in the workplace chiefly because they do not have a

proper change management process”. The participant argued it was boardroom concept, known by only a few in leadership positions.

Nevertheless, participant 17 cautioned that, “Diversity and Inclusion should not only be prioritized but merit should be the underlying factor. “We should not push numbers at the detriment of capability”. This is because “not all employees appreciate the value of D&I in the workplace chiefly because they have not been proper change management process” (participant 18). Case in point, D& I need to be prioritized but should be underpinned by merit and should not be perceived as a numbers game where the focus is just on increasing the numbers. “Sometimes you hear comments such as I have to have five females in my team. Therefore, “I am adding another for me. “That leader is essentially taking away something from that individual”. “You may wonder what goes through that woman’s head and she is probably thinking I may not be put here not because I am not competent but because I am a woman first” (participant 23). The participant pointed out that it is more of a executive leadership fad, known by only by a select few in the company.

Therefore, a conducive environment should be provided so that previously marginalised groups opportunities can come on board because there is value in having an inclusive environment

and it will contribute towards business continuity. Nevertheless, participant 24 stated that D&I should not be prioritized because it will be at the expense of other groups (males). The participant's concern was that there appeared to be a skewed focus on the female child and women to exclusion of male employees." This creates an impression that the leader would be taking away something from a more deserving or capable person. Rather she proposed that in the case of gender inclusion, women be appointed to leadership positions because they are competent not because they are women first". However, participant 14 suggested that the organisation should enquire as to why female employees are not joining the technical field? Consequently, the majority of the participant asserted that, D&I should be prioritized because it is a business sustainability conversation in the form of localization. However, we ought to move with speed and commitment before we are coerced to do it through legislation.

Equally, the participants were united in the need to prioritize to D&I because traditionally mining has been male dominated, and that leadership support is crucial for the success of this major change. This perspective aligned with exact literature which showed that, incorporating DEI into an organizational way of doing things and strategic imperative raised the bar with regard problem-solving ability of teams, employee retention, and worker satisfaction and commitment (Royeen, 2023). Therefore, the author admitted that there is a clear need for DEI not only to satisfy certain demographics, but also due to increased team functionality across settings, benefiting community and nation ultimately. For instance, Institutions of higher education (IHE) across many

developed countries have a well-documented diversity, equity, and inclusion (DEI) challenge such that people holding positions of influence such as senior leadership and managers do not reflect the diversity of either the society in which the company operates and its market (Lafferty et al., 2024).

Consequently, the authors posit that, organisations have to be intentional about creating a conducive environment through taking a stand for diversity and inclusion to thrive and for the firms to resemble the community and their customers as well as incentivising previously disadvantaged groups to fully participate and expose their unique talents without fear of sanctions. However, majority of participants suggested that if Debswana fail to commit to these ideals the company must be called out to avoid past mistakes where passive assertions of institutional commitment to DEI were permitted but without genuine desire to deliver those goals.

Ultimately, the recurrent view from a significant number of participants was that it was important to prioritise D&I and challenge existing negative stereotypes that could hamper the realisation of D&I aspirations at Debswana. Furthermore, there was consensus that leadership buy in was imperative to demonstrate to all and sundry that a mindset shift from all employees was needed to nurture a diverse and inclusive environment. Relatedly, another emerging insight was that participants cautioned against rushing the implementation of D&I without first building knowledge and bringing employees along to understand why the workplace should be



accommodative and nurture inclusion. For instance, the sentiments from the participants were that D&I should be prioritised, and a conducive environment provided so that previously marginalised groups can have an incentive to join the company and participate fully in its affairs. However, merit and competency must not be relegated but must underpin the success of the D&I agenda.

### **3. Employees comprehension of Diversity and Inclusion and maturity of execution**

Majority of the respondents argued that there was limited at times varied understanding of D&I conversations. Equally, there was a consistent view that there were vague definitions of the key performance matrices on what D&I entails except female workers inclusion. However, the challenges alluded to in this discussion are not peculiar to Debswana as literature revealed that, as demographic composition of businesses rapidly, the previously minority groups are becoming the numerical and economic majority. Thus, firms are grappling with ways to handle and manage diversity and inclusion in the workplace (Stevens et al., 2008). For example, participant 8 contended that, there was limited understanding of D&I in the workplace primarily because mining is a patriarchal industry. Therefore, the participant pointed out that, men are wondering why there was need to change the status quo because in their view the change is not necessary but threaten the tranquillity that obtained in the organisation.

Participant 9 cited culture shift and support from the dominant groups such as males as areas that needed to be addressed if diversity and inclusion initiatives are to be successful. For example, it was apparent that employees have different understanding of D&I, therefore creating a compelling business case that motivate all employees to rally behind the different programmes meant to improve diversity and inclusion in the workplace was key. Participants acknowledged that the majority of employees were yet to fully comprehend what D&I mean in the context of Debswana as well as what their involvement should be. Similarly, some participants stated that the company should create space for other diversity and inclusion elements other than gender inclusion such as Lesbians, Gays, Transgender and Bisexuals (LGTB) because of its was an area that has not been explored. The majority of the participants argued that they understand D&I as being about women empowerment and making men pave way for females to assume leadership responsibilities.

Underscoring this perspective, participant 19 believed that “the theory is well understood but practically the interpretations are different to the extent that employees understand D&I from a gender diversity, but majority do not understand the strategic intent”. Likewise, participant 28 was adamant that there is limited understanding on D&I. He pointed out that, “there is limited understanding on D&I. they understand to mean gender. Similarly, the society is yet to appreciate the full value of D&I. so contextualizing the conversation is important so that all the stakeholders are brought along & they know what D&I means for Debswana. On the inclusion front particularly

LGTBQ community, this is a complex issue, so it requires a complex solution. Unconscious training is a leverage that could be used to clear some prejudice that employees have”. Underscoring this perspective, participant 27 argued that, “employees have different interpretations of D&I. some take it as a numbers game. however, the company must clarify what is the primary or secondary goal of D&I in order to achieve business sustainability. D& I need not be an additional thing over & above the day-to-day activities”. So, contextualizing the conversation was important so that all the stakeholders are brought along and fully appreciated what D&I means for Debswana.

Additionally on the aspect of inclusion particularly LGTBQ community, the participants felt that it was a complex issue that required a complex solution so he proposed Unconscious training as a leverage that could be used to clear some prejudice that employees have about the intentions and objectives of integrating D& I into the organization’s ways of work. In this regard, the participants felt that the theory of embedding D&I in the organisation’s ways of doing things is well understood but practically the interpretations are different. Employees understand D&I from a gender inclusion perspective, but majority do not understand the strategic intent

Therefore, in light of these challenges relating to comprehension and implementation of D&I initiatives, the participants recommended an implementation of a robust change management strategy to create awareness and understanding on the D&I agenda. These suggestions echoed what

many scholars argued for namely that, diversity and inclusion initiatives on their own anything are not effective and thus require concerted efforts from all key stakeholders. This is because the workplace is becoming more intergenerational with the workforce becoming youthful, smart, mobile, and technologically savvy with unfettered access to data, Singh (2017), argued. So, these findings aligned with those of Kunde (2023), who argued that human resources practitioners should start re-imagining how to redesign organizations that are accommodate and simultaneously creating a feeling of belongingness on employees. Consequently, when employees believe that they are being accommodated and have a sense of belonging, trust is amplified and they bring their best self to the workplace, the author pointed out.

The emerging data showed that Debswana is grappling with employees' inadequate understanding of the value and subsequently the need to participate in the D&I initiatives. As a result, the execution of the D&I programmes was found to be inconsistent, lacking commitment and more about compliance as opposed to genuine commitment to integrate D&I in the workplace. Furthermore, there was acknowledgement that was no proper definition and application of performance matrices and a disturbing culture non openness, inadequate tolerance of diverse views that could enable frank discussions. As such they alluded to a culture of fear and decisions that are top down with little input from the rest of the workforce. Subsequently, they merely comply to satisfy minimum requirements out of worry that they may offend their principals if they ventured that they did not comprehend what D&I intends to achieve. Thus, participant 24 pointed out that

employees' understanding of D & I is largely superficial and therefore they stated that they needed to be informed about the gaps that the company sought to address with these D& I initiatives.

Ultimately the emerging insights were that there was limited comprehension of diversity and inclusion as a strategic delivery and why they needed to support the raft of initiatives being rolled out. Thus, a robust change management strategy was identified as an intervention to stimulate awareness and understanding of the value proposition of D&I programmes. Consequently, the potential benefits of D&I are articulated below

#### **4. Potential Benefits of implementing Diversity and Inclusion**

Some participants felt that the benefits of D&I have largely not been communicated and felt and executed because it is a topical issue. For example, participant 26 posited that “D&I programmes have not delivered any tangible results because the initiatives are more of a tick box chasing compliance as opposed to quality and impact”. Likewise, lack of visibility of the initiatives & inadequate awareness of D&I initiatives have led to the D&I programs being partially effective (participant 10). Therefore, participant 7 asserted that D&I programmes not effective, thus the need to create a caring and accommodative organization. Build same perception of humanity. Unbundle the system to make it inclusive. Conversely, participant 1, pointed out that, “the recruitment of differently abled person and elevation of women into leadership roles have been

some of the demonstrable benefits this amply shows that the company is accommodative of people with unique traits, however there is still room for improvement”.

Additionally, participant 2, stated that “D&I programmes are showing promising signs of success, but the business should be deliberate in attracting diverse talent and more importantly, diversity and inclusion should translate into business performance. Correspondingly, “programmes are somewhat effective because the focus is mainly on gender diversity only” (participant 3). Therefore, pointing to room for improvement to capacitate employees as why the D&I programmes have to be implemented. Other participants posited that, D& I initiatives have not been effective so there was need for reflection as to why have not delivered. Correspondingly, participant 4 was emphatic that, “D&I is beneficial because it can improve employee engagement because different groups have an input in the decision making.

However, to achieve sustainable benefits, majority of the participants opine that diversity, and inclusion requires buy from the top and from the general workforce and should reflect the market that Debswana is serving. In that regard, participant 27 argued that, to optimize value, merit should play a critical role, and a conducive environment should be provided from the outset at primary school level all the way up. This pronouncement was on the strength of the realisation that Debswana was still at an infancy stage therefore, “the benefits of diversity and inclusion are yet to be fully realised”, (Participant 19). However, other participants stated that the ascension of women

into positions that were previously an exclusive privilege of male employees. Specifically, participant 20 argued that “there are roles that were previously only done by males but are now performed by females and there is evidence of increased performance because females can multitask and are also compassionate thus inspiring teamwork and cohesion”. This success is also accentuated by participant 27 who posited that, diversity and inclusion programmes have been effective in increasing the number of women through amongst other interventions internship, learner officials and graduate development programmes. However, the majority of employees were not in favour of chasing numbers but rather advocated for the creation and nurturing of a conducive environment where policy frameworks are rearchitected to align with the changing needs of a dynamic workplace to make it welcoming and inclusive.

Nevertheless, the majority of participants cautioned that the D&I initiatives should not be imposed on employees but rather they should be inspired to embrace the concept and own it. For example, participant 21 suggested the use of technology to reduce the need for manual work that requires psyche and thus encourage women and differently abled persons to participate in the core mining jobs as opposed to support services positions that are perceived as inferior relative to the mainstream jobs. Consequently, a significant number of participants proffered that D& I should form part of Debswana’s new ways of work and efforts made that it be internalized by all. Furthermore, it has to be given a strategic thrust and be tracked as a performance measure.

Existing literature revealed that a diverse and inclusive environment was beneficial because it facilitates innovation, creativity and productivity because of the different ideas and experiences that different talents generate (Dovidio et al., 2017). Thus, the authors, encouraged open discussion between members of different groups to design and implement policies that acknowledge the value of both uniqueness and interconnections as well as the significant benefits of diversity as a valuable resource that can enrich the experiences of both majority- and minority-group members within the business and therefore benefit both the Debswana Diamond Company and its employees as well as stakeholders. Case in point, participant 28 posited that, “benefits extend to the brand, championing D&I, being accommodative of diverse groups. However, the company needs to rearchitect work & work outcomes. For example, there is a need to review talent management practices, current structure configuration to embrace different thinking to drive innovation.

Furthermore, different groups that were previously excluded from mainstream decision making are starting to be included in various platforms and programmes such as alternative contract employment that are being trialed at the Corporate Centre. Equally, participant 29 contended that “D&I is beneficial because it brings diversity in thinking, women are eloquent & confident. Nonetheless, many of the participants noted that, Debswana needs to review and adjust its policies and procedures to make them inclusive, namely talent management practices, onboarding, attraction and selection process, remuneration and recognition as well as leadership training and employee development programmes.



The value derived from the foregoing interventions aligned with literature pertaining to the benefits of diversity and inclusion which were found to include: reduction in costs; improved attraction and retention of talent; better products and service delivery; “enhanced corporate image”; “improved innovation and problem-solving; enhanced decision making; creativity; greater flexibility; optimized productivity; a step change in “business performance and efficiency”; improved trust in relationships and partnerships, “satisfaction and commitment within the labour force; and “improved customer relations” and “service orientation,” (Rohwerder, 2017, p. 2).

Moreover, the author stressed that equitable representation of women and minorities is also beneficial in terms of social justice considerations. This perspective connects to the views of many of the participants who argued that a diverse and inclusive environment has resulted in increased engagement and buy in amongst employees. Consequently, different skills sets are critical hence the need for both men and women in leadership roles.

On the downside, negative consequences of diversity are found to include: more absenteeism, weaker employee engagement and cohesion, more friction and disharmony in the workforce, presentism, and more discrimination and bias leading to higher loss of productivity costs and losses for the company due to resignation and bad reputation, (Rohwerder, 2017) pointed out. This is because the conditions in which diverse teams work affect their performance. These include

teamwork, collaboration, and communication within the team; leadership practice, ways of work, adaptability, cohesion attitudes; and organizational culture, Rohwerder, argued.

Correspondingly, Duong et al. (2023,p. 10) described the attitudes towards diversity, equity, and inclusion (DEI) among members of the Clinical and Translational Science Awards (CTSA) Program wherein he established that organizations have an overarching interest in DEI as critical means for “fostering scientific innovation”, optimizing global competitiveness, contributing to robust learning environments, “improving the quality of the research”, motivating the likelihood that underserved or health disparity populations participate in, and benefit from health research, and enhancing public support. In the final analysis, the data demonstrated that the participants believed that diversity and inclusion were beneficial because it could facilitate innovation, attractiveness, positive reputation, creativity and productivity because of the different ideas and experiences that a diverse workforce could generate.

Nonetheless, the emerging insights are that as much as D&I programmes are being implemented, their effect has not been felt because of insufficient commitment from the senior leadership. Furthermore, the results revealed that the diversity and inclusion initiatives might have been effective had they been clearly defined and assigned robust objectives and targets both qualitatively and quantitatively, not just arbitrary numbers. Additionally, awareness creation,

creation of support structures and the review of existing human resources policies, processes and guidelines that perpetuated the perceived unfairness were found to be overdue.

### **5. Efficacy of organizational policies, processes and affirmative action**

A myriad of socio-economic changes across the globe have resulted in significant changes in the employment landscape as evidenced by diversity in workforce as well as in types and forms (Kirton, 2020) thereby calling for a rethink and robust change management this evolution of work and future of employment. In the instance of Debswana, a vast majority of participants were of the opinion that, policies and procedures were not effective because they are not enabling diversity and inclusion and subsequently suggested a review of talent management programs as well as educating employees to socialize the human resources policies that deal with diversity and inclusion across Debswana. Participant 22 posited that “factors such as increased employee engagement, employee satisfaction, recognition, genuineness and buy in amongst employees was crucial to the success of Debswana. So, this success can be achieved by having different skills set by diverse demographics in all key roles and across the hierarchy up to executive ranks. Nevertheless, participant 16, was of the view that, “human resources policies and procedures not effective because this agenda will require a paradigm shift, maturity of the system are required”. “Therefore, a question is, has the company evaluated the entire the policy landscape”. Correspondingly participant 9 strongly believed that “the diversity and inclusion (D&I) programmes being led by human resources department might not be the appropriate intervention

because in his perspective, diversity and inclusion deals with the soul of Debswana”. In this case, there is need to review policy environment and create accommodative policies because the current ones have not been effective (participant 14).

Equally, participant 10 felt that “human resources policies are not well understood and do not comprehensively address the fundamental D& I issue because the phenomenon was new”. Consequently, the participants felt that the policies are not effective and would require genuine and deeper conversations. Buttressing this perspective, participant 6 observed that, “human resources policies and procedures not effective as they have not been able to facilitate the attraction and retention of diverse talents”. Therefore, there is a need to “create awareness of diversity and inclusion programmes because they are not known”. “This might be in the form of developing bold policies and procedures or alternatively, revamp the current policies, processes, practices and organizational frameworks to make these policies inclusive. Additionally, the participant advocated for the review job descriptions and career paths to make them inclusive.

On the contrary, participant 27 stressed that human resources policies and procedures are to some extent enabling diversity and inclusion, but their weakness is that they are not rearchitecting a new paradigm. D& I must be a core deliverable to the extent that any initiative that does not incorporate D&I must not be done. The organization needs to be redesigned from the ground up to simulate participation as well as cater for other D&I elements such as disability.

Participant 29 echoed a similar perspective and postulated that, some policies and procedures have enabled diversity & inclusion such as paternity and extension of the maternity leave.

Nevertheless, in respect of affirmative action, participant 1 posited that, “biasing recruitment & promotion not effective, It’s a short-term measure”. So, “it is important to consider a sustainable approach-equal opportunities”. Rather “build requisite capability, address systematic, structural issues affecting various groupings, remove structural impediments because bias may risk creating discontent by moving too much to the right, thus, the risk of inadvertently making the man and boy child a minority”. So, “it is vital to equip employees with appropriate capabilities so that they are competent to progress in their career aspirations”, participant 1 concluded.

Participant 8 agreed with the above view and pointed out that, “I do not believe in biased recruitment and such promotion, may cause disgruntlement and a toxic environment, thus diversity should not be a numbers game, furthermore, ensure controls are in place to guard against abuse and focus on competency and capability”. “Be wary of causing discontent through biased recruitment & promotion. Rather, create a supportive environment/structure to cater for all, give the employees the tools. Furthermore, targeted recruitment should be underpinned by merit & a support structure to facilitate their career progression”.(participant 11).

Participant 22 was uncompromising in her perspective that, she was against biased recruitment and promotion because of the “perception it creates. This is because, it appears like women empowerment is tokenism rather than the quest for equal opportunity. “It should be about identifying women with capability”. “The company should have a programme in place to develop the desired capabilities and not chase superficial timelines, for example, with not just saying, I am going to have nine women in in in this thing by 2024”. “I think that is so wrong in so many ways because it is like we are responding to an external stimulus”. “The risk is we're going to now end up creating conflicts and tension with male employees in the workplace because they don't understand what's happening.”

Conversely, participant 25 was the proponent of affirmative action and argued that “I think for us to be able to win, we will need to be deliberately biased in terms of recruitment, training & promotion. However, merit and competency should be considered. For instance, “merit should be also considered if, for example, we want to be inclusive and maybe impress. Let's not just pick the nearest person, let's pick somebody who is differently able to me, has the necessary competency.” Ultimately the majority of the participants were of the view that, rather than biased recruitment, training and promotion, the focus should be on identifying women with capabilities because the alternative might result in the alienation of male employees. Conversely, other participants raised worry that the D&I programme was misplaced at HR because D&I reflects the value and purpose of the company. Therefore, it must assume a strategic status and be integrated in all the operations

of the company including performance agreements and talent management conversations. Additionally, training and development was identified a lever that could be used to enhance diversity and inclusion in the workplace.

Nevertheless, the emerging results were that it was apparent that there was still a lot of room for improvement for D&I to be integrated into the fabric of the company. In that vein, human resources policies have been effective in laying the foundation for D&I conversations to commence across Debswana. However, there was a consensus that the existing policy and process environment did not adequately support the achievement of the D&I aspirations. Therefore, there is need for a comprehensive review of policies, processes and physical infrastructure that could serve as a foundation to the effective implementation of diversity and inclusion programmes. Another issue that cropped up was psychological safety which is discussed in detail in the proceeding paragraphs.

## **6. Psychological Safety**

There was a near consensus that psychological safety is a concern because leaders suppress the expression of different opinions. Case in point, participant 1 stated that, psychological safety is an issue of great worry because employees are not free to speak up for fear of victimisation in the event they are perceived to have spoken out of turn, thus, the participant suggested that leaders should therefore open up and expose their vulnerability and interact freely to create a safe

atmosphere to exchange knowledge. Buttressing the challenges in relation to psychological safety, participant 12 asserted that, “the level of psychological safety is not the same. At the bargaining level for instance, the employees are free to speak up because they have recognizable representatives in the form of employee unions who can bargain on their while at managerial level it is not safe to speak because such as forum does not exist”, participant 12 concluded.

Additionally, participants argued that some, leaders create personal fiefdom in their functions thus employees are battling to speak up least they offend the leader. Buttressing the forgoing view, participant 17 pointed out that, “the level of psychological safety in the workplace is not at the desired level. “Employees are not free to speak up, so it is vital to create a platform where it does not come across as if employees need to comply or toe an executive line if they have to be safe from negative repercussions of differing with established norms”, participant 17 asserted. Similarly, participant 4 revealed that, “employees not free to speak up and it gets worse as one gets to executive positions as there is not trust and some views are patronised. Therefore, he stated that, creating an inclusive environment is paramount. Participant 21 made a bold statement regarding lack of psychological safety and posed rhetoric question that “do we have anyone who has declared their status who is gay or lesbian, bisexual or transgender”? Additionally,” employees are not free to express a unique view quite as they are afraid to voice their own opinions without first checking whether it is acceptable to the leadership, so they prefer to be anonymous or speak in hushed tones, so they do not offend the establishment”. So, in light



of this unfavourable state of affairs, participant 5 suggested that “Debswana need to call out leaders who are victimizing people for speaking out and make it very public that the leader will be called out for tarnishing the name of the company and its value system”.

Correspondingly, participant 7 suggested that “leaders should create a support structure to enable diversity and inclusion to flourish”. Furthermore, the participant argued that more awareness creation and education crucial to allow employees to speak up freely. Participant 20 stated that, “employees are still not free to the level that one would expect. So, identify the root cause that makes employees not to be too free. employees have the deep desire to align and toe the executive line as opposed to principle. Thus, that culture needs to be changed. For example, participant 27, revealed that “employees are afraid to speak up because of how leaders respond to being challenged. For instance, some leaders ridicule subordinates when being confronted”. Similarly, cultural backgrounds have shaped gender roles for women and men in the world's mining communities where leaders do not believe that they should be questioned and women should be confined to clerical positions (Mercier and Gier, 2007).

Accordingly, literature revealed that in the face of psychological threats, employees can fail to detect or recognize challenges or exposures in their companies’ work processes or products that may threaten its sustainability (Park et al., 2024). Ultimately, the findings revealed that, employees are not free to speak up and the challenge get worse as one gets to the top where leaders

were said to be afraid to share a different perspective rather, they would keep quite or proffer an opinion in private. Consequently, insights emerging from this thematic area were that psychological safety is still a big challenge in Debswana because leaders are afraid of the employees and the employees are also afraid the leadership. Employees are not comfortable to speak up and it gets worse as one moves up the leadership ladder. In that vein leaders were challenged that they should actively and genuinely seek feedback and demonstrate a commitment to learn and apply lessons learnt from the interactions with the general workforce. In such a scenario, the participants argued that the workplace becomes conducive, employees become happy and ultimately reciprocate by opening up, exploiting their unique talents and ideas to the betterment and sustenance of the company.

However, the recurrent theme was that psychological safety was a concern. For instance, employees in the bargaining unit are free to express varying perspectives that is different from those of the leadership, and it was assumed that it was because they have unions that can bargain and protect them from appraisals. Nevertheless, there were few participants who felt that employees are free to express themselves without fear of retribution, however, there was an entrenched culture of not being committal on something that is new that requires employees to move out of their established routines. Another insight was that Debswana is part of larger society therefore, the national culture which many perceive as conservative influences how employees

conduct themselves. Relatedly, the issue of leadership commitment and impact on diversity and inclusion is expounded on in the following paragraph.

## **7. Leadership commitment**

Majority of participants held a strong perspective that leadership not doing enough to guide and provide strategic direction on issues relating to diversity and inclusion. For example, participant 4 asserted that, “leadership not doing enough to inculcate D&I because they will publicly agree but private disagree. Essentially, “not putting our mouths where our monies are. equally, not putting together a conducive environment could derail the good intentions and achievements gained”. Relatedly, participant 22 argued that “leadership is not doing enough”, “case in point is the policy landscape”. The participated argued that senior leadership and others in the managerial level as well as D&I champions must be deliberate on this issue. His contention was because the leadership has not defined what D&I is, consequently, he proposed that the starting point should be to define measures that need to be tracked, monitored and have objective indicators of success, rather than currently occurs which effectively a reactive response to the events. For example, the participants enquired, “what inputs have been put in place to realise the strategic objective of achieving diversity and inclusion in Debswana that has complete ownership across the hierarchical structures?” For instance, female employees get promoted but without support structures in place, so they end up failing.” So, in the end a perception is created that they

are not capable while the actual truth is that they have not been fully supported, the agenda was simply to chase the numerical targets to comply without genuine commitment to the cause”.

Correspondingly, participant 26 revealed that “Leadership is not doing enough to inculcate a culture of D&I because their actions are superficial, and this undertaking is more of a project as opposed to a sustainable undertaking that seeks to change ways of work and the perception of being patriarchal”. In that regard, the participated advocated for a development and implementation of a clear and compelling business case as why Debswana should be pursuing diversity and inclusion”. Similarly, the majority of participants lamented that the implementation of the D&I initiatives was not robust. They pointed out that there were no visible leaders who were modelling, rallying or guiding the general workforce as to why they need them on board as well as the value that would accrue when every employee felt included and accommodated. Equally, another issue that was cited as a fundamental concern was that there was no consequence management. for example, participant 25 posed the question; “how can you put less sugar and expect your tea at the end of the day to be too sweet.” he concluded. Essentially, the participant was querying that the results cannot be sustainable if there is no consistent attempt and execution of initiatives by the leadership. Participant 26 felt that this effort was “a tick box exercise with no commitment to implement it but just throwing money at problems” Other participants felt that leadership is faced with constraints relating to conservative culture and sensitivities around this

issue, but it is doing its level best to create an environment for different talents to thrive and equally shift the culture to make it receptive and tolerant.

There was consensus that, leaders should work on shifting the culture of work to make it accommodative for all employees to thrive. However, participant 16 contends that, leadership is not doing enough because it is not comfortable with issues of D&I. the participants observed that the general workforce do not understand and really not satisfied with the progress of diversity and inclusion because of misunderstanding of why D& I and negative perceptions about the intentions. Male employees feel targeted and disadvantaged. They opined that there is also an issue of the conservative culture that requires to be shifted in order to achieve the noble goals of this initiative.

Consequently, suggestions were that change management would be the key lever to be pulled in order to assist leaders gain traction on creating the much needed awareness of the value proposition of D&I. Equally, the participant argued that leadership should enquire and capacitate employees about what D&I mean in the context of Debswana and what expectations are from the employees. Additionally, participants suggested that a perception survey be conducted to establish employee's readiness as well as the effectiveness of the D&I interventions that currently in place. They argued that the results would provide an objective foundation upon which to make informed decisions on the way forward.

Notably, participant 16 also expressed concern that since the national culture is conservative D&I programmes will require a robust culture change initiatives if the company is to have an impact. Correspondingly, participant 24 agreed that Leadership is not doing enough to inculcate a culture of embracing, supporting and even advocating for people who are different from us particularly women in the mining industry who have been subjugated for a long time notwithstanding that some have educational credentials, have got more leadership exposure and are industry leaders in their chosen careers outside mining”. For instance, the participant posited that “we have had a conversation around diversity and inclusion for a long time, probably over six years on average, maybe even when having ten but there has not been any admirable track record that demonstrate commitment and desire to progress the matter”. “I think that we can do better particularly because the diamond market has drastically shifted”. We are now dealing with a more sophisticated and discerning customer who cares about human rights, equity, environment, governance, company reputation as well as commitment to the plight of people that have previously been disadvantaged or living at the margins of the society due to any barrier be it social and economic”.

However, as much as many participants were of the view that the company leadership was not doing enough, they revealed that it must also be understood that they are also human and have their own prejudices which can impact D&I. for instance some are staunch Christians whose belief systems and teachings conflict with the tenets of D& I particularly when it comes to gay and

lesbian rights. For example, participant 13 revealed that, some leaders were still reeling in shock with some anxious and scared about this new change its implication to how they have been socialising in the past. The participant further stated that leaders were reluctant to discuss diversity and inclusion in public preferring to air the views in private for fear that they may be accused of not supporting company position.

Furthermore, the majority of the participants pointed out that the society's religious faith is predominantly Christianity inclined notwithstanding government pronouncement that the country is circular state. Therefore, the participants underscored the need to support, capacitate the leadership to transition their fear, be allowed to openly discuss their vulnerabilities and discomfort and be assisted as they lead these initiatives to fruition. This perspective was underlined by participant 27 who pointed out that, "there is evidence that the leadership is trying their best but there need to be capacitated". "The company needs modernize the workplace by adopting new ways of work and benchmarking on how other businesses have successfully embedded changes such as diversity and inclusion programmes thereby making the workplace to thrive and work easy to execute

Underscoring the above view, participant 23, posited that, "there is room for the leadership to do more to drive the right culture and shift in the direction where employees can be inspired to voluntarily also change because they notice that Debswana is left behind but is embracing the

change that will transform its fortunes in terms of attractiveness to all types of potential employees and business partners.” Presently, the participant is concerned that “It is more of a boys’ club where the discussions are mainly about self-preservation, protecting turf and entrenching current beliefs that the status quo does not warrant a change”. He argued that the commitment and vigour displaced during localisation exercise where the drive was to build succession pipeline, training interventions and mentoring and coaching of identified citizen employees to replace expatriate employees should be applied when dealing with issues of diversity and inclusion. He argued that localisation was a success because there was buy in from all the stakeholders, thus resources both financially and human capital were deployed to facilitate its achievement, however “it was a journey but has since resulted in close to 95% of the previously expatriate held positions occupied by the locals”. So, he was aggrieved by what he terms reactive initiatives where female employees for instance get promoted but without been given proper support structures in place ultimately leading to the current high levels of failure and resignations from the company for those that had assumed the technical roles. In some cases, these female employees after assuming the technical positions after a short period of time opt to transfer to non-technical roles such as business intelligence, human resources and strategy which are not placed at the same pedestal at core mining positions. He stated that, “Debswana is yet to have a managing director, General Manager, Assistant General Manager, Head of Mining and Senior Mining Manager being a woman notwithstanding that it has got over 54 years in operation”.



Consequently, the major findings on this thematic area were that there is room for improvement in respect of leadership taking ownership, being visible, embracing discomfort and dispelling myths, negative sentiments and fears about embracing diversity and inclusion in the workplace. There was a recurring theme that Leadership is not doing enough suggesting that they may not be comfortable because of cultural barriers owing to the Christian orientation of the company when dealing with other elements of diversity such as lesbians and gay communities. Other shortcomings related to inadequate intentionality, lack of boldness to embark in an unknown journey, fear of potential backlash from the male employees who are the dominant group in the workplace. Other areas of weakness revolved around not having short interval control measures to track the progress of performance towards the realization of diversity and inclusion objectives. Other areas of concern highlighted by the participants included inadequate openness by the leadership on the motivations behind certain decisions, insufficient communication and consultation as to why D&I initiatives are being rolled out.

Broad-based consultation appeared to have been inadequate when D& I programmes were introduced, so as a result the general workforce and some members of the senior leadership are anxious and unaware of what they must do and why, thus resulting in mere complying rather than true commitment to the ideals proposed.

In that regard, the majority of the participants suggested change management to help with awareness, generate desire and build knowledge on the full suit of the various aspects of D& I as well as articulating what was in it for them if they participate. Proposals to integrate D&I comprised policy reviews, support structures such as unconscious bias training, exchange programmes, reverse mentoring for female leaders, physical infrastructure, use of technology for areas that require physique. On the positive side, even though it is at an infancy stage, there was consensus that the elevation of women into senior leadership positions and in the succession pool of technical roles was an indicator of the success of the D&I initiatives.

Ultimately the major insight from this thematic area was the pursuit of D& I aspiration should not be about chasing the achievement of arbitrary numbers but be about capability and merit. There was an agreement that a quota can be set but meritocracy and knowledge should be the underlying factor. Most importantly, a significant number of respondents were against affirmative action but proposed a mechanism of support such as job shadowing, mentoring and secondments for those women who were promoted but not fully meeting the requirements of the job. Another area that generated interest amongst the participants was the question regarding the association between inclusive and the creation of a diverse and inclusive environment.

## **8. Relationship between the role of inclusive leadership and the creation of diverse and inclusive environment**

There was consensus amongst the participants that there was a direct relationship between the role of inclusive leadership and the creation of an enabling and inclusive environment. Case in point, participant 2 asserted that, “there is clear relationship between inclusive leadership, because leadership is key to creating an enabling culture for a thriving work environment” emphasizing the foregoing perspective, participant 5, indicated that, “an inclusive leader is responsible for building a culture that promotes openness, free exchange of ideas, open debate and recognition and celebration of diverse talents. Similarly, participant 8, was of the opinion that there was a strong correlation between inclusive leadership and an inclusive environment because the leader gives his or her team an identity, influences the work environment, team dynamics, value system and the direction to pursue. Buttressing the foregoing view, participant 17 indicated that, a leader creates an inclusive environment where employees can freely exchange diverse ideas, motivate each other and in the process, improving workplace productivity, morale while at the same time optimising costs and improving bottom line.

Conversely, as much as there is a direct relationship between the role of leadership and an inclusive environment, participant 22 argued that “implementation is proving to be a challenge due to the conservative culture of the company and the male employees’ negative perception about this noble change which contrasts with the diversity and inclusion agenda”, and was being perceived as a foreign initiative both at business and national level. Therefore, due to the negativity

and misinformation surrounding the initiatives, therefore, there is significant resistance from employees to adopt and utilise them, the participant argued.

Similarly, participant 25, pointed out that, “as much as there is a clear association between inclusive leadership and a diverse and inclusive environment. this initiative is new therefore leaders have to be capacitated in order to lead competently in order to deepen inclusivity”. Equally, he stated that, the leadership must create a space for diverse thoughts and experience to thrive. However, as much as there is an agreement that there is a relationship between inclusive leadership and the creation of an inclusive environment, the participant argued that “Debswana has not yet defined the type of leader she wants”. Furthermore, participant 15 added that, Debswana requires inclusive leaders that are results driven, adaptive, team builders and accommodative of different perspectives.

These sentiments are consistent with findings of the study by Mousa (2019) who upon examining the association between leadership and inclusive diversity atmosphere using chi square method on a sample of 140 physicians discovered that there is a positive relationship between leadership and the creation of an inclusive work environment. Additionally, another finding from the statistical analysis was the importance of that having an environment of justice, cohesion and acceptance of different viewpoints in the workplace, Mousa, noted. Underscoring these results, Brimhall (2019), revealed that, leadership can help elevate perceptions of inclusion, which results

in increased employee commitment to the business, and eventually optimize perceived team performance. Consequently, Ferdman et al. (2020) pointed out that inclusion and leadership commitment are key ingredients that leaders can use to increase productivity and organizational performance.

Ultimately the results in respect of this thematic area showed that there was unanimity that there was a clear and distinct relationship between inclusive leadership and the creation of a diverse and inclusive workplace. Furthermore, it also emerged from the findings that an inclusive leader was vital for creating a safe space and enabling environment for diverse knowledge and experiences to thrive. Nonetheless, the national culture was found to have a bearing on how the diversity and Inclusion conversations were being handled and the implementation of the initiatives. Leadership capability building through experiential learning and other developmental programmes was identified as a key ingredient to facilitate the achievement of this transformative change. The participants were in unison that Debswana required a capacitated, empowered, competent and inclusive leader to transform the workplace and make it attractive to diverse talents that desire to express their ideas freely but at the same time preserve their unique attributes. Subsequently, measures that Debswana can deploy to entrench diversity and inclusion in the workplace are discussed below.

## **9. Measures to inculcate diversity and inclusion in the workplace.**

Majority of the participants were in agreement that, to deepen diversity and inclusion in the workplace involves developing awareness training, leadership development programmes, mentoring and coaching as well as building a culture of transparency and experimentation where mistakes are not shunned upon but used as lessons for continuous improvement. Equally, they posited that it was critical to leverage on some good aspects of the national culture which emphasize consultation, approachability, inclusivity and broad-based participation by all. Equally, participant 3 asserted that, leaders should institute consequence management for those not displaying the right values, create a platform where leaders discuss their limitations. Furthermore, female participants appealed to leaders do not interact with them from out of pity or appoint them to positions of leadership out of tokenism.

Nevertheless, participant 5 proposed that there was need to reduce the diversity and inclusion measures into a “performance contract that should be cascaded from executive leadership to lower levels such as functional and departments and individual so that the output is objectively assessed”. However, the participant cautioned that in the drive to achieve diversity and inclusion care must be exercise that the majority of employees are not excluded in the implementation of this initiative. He pointed out that, “leaders in the quest to adopt and integrate the D&I programmes should demonstrate diligence and restraint by not force them into the workforce least they upset the majority”. He suggested a measured approach which is bottom-up approach which seeks to bring

everybody on board to understand the anticipated value proposition. Additionally, the participant stated that another important consideration is, “how would we ensure that the minority groups are free to come to the open about their status for example and not be stigmatized so in any way”.

Participant 7 suggested that, “there is need for genuine leadership because some leaders scare talent and cause of the loss of diverse talents” through their intimidation and uncouth language. The participant queried that in those instances, “how do you attract and retain key skills sets and talents that care about being listened to, respected, recognised and allowed space to be part of the team but at the same time retaining their uniqueness, when you are intolerant to dissent”? With respect to efforts to increase women’s meaningful participation in core mining jobs, he suggested that Debswana “embrace digital technology by automating processes and reduce manual interventions as well some removal of archaic requirements that discriminate against women such as shift work experience and having worked at the sites. Rather he proposed that “Debswana should define a future that is inclusive and accommodative by developing path for succession and progression based on requirements that are futuristic such as the use of artificial intelligence, automation and robotics”.

Additionally, majority of participants, proposed that changes that Debswana can implement include developing and implement policies, change management, organizational structure and physical infrastructure such as ramps for differently abled persons and information technology

gadgets that are suitable for the blind. They also advocated for changes that can enhance the adoption of diversity and inclusion initiatives amongst others rewarding those that implement sustainable diversity and inclusive programmes. Moreover, some participants proposed lobbying parliament for a supportive legislative act to be enacted that address diversity and inclusion in workplaces. Furthermore, they recommended an adoption of a strategy to improve D&I in the workplace as well as introduce financial reward based on sustainable long-term goals of diversity and inclusion.

Correspondingly, a significant number of participants argued for the creation of a culture where employees learn from experience and take appropriate action from those experiences. Essentially, they posited that culture change is important because it is foundational to who Debswana is, its value system and purpose for existence. Furthermore, majority of participants posited that leadership should take a stand that the company will remove all impediments to realising diversity and inclusion. Participant 6 proposed that to enhance diversity and inclusion in the workplace, there was need to create of a fully fledged D& I organisational structure properly resourced with workers who are not dedicated to other day to day functions of Human Resources function. Participant 8 suggested that some changes that could optimise diversity and inclusion include, exploring alternative contracting and employment models such as freelancing, independent contractors, embrace business partners and treating them like Debswana employees. The participant also strongly advocated for development of rigorous key performance indicators



and avoid the temptation to design superficial measures that are often short term and hardly address real issues. He suggested that continuous engagement, implementing feedback and listening to different viewpoints are key to the realization of D&I agenda. Nonetheless, participant 10 was wary of tokenism and soft targets set by leadership that are meant to achieve bonus pay outs but not a fundamental shift in the implementation of this noble goal of making Debswana diverse and inclusive and enable it to derive the associated benefits of a thriving and inclusive company.

Notably, some of the interventions proposed in the thesis are supported by literature for instance, Olusanya (2023), when he sought to identify effective strategies for enhancing diversity, equity, and inclusion (DEI) in the workplace and in that regard, he recommended that firms design and execute a inclusive DEI policies that enhance employee welfare and organizational outcomes. Relatedly, Madera (2018), advocated for the redesign of recruitment strategies that enable diversity and inclusion.

Consequently, insights emerging from this discussion were that there is need for culture transformation that will enable Debswana to be agile, receptive and supportive to change. An effective change management strategy to support the facilitation and sustenance of the change is also necessary. There was also a suggestion of a dedicated organisational structure and human capital that focus solely on diversity and inclusion initiatives so as to improve the uptake and implementation plans. Likewise, there was an acknowledgement that there was a gap in relation

to leadership development, policy and process reviews, physical infrastructure, coaching and mentoring frameworks as well as partnerships with academic institutions and other key stakeholders in the industry and government. Subsequently the leadership made some pledges some of which are captured below.

### **10. Leadership pledges**

Majority of the participants pledged to further the company's diversity and inclusion efforts, by amongst other things promising to listen more, challenge their stereotypes and drive the right culture, be advocates and drivers of change, remove barriers, create awareness and give hope, by becoming mentors and coaches so that eventually diversity and inclusion can be integrated into the company's new ways of doing things. Case in point, participant 19 committed to continue ensuring that leadership and all employees comprehensively understand and accept this new benevolent initiative by being the champion of diversity and inclusion. She stated that "I need to be aggressive and intentional about policies and programmes that we develop and support at group exco and ensure that they are accompanied by a robust change management". In her view there is a need to have an intentional diversity and inclusion paradigm shift, a configuration of the organizational processes that might help assist push the conversation and act an agent to remove barriers to an inclusive workplace that values diversity and accommodates uniqueness.

Participant 21 pledged that, “I would not be apologetic about having a diverse and inclusive group in my team”. “I would create interventions to bring those that were earlier marginalized into the mainstream and would endeavor to offer support to young and upcoming girl engineers”. Supporting the foregoing view, participant 27 undertook to be a coach and mentor to all previously underrepresented groups including women engineers, employees with disabilities. The participant vowed to be a driver, a change agent, an advocate and voice to those whose views are muffled.

Ultimately, the data demonstrates that there was a realization by leadership that they have not been doing enough to support and institutionalize diversity and inclusion initiatives. They also acknowledged their fears and missed opportunities since the time Debswana embarked on this significant change. Cognizant of this, they pledged to be strong advocates, listen and learn more, facilitate the development and implementation of programmes that will permit all employees and prospective ones to be valued, recognized and accepted in the workplace. A shift in this masculine culture was identified as another enabler to make Debswana attractive and accommodate to work in and realize their dreams.

## **Integrating Qualitative & quantitative research**

### ***Diversity and inclusion crucial for organizational success***

The participants felt that through diversity and inclusion, the environment becomes friendly and there is a platform for different ideas and experiences to flourish.

There was also a consensus by executive leadership that diversity and inclusion is crucial and necessary if the business is to remain competitive and attractive as an employer of choice, Therefore, as revealed in the results of quantitative research, suggested a significant positive effects of inclusive leadership on diversity and inclusion. Consequently, to achieve diversity and inclusion, interventions such as change management, leadership training on unconscious bias, coaching and mentoring , policy reviews were proposed.

Other interventions that the participants suggested to enhance diversity and inclusion included targeted recruitment and availing equal career progression opportunities to all because of the realization that a workforce that has diverse experience, expertise and competence outperforms that has homogenous workplace.

The above narrative aligns well with the literature on human capability building (Nafukho et al., 2004) which posited that training and development is an investment that will engender returns in the form of positive organizational outcome. Therefore, it is evident that the perspectives of leadership on the importance of a diverse and inclusive workplace are consistent with those found in the existing literature on the value of an accommodative work environment as alluded to above. However, the extent of appreciation of diversity and inclusion is still a challenge as will be reflected below.

**Degree of understanding of diversity and inclusion**

There was consensus that there was inadequate understanding of diversity and inclusion in the business, thus, the need to ramp up programmes and initiatives that build the requisite awareness and understanding of the strategic importance of having a diverse and inclusive workforce. Thus, the participants revealed that it was beneficial to foster an environment that encouraged diversity of ideas and experiences to thrive without the employees losing their unique identity but simultaneously living the values of Debswana Diamond Mining Company. Equally, the participants contended that it was important that the company makes concerted efforts to avail themselves of opportunities to continuously improve employees' knowledge and address any apprehensions that they may have about the matter. Flowing from this argument, participants strongly believe that conditions need be created to assess the effectiveness and impact of organizational policies that have been designed to drive diversity and inclusion.

**Effectiveness of Organizational policies on diversity and inclusion**

Similar to findings from quantitative research on the positive impact of organizational policies on diversity and inclusion, the participants acknowledged the value of deploying initiatives and programs aimed at enabling a diverse and inclusive environment. They suggested policies, processes, systems, and infrastructure as key enablers to achieve aspirations of a diverse and inclusive workplace where uniqueness is recognized, respected and afforded time and space

to flourish. These views connect with those of Lee and Kramer (2016), who postulate that for organizations to achieve their diversity and inclusion ambitions, they must be deliberate, daring and devise goal driven measures to increase prospects of success in the diversity and inclusion journey. Another issue of discussion was the pros and cons of affirmative action to achieve diversity and inclusion. they were empathetic but were against the affirmative action because they felt it brought stigma and could also cause backlash from other employee groups.

### **Affirmative action on diversity and inclusion**

For example, a large proportion of the participants were against deliberately biasing diversity and inclusion programmes such as recruitment, promotion, training to favor minority groups particularly women. This perspective resonates with Herring and Henderson (2012),’s view that seeks to reposition diversity from being generalized to being targeted to investigate all forms of bias, coercion and discrimination to achieve equity, social justice and inclusiveness. However, there were other proponents of affirmative action on the basis that it will level the playing field and subsequently grant opportunities to previously marginalized groups such as women and people with disabilities. Nonetheless, there was a consensus that affirmative action should not be pursued at the expense of meritocracy and competency. Equally the issue of psychological safety in the workplace and its value was discussed.

### **State of Psychological Safety and impact on diversity and inclusion**

The participants were all in agreement notwithstanding that psychological safety is a serious challenge at Debswana. They acknowledged that it is important that efforts be expended to create a psychologically safe space for all types of employees. This view is consistent with extant literature which argues that it is essential for employees to express their perspectives and experience without fear of sanctions if the organization is to contend that it was accommodative (Edmondson, 2018; Nguyen, 2021). So, to achieve psychological safety leaders had to create that environment as found in Carmeli et al. (2010)'s study where they established that leadership is positively associated with psychological safety which in return encourages employee's participation. This results as well as the perspectives of the executive leaders who were being interviewed is consistent with those of the general workforce who participated in the quantitative survey.

Moreover, the participants' description of a psychologically safe working environment was similar to the one advocated for by Picketts et al. (2021) that it is characterized by mutual purpose, benefit, respect, openness and recognition of diversity. On the other hand, the participants acknowledged risks of not toying the line and pursuing a minority perspective that it might come at a cost in terms of career progression. This concern was also raised by Newman, Donohue and Eva (2017), who asserted that going against established norms in organizations may be contributory factors that create a disincentive for employees not to share their suggestions openly

However, as in Yousaf et al. (2022), study on psychological safety, the participants were adamant that psychological safety is necessary for employees to be able to express themselves freely without fear of retaliation.

### **State of satisfaction with diversity and inclusion**

On the status of contentment with diversity and inclusion in the workplace, participants were divided as to the perception of the state of employees and their own satisfaction with regard diversity and inclusion. A large proportion of participants shared that female employees were unhappy about the status quo relative to their male counterparts. This challenge of dissatisfaction with equity in the workplace is also prevalent even at a global level, where barriers that prevent the realization of gender diversity in the workplace exist (Sepulveda et al., 2018). Consequently, the lack of gender inclusion has become a recurring issue in businesses and is negatively affecting workforce cohesion (Bosu and Sultana, 2019). So, the participants were united that all the employee groupings should feel included in achieving the full benefits of a diverse workplace. Importantly, leadership should actively pursue opportunities to create an enabling environment to support diversity and inclusion (Thoroughgood et al., 2020). Thus, exposing the relationship between leadership and a diverse and inclusive workforce.



### **Association between leadership and diversity and inclusion**

All the participants concurred that there is a definite and direct association between leadership and the creation of a diverse and inclusive environment. For instance, participant 12 argued that “there is a positive correlation between inclusive leadership and the creation of a diverse and inclusive environment”. Moreover, participants argued that leaders should create an atmosphere for diverse talents to flourish. The participants were also of the view that leadership ought to take accountability for the achievement of the business’ diversity and inclusion goals by affording a supporting infrastructure. Additionally, they argued that leaders should be bold about their intentions rather than paying lip service to the commitment. For example, participant 17 pointed out that, “there is limited leadership accountability, for raising awareness of other forms of diversity that are not understood. Therefore, they opined that employees generally do not understand why there is a push for diversity and inclusion, and they were enquiring if it was being done for the right reasons. Conversely, other participants also felt that leaders were taking accountability, as evidenced by the ongoing change management efforts and policy reviews to make the workplace truly inclusive.

### **Proposed interventions to drive diversity and inclusion.**

A significant number of participants proposed mindset change, leadership commitment, having a dedicated diversity and inclusion resource, focus on achieving business sustainability through diversity and inclusion programmes, and work life balance, policy reviews and supporting

infrastructure, alternative contracting and employment models as well as the development of a diversity and inclusion strategy. Case in point, participant 17 feels that changes that should be introduced included “creating an enabling environment and supportive infrastructure”. To complement the foregoing view, participant 18 stated that, “that leadership should design and develop an effective communication and change management programme to create awareness about diversity and inclusion to eventually aid adoption of this change. Furthermore, discussion should ultimately be about diverse capabilities and not to be biased towards demographic characteristics. Moreover, measures of success should be simplified and clearly articulated so that they are understood by all.

### **Leadership pledges**

As for pledges, a significant number of the participants’ pledges appeared to gravitate towards advocacy, support and commitment. For example, participant 19, pledged and committed to “continue ensuring that leadership and all employees comprehensively understand and accept this benevolent initiative of creating a diverse and inclusive workplace. Furthermore, the participants pointed out that there is a need to be bold and intentional about policies and practices, as well as come up with a robust change management. Simultaneously they contended that, it is prudent to have a diversity management paradigm shift that reflects the value of building a non-discriminatory organizational processes, systems and people with the ultimate purpose of removing barriers to the realization of a just, caring, diverse and inclusive workplace.

## Summary

As has been shown, workplaces are increasingly becoming heterogeneous but there is a problem pertaining to demographic disparity as well as inadequate research on diversity and inclusion at Debswana diamond Company. Similarly, existing research has not been able to provide the requisite connection between the impact of inclusive leadership, organizational policies and demographic characteristics so as to get an accurate picture of the combined impact of these variables on the creation of a diverse and inclusive workplace. Thus, the results from the univariate analysis and multivariate analysis were consistent in demonstrating that leadership and organizational policies were significantly connected to perceptions on diversity and inclusion, while gender and age were insignificant. Specifically, the results in relation to the influence of gender in the perception of diversity and inclusion revealed a positive but weak significant association with the perception of diversity and inclusion, thus suggesting that male employees have a positive perception about diversity and inclusion.

Correspondingly, leadership interviews have shown that it is important for organizations to create inclusive workplaces so that employees feel welcome, and this environment is enabled by leadership through the encouragement of broad-based engagement with the workforce and enactment of broad policies. Similarly, the results from the interviews revealed that diversity and

inclusion was a contentious matter therefore it was imperative that awareness creation efforts be increased to demonstrate the importance of promoting diversity and inclusion in Debswana.

Furthermore, it has been established that majority of employees were not aware and did not understand why there was a need for the company to expend resources to achieve diversity and inclusion in the workplace, a phenomenon they perceived as foreign. Some male employees were fearful that diversity and inclusion might take away the advantages that they were accustomed to. This could be attributable to why the mining industry still remains male dominated notwithstanding efforts exerted to create better conditions for women assume leadership roles in technical disciplines. The findings also showed that women felt excluded and discriminated against citing policies and processes that they believe are insensitive to the needs of women and do not accommodate women that have family responsibilities for instance. Consequently, they proposed that Debswana and by extension the industry need to reflect and re-examine their approach and the strategic necessities that impact diversity and inclusion of previously underrepresented groups.

Furthermore, the participants alluded to challenges such as inadequate policies, systems and supporting processes that can support the implementation of diversity and inclusion programmes. Additionally, leadership commitment and conservative culture were found to be inhibiting factors to the implementation of diversity and interventions. The results also revealed

that it was vital to increase the visibility of women and support structures so that they succeed in their careers.

Nonetheless the leaders asserted that they have the desire but are not adequately capacitated to lead and manage conversations around diversity and inclusion because it is a new phenomenon, so they are merely adhering to regulatory expectations. However, they were in agreement that rather than pursuing numerical targets, the creation of an enabling thriving environment and nurturing capabilities and competencies to deliver a diverse, accommodative and tolerant workplace should be the ultimate goal of Debswana if it was to adapt and be competitive in this dynamic and competitive trading environment. However, they lamented that effectively managing diversity and inclusion has proven and still remains to be a challenge to be surmounted.

Nonetheless they were all in agreement that inclusive leadership positively impacts the perception of inclusion in the workplace. Nevertheless, they revealed that as much as efforts are being expended to create space for employees to thrive, there are barriers that prevent the previously disadvantaged employee groups particularly female from realizing their aspiration. To counteract these challenges, the leaders that were interviewed during the study pointed out that leadership commitment and involvement was a critical success factor because it will influence the perception of the general workforce and eventually trigger a positive reaction.

However, there was a near consensus from the leaders that were interviewed that psychological safety is a concern because of fear that ultimately result in employees suppressing their opinions. Nevertheless, at the bargaining level for instance, the employees are free to speak up because they have recognizable representatives in the form of employee unions who can bargain on their while at managerial level it is not safe to speak because such as forum does not exist". Another insight was that Debswana is part of larger society therefore, the national culture which many perceive as conservative influences how employees conduct themselves. Other areas of weakness revolved around not having short interval control measures to track the progress of performance towards the realization of diversity and inclusion objectives.

To counteract these challenges, the leadership pledged to be advocates, change champions, mentors, to be open to feedback and to expose their vulnerability so they can also be assisted where they falter. Additionally, the results showed that organisational policies have a positive and significant relationship with diversity and inclusion, however, the existing policies and procedures are ineffective therefore they need to be reviewed and enforced to achieve the needed paradigm shift. Essentially, the results of the qualitative method (leadership interviews) complemented those obtained through quantitative method (Online questionnaire).

## **CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS**

This research study seeks to measure the employees' perception on the impact of inclusive leadership, organizational policies and demographic characteristics namely gender and age in creating a diverse and inclusive workplace at a leading diamond mining company in Botswana. The structure of this discussion has been categorized according to the undermentioned sections.

### **Methodology**

Correspondingly, this study adopted mixed method research characterized by web-based questionnaires for quantitative methods and semi structured interviews for qualitative approach. This methodology entails collecting, analyzing and translating quantitative and qualitative data in a single study (Leech and Onwuegbuzie, 2009). The motivation for selecting this approach is because of its capability to leverage on the strength both the quantitative and qualitative research methods. Additionally, the adopted research design is the concurrent mixed method where the questionnaires and interviews were conducted simultaneously but to different sets of participants. Questionnaires were targeted at the general workforce whereas the interviews were focused on executive leadership. Subsequently, the analysis of the data was done in parallel, and findings not compared or integrated until the interpretation phase.

## **Limitations**

### **Context**

There were limitations in terms of context because the study was conducted at Debswana Diamond Company so, the results cannot be generalized to other jurisdictions, organizations and sectors other than this organization. Relatedly, another limitation of this study is the nature of the data collected from variables on organizational policies and diversity/inclusion. The use of "should" in the survey questions reflects participants' perceptions of an ideal scenario rather than actual practices within Debswana Diamond Company. As a result, the findings may not fully capture the current state of organizational policies but rather the expectations or preferences of the employees. Therefore, limiting the ability to draw definitive conclusions about the real impact of organizational policies on diversity and inclusion.

### **Data collection Technique & Time constraints**

Additionally, due to constraints pertaining to time, even though the study adopted a mixed method design, it did not pursue a triangulation approach which would have used multiple methods to investigate diversity and inclusion in the workplace with an objective of corroborating or validating the results (Bekhet and Zauszniewski, 2012). Rather a complementary approach was chosen which in this instance is described as a technique that uses different but related methods which in this instance were interviews and questionnaire (Carroll and Rothe, 2010).



### **Inadequate research on diversity and inclusion Botswana**

Moreover, as much as relationships between leadership and organizational policies as well as demographic characteristics and their interfaces with diversity and inclusion is a topical issue worldwide, there is a dearth of research on the same subject particularly in the mining sector in Botswana. This view is also propagated by Liggans et al, (2018), who contended that, though organizations are desirous to be both diverse and inclusive, unfortunately this is a new phenomenon that is still under researched. There is no study that has been undertaken dealing with diversity and inclusion at Debswana so there was no reference to use to guide the current investigation. Equally, the review was limited to literature on diversity and inclusion and did not include equity. Additionally, the thesis was limited to the theoretical frameworks deployed in the study.

### **Implications**

The next section will discuss the implications arising from the findings. Furthermore, it is worth highlighting that there were 4 main hypotheses being tested:

**To what extent do employees' perception of leadership impact diversity and inclusion in Debswana Diamond Company?**

Hypothesis 1: Employees perceive inclusive leadership as having a positive impact on diversity and inclusion in the workplace.

This hypothesis was confirmed, and the immediate implication was that leaders should be conscious of their conduct as they have a tremendous impact on employees' perceptions of the state of diversity and inclusion. This perspective was corroborated by (Allen, 2017) who argued that leaders should be aware that they influence employee's perception of diversity and inclusion in the workplace. At a practical level, these findings suggested that organizational leader should endeavor to create an environment that inspires the workforce to buy into his or her vision for diversity and inclusion.

As a consequence, and this may result in the impacted employees rallying behind the dream and implementing the diversity and inclusion agenda and in turn making the workplace welcome (Johnson, 2022). In support, Bhattacharya (2022), asserted that it was vital that leadership create an authentic atmosphere where there is commitment to diversity and inclusion through amongst other things by creating a space where employees are free to experiment with their ideas and share their opinions without fear of sanctions. In this scenario, employees tend to unleash their inert potential and ultimately drive sustainable business results (Sanyal et al., 2014) because the perception of inclusion impact job contentment and employee satisfaction (Von Schrader et al., 2014),

Sanchez (2021), posited that there is need to acknowledge that employees are different and therefore require various methods to achieve a diverse and inclusive workplace. As a consequence leadership should design policies, provide access to capability and development amongst other mechanisms to ensure that employees feel a sense of uniqueness and belongingness. The aforementioned-mentioned arguments are in line with the assumptions of a leader-member exchange theory whose proposition is that the nature and value of the relationship between a leader and subordinates) is dependent on the quality of the interaction between the leader and the followers (Power, 2013). So, the positive perception of the impact of the inclusive leader in the creation of a diverse and inclusive workplace has been found to result in improved levels of job satisfaction and productivity amongst the workforce, Power, argued.

Equally the theoretical implications of this research was that inclusive leadership positively and significantly impacted the perceptions of executive leadership and employees' perceptions on diversity and inclusion. This viewpoint was also elaborated by (Gotsis and Grimani, 2016), who stated that leaders shape employees' attitudes and perceptions on diversity and inclusion. Therefore, to increase prospects of success of diversity and inclusion initiatives, leadership involvement and visibility is vital (Bebbington and Özbilgin, 2013). For example, Perry et al. (2021) conducted a study to assess the relationship between leadership, inclusive climate and sexual harassment and found that leaders who exhibit inclusive tendencies created a positive

workplace where employees performed meaningful work and there were minimum incidents of bias and discriminatory behavior because of the diverse and inclusive atmosphere that the leader will have created.

For example, Pemberton and Kisamore (2023) argued that employees believe that company leaders have the capacity to reduce negative outcomes relating to bias by deploying interventions that will ensure that they all feel a sense of individual freedom and belongingness. Case in point, Gleason, (2020, p. 293), suggested that leadership should facilitate the creation of a supportive infrastructure such as buildings that are “accessible to all employees such as those “sight impaired, hearing impact as well as those with chronic and non-chronic conditions”. Therefore, the practical implication of this assertion is that leadership practices directly affect employees’ perception of diversity and inclusion. Therefore, businesses should capacitate leadership to be able to effectively empower and lead diverse and inclusive workplace and simultaneously be alive to the associated risks (Goodman, 2013).

Additionally, for companies to accomplish diversity and inclusion aspirations, key inclusive leadership characteristics that have been identified as enablers comprised amongst others, modelling the appropriate conduct, ensuring equal opportunity for all employees, publicly declaring support for diversity and inclusion agenda, demonstrating accessibility, availability, transparency, continuous learning and advocating for cultural transition that supports a diverse and

inclusive workplace (Johnson and Lambert, 2020). Equally, leadership can support “employee network” comprising of employees with various attributes to support to mutually identifiable areas that enable an inclusive environment such as career progression, training, coaching and ideation (Garg and Sangwan, 2021, p. 19). Additionally, the practical implications are that organizations can help identify strategies organizations can employ for example inclusive leadership development programs to combat discrimination and enhance intolerance towards bullying in whatever form in the workplace (Perry et al., 2021).

Furthermore, there is also a need for leaders to create awareness by socializing the value of understanding how employees’ opinions influence their view of diversity and inclusion in the workplace (Pennington, 2020). For instance, extant literature revealed that diversity and inclusion are important contributors to the realization of an inclusive workplace, and this is evidenced by innovation and excellence in service delivery (Nwokolo et al., 2022).

Consequently, literature revealed that organizational leaders should leverage on the employees’ unique talents, capabilities and experience so that, all employees can generate value for the business and in the process also enhance their feelings of inclusion (O’Donovan, 2018). This argument is supported by Cherkowski (2010), in his study on “leadership for diversity and inclusion” where the author posited that, some leadership decisions can build a conducive environment or in some instances be the barriers to the achievement of diversity and inclusion.

This perspective accords with the principles of the optimal distinctiveness theory, whose assumption is that highly motivated teams are those whose desire to be different and simultaneously aspire to belong (Comello, 2011). So, at a practical level, by the leader making public declarations, creating an environment that is accommodative, diverse and inclusion thrive. The employees reciprocate this act by discharging their duties diligently and with purpose ultimately the company is enabled to attract best talents and retain the existing workforce because of the great employee experience (Jonsen et al., 2021).

**To what extent do employees' perception of organisational policies impact diversity and inclusion in Debswana Diamond Company?**

Hypothesis 2: Employees perceive that organizational policies have a positive impact on diversity and inclusion.

The results have confirmed that there is a strong positive and statistically significant correlation between organizational policies and diversity and inclusion. Similarly, the results indicated that organizational policies is a significant predictor for diversity and inclusion. The practical implications of these findings is that when organizations promulgate their policies, they should be cognizant of their potential effect in the workplace. This perspective was underscored by Kuknor and Kumar (2023), who contended that structured measures such as capability development, competency training, employee empowerment have been identified as key enablers

that could optimize diversity and inclusion. For instance, mechanisms such as attraction and selection, talent management and rewards need to be strengthened in order to drive companies' workforce diversity and inclusion aspirations (El-Amin, 2022).

Additionally, businesses that want to improve workforce cooperation and unity should explore training programs that promote companionship and joint organizational outcomes (Salter and Migliaccio, 2019). Equally, policies and procedures have to be reviewed in order to enable them to support a diverse and inclusive work environment (Philip and Soumyaja, 2019). This assertion was underpinned by Stevens et al. (2008) who postulated that an effective change management programme is needed in order for the organization to fully accrue the benefits of a diverse and inclusive workplace and in turn empowering the employees to achieve their potential and career aspirations.

So, the practical significance of the results is that guidelines and procedures relating to diversity and inclusion need to be developed and infused into an organization's ways of doing things. This perspective aligns with that of Corneli et al. (2023), who asserted that an accountability framework be put in place as well as financial and human capital to drive diversity and inclusion initiatives. Thus, how an organization conceptualizes, designs and implements their selected mechanisms to drive diversity and inclusion has an important bearing in how employees perceive the diversity and inclusivity of the workplace, the authors concluded.

### **To what extent do demographic attributes impact perception of diversity and inclusion**

#### **Age**

**Hypothesis 3:** Age has a significant relationship with the perception of diversity and inclusion.

As revealed in the results section, age had no relationship with employees' perceptions of diversity and inclusion. Therefore, this hypothesis was rejected. Nonetheless, extant literature revealed that organization needs to develop programmes to accommodate the different aspirations of the increasingly intergenerational labour force (Johnson and Lopes, 2008). This viewpoint is accentuated by Georgiadou (2016) who posited that it was important to make the consideration of age when making decisions on how to optimize diversity and inclusion in the workplace. On the contrary, literature has revealed that there is a negative perception about elderly employees to the degree that they are being discriminated against on major organizational matters such as recruitment, capability, mobility, career progression and remuneration (Hales and Riach, 2017). Nonetheless, the practical significance of the findings was the need for an inclusive work environment that caters for the aspirations of all employees.

#### **Hypothesis 4:**

Gender has a significant relationship with the perception of diversity and inclusion.



## **Gender**

Correlation analysis revealed that there is a weak positive and poor statistically significant correlation between gender and diversity and inclusion. The findings also indicated that gender did not explain much of the variance in diversity and inclusion. Notably, the findings revealed that being a male affected the perception of diversity and inclusion. Thus, as much as organizations are pursuing gender diversity with vitality, reviews from existing literature on the contrary found that the effect gender diversity on company performance is inconclusive (Theodorakopoulos and Budhwar, 2015).

Nonetheless, in other literatures, an increase in female employees' participation in the workplace has been connected to positive work outcomes such as attractiveness and profitability (Malach-Pines et al., 2010). However, research revealed that there is still insufficient representation of female employees not on account of their capabilities and aspirations but due to frustrations and disillusionment arising from organizational factors and barriers (Wagstaff and LaPorte, 2018). This situation can be traced to the policies and processes that are designed along gender lines (Bencivenga et al., 2021), and often disadvantage females as discussed in the preceding chapters. However, with respect to Debswana, the company is grappling with demographic disparities specifically women representation. So, the enactment of policies and other structural shifts in the form of systems, infrastructure and programmes can improve women's representation in the workplace.

On the contrary extant literature has revealed that gender has an impact on whether an employee feels included and by extension improves organizational performance (Cho and Mor Barak, 2008). Consequently, there are proposals to develop gender mainstreaming programmes, diversity training and structural changes to achieve diversity and inclusion, the authors argued. Additionally, there are growing calls to incorporate gender related requirements when making key organizational interventions, such as policy and procedure development, attraction and selection, career progression and rewards (Mamun et al., 2016). Conversely, these initiatives aimed at enhancing accessibility and equity, unfortunately bias and marginalization are still manifesting themselves in the workplace (Dashper and Finkel, 2020).

### **Qualitative research findings & Implications**

The implications of the insights arising from the leadership interviews were also considered. Notably there was the consensus that leadership and organizational policies were significantly linked to perceptions on diversity and inclusion.

For instance, the participants agreed that inclusive leadership was critical for creating an environment where diversity and inclusion flourish. Specifically, they argued that there was a clear and direct relationship between inclusive leadership and the creation of a diverse and inclusive environment. The implications of this finding was that psychological safety would be enabled

where employees freely share their views without fear of sanctions and intimidation (Edmondson, 2018). Effectively, in that environment there are no consequences for differing with mainstream views (Pfeifer and Vessey, 2019). On the contrary, if an inclusive environment was not created it was going to be difficult to lead a diverse workforce (McLeod and Herrington, 2017). Most importantly, leadership support is crucial for the success of diversity and inclusion initiatives (Gordon, 2018).

So, the participants pointed out that the leadership would be open to feedback both constructive and non-constructive, furthermore the leaders would be assuming coaching and mentorship responsibilities as well as inculcating a culture of openness and freedom to be unique. Therefore, companies should focus on the capacitation of leaders to ensure that they are adequately skilled and competent to lead in an ever-evolving work environment characterized by diversity and inclusion. perceptions of the inclusive leadership, organization's policies and demographic attributes on the creation of a conducive work environment. Additionally, organizational policies were found to be significantly connected to perceptions on diversity and inclusion. Consequently, organizations were urged to devise policies and procedure that create a thriving environment in the workplace (Nguyen et al., 2017).

Furthermore, it is suggested that organizations should implement mechanisms such as capability building on communication, leadership development. In that vein leaders can

competently lead and engender feelings of appreciation and recognition on the part of employees (Huong et al., 2016). Equally the benefits of a diverse and inclusive workplace have been expounded. From the perspectives of the majority of participants, it was evident that organizational policies in terms of practices, structures, systems and procedures are important to realize the company's desire to build a diverse and inclusive workplace. However, literature revealed that such efforts are less effective if there is no leadership buy in or visibility (Combs et al., 2019).

For instance, companies need to create an accommodative environment and support “psychological safety” for employees to express themselves without fear of repercussions (p. 289). This could be achieved through amongst other things , when leaders genuinely participate and become visible in driving diversity and inclusion agenda thereby enhancing adoption and implementation of company policies, the authors asserted.

### **Practical implication for the company**

This study provided actionable insights for Debswana to optimize inclusive leadership capability building and organizational policy reviews. The development and execution of the policies is crucial for realizing a diverse and inclusive work environment. Case in point, inclusive and transparent organizational policies were found to be vital in ensuring that the different demographic groups feel a sense of belonging, assimilation are treated equally notwithstanding

their uniqueness. Additionally, participants posited that Debswana should design and develop policies that stimulate a diverse and inclusive environment such as diversity and inclusion training, creative recruitment promotions, and coaching and mentorship programmes. The perspective from leadership interviews complemented the different viewpoints that were articulated by the general workforce particularly on the issue of psychological safety in the workplace. Highlights the importance of well-designed organizational policies in fostering a diverse and inclusive workplace.

Correspondingly, the study suggested that Debswana Diamond Mining Company should implement structured diversity training, talent mobility programs, and equitable human resources policies. Even though not significantly, the findings showed that gender influences perceptions of diversity of inclusion. For example, male employees had a positive perception of diversity and inclusion, therefore Debswana should conceptualise accommodative and inclusive policies. This viewpoint was supported by the argument that businesses benefit from actively promoting demographic inclusion initiatives.

### **Globally perspective**

This study Aligned with international diversity and inclusion frameworks, making the findings useful for companies beyond Botswana. Relatedly, it reinforced previous studies on diversity and inclusion while adding an integrated approach of the independent variables new geographic and sectoral perspective. Overall, the results of this research study have provided both

the theoretical and practical implications of how employees and executive leadership's perceptions of inclusive leadership and associated organizational policies relate and how they have impacted diversity and inclusion. Equally, the impact of demographic characteristics, namely age and gender on employees' perception of diversity and inclusion has been evaluated. Thus, the next chapters discussed recommendations for applications as well as future research.

### **Recommendations for application**

As alluded to in the preceding discussion, this research study sought to measure the employees' and executive leadership's perceptions on the impact inclusive leadership, organizational policies impact as well as demographic characteristics namely gender and age in creating a diverse and inclusive workplace at a leading diamond mining company in Botswana. As highlighted from the empirical results of this study and confirmed through extant literature, diversity and inclusion was said to be valuable in increasing innovation, competitiveness and positive organizational outcomes (Tallman and Bird, 2022). Therefore, studies revealed that effectively managing diversity is critical particularly in this fluid environment that is increasingly becoming interconnected and is characterized by cutthroat competition, uncertainty and volatility (Brown and Nandedkar, 2019). So, it is on this premise that, the next section made recommendations on how inclusive leadership, organizational policies as well as demographic characteristics being age and gender can be optimized to positively impact diversity and inclusion.

### **Inclusive Leadership**

As it has been comprehensively established by this research and supported by extant literature, whilst companies' leadership are striving to inculcate diversity and inclusion in the workplace, majority are struggling with execution (Ciuk et al., 2023). Nonetheless, the results of this thesis demonstrated that there was a significant positive impact of inclusive leadership on diversity and inclusion. Therefore, a leader has to be visible, show commitment and be accessible because research has revealed that a leader plays a vital role in designing and facilitating the implementation of diversity and inclusion practices, thus ensuring an accommodative workplace (Gotsis and Grimani, 2016). Additionally, it is recommended that, leaders should act as role models and champion the diversity and inclusion strategic agenda. This assertion is underscored by Jin et al. (2017), who found that leadership has a positive influence on the perception of workplace diversity as well as organizational performance. Therefore, those who control levers of control and those in majority in the workplace should act as advocates and activate the appropriate behavior that will inspire others to support the diversity and inclusion initiatives.

Likewise, it is recommended that leadership take accountability for the realization of a diverse and inclusive work environment through amongst other things deploying resources such as a dedicated office responsible for developing diversity and inclusion programmes, instituting change management initiatives, leadership development programmes, unconscious bias and

awareness training to elevate the aspirations of the previously marginalized employee groups. Moreover, it is recommended that, the leadership should embrace inclusive practices, make themselves vulnerable and seek assistance where they are uncomfortable with some sensitive issues pertaining to diversity and inclusion because it was acknowledge that this issue is knew and there were elements of resistance because of the conservative nature of the culture of the country which also influences ways of doing things at Debswana.

Buttressing the importance of leadership in driving this noble change, Vlachou and Tsirantonaki (2023), contended that , leadership was essential in creating paths for access, value driven decision-making underpinned by transparency, integrity and equal treatment of all employees regardless of their different backgrounds. This is because diversity and inclusion at a fundamental level is about respecting and recognizing employees' human rights need of not being ill-treated on the basis of a diversity attributes (Eisend et al., 2023). Eventually to realize these diversity and inclusion aspirations, research has shown that leadership plays an immense role in impacting employees' perception and by extension organizational productivity (Jerónimo et al., 2022). Therefore, on the strength of the empirical data, it is recommended that there be commitment from key players in the organization ranging from union officials, opinion leaders, regulators in the form of legislative instruments to make the work environment inclusive.



Correspondingly, Roberson and Perry (2022) argued that leadership is key in creating an environment that enables employees to interact authentically and experiment with ideas without fear of sanctions. Underscoring this view, Bourke et al. (2020, p.1) found that “what a leader says or does makes up to 70% difference as to whether the employee feels included or otherwise”.

Nevertheless, Solkhe (2021) raised a concern that there was a dilemma facing leaders in their attempt to make the workplace truly diverse and inclusive and this situation is associated with challenges such as the inability of the dominant groups to accept and collaborate with previously marginalized groups such as women entering the workplace and taking up leadership roles. Accentuating this view, Fine and Sojo (2019) postulated that gender bias is prevalent in organizations. In the case of Debswana Diamond Mining Company, a significant number of employees are males and this was acknowledged in this thesis as contributory factor to the barriers to women career progression. The participants argued that leaders were not decisive and intentional about creating an environment for previously disadvantaged employee categories to thrive.

Therefore, it is recommended that leadership should be bold, deliberate and forge solid partnerships with those with experience and knowledge in order to accomplish a diverse and inclusive workplace. This is because research has demonstrated that a diverse and inclusive workforce has consistently shown a competitive relative edge relative to a homogenous workforce

(Cobianchi et al., 2021). Thus, most organizations are taking bold steps in favor of enabling a diverse and inclusive workplace where employees are satisfied and productive and by extensions the businesses achieving sustainable results and superiority over competitors (de Souza and Gama, 2020).

Additionally, on the basis of the finding from leadership interviews about inadequate awareness and negative stereotypes about diversity and inclusion, it is recommended that awareness creation be undertaken , about the benefits of diversity and inclusion so as to minimize barriers that exist in organizations such as bias, reluctance to hold difficult discussions about issues relating to diversity and inclusion that are culturally sensitive, inability to hold employees accountable for the delivery of commitments associated with diversity and inclusion programmes. This perspective resonates with the argument by (Burkhard et al., 2022) who stated that, leadership is crucial for ensuring the achievement of performance targets, minimizing resistance to change and reluctance to tackle unconscious bias. So, for the above initiative to be embedded, leadership also plays a vital role in creating a psychologically safe space for marginalized employees to have a be heard and be capacitated to articulate their perspectives without fear (Alang et al., 2022).

Other recommendations from the study meant to assist leadership realize diversity and inclusion aspirations included bias recruitment but anchored on meritocracy to prevent stigma associated with affirmative action. Relatedly, literature showed that initiatives that can drive

diversity and inclusion comprised targeted attraction and selection to reduce discrimination in recruitment practices (Davey et al., 2021). Leadership training on diversity and inclusion is recommended to help leaders to embrace and be tolerant to different perspectives. Studies showed that leadership be assisted with the knowledge and competencies to empower employees, to have great listening skills, create a safe space for diverse talents and knowledge to thrive, support employee development and treat employees with dignity and compassion (Qi et al., 2019). This argument aligned with the principles of a Leader-Member Exchange relationship whose proposition is that there is a positive relationship between leader member exchange (LMX) and organizational change initiatives (Arif et al., 2017). This is because in a high-quality exchange relationship, there is mutual benefit, transparency, loyalty, information exchange, shared purpose, career progression opportunities and rewards both formal and informal (Boon and Biron, 2016).

Consequently, literature revealed that leadership can create conditions that break down inequalities in the workplace so that all employees can thrive (Thompson and Matkin, 2020). This perspective is in line with the Optimal Distinctiveness Theory whose assumptions are that an individual seeks to find an optimal balance between his or her needs for uniqueness against the need a relationship (Slotter et al., 2014). So, it is recommended that businesses should thrive to create conditions where employees experience the need to be themselves and simultaneously provide a conducive environment for inclusion.

The foregoing argument is underpinned by the Social Identity Theory whose proposition, Trepte and Loy (2017) argue is that employees socially categorize themselves as belonging to a particular group with its benefits (in group) or a group that they do not associate with (out group). Consequently, a “positive social identity” is characterized by a “positive self-esteem” while a negative social identity is recognized by bias and “competition” (p. 1). On the contrary, should diversity and inclusion initiatives not be prioritized at the appropriate level, general stereotypes and negative perceptions about minority groups particularly female employees comprising of the perceived access to career progression and development opportunities persist (Allison and Hibbler, 2004). Likewise, businesses should support diversity and inclusion initiatives that create opportunities for high impact relationships to create a thriving workplace that is accommodative of diverse aspirations (Shore and Chung, 2022).

Thus, the degree of a leader’s inclusiveness approach has an effect in how employees share different opinions of diverse groups and collaborate to meet the high ultimate objectives of the company (Mitchell et al., 2015). For example, in demonstrating that leaders can drive inclusion, Brimhall (2019) found that, leaders who actively partake in company practices that are earmarked to achieve diversity and inclusion create an environment where employees experiment, become creative and ultimately lead to job contentment and organizational excellence. This is because as the study results revealed, inclusive leadership is a good predictor and has positive significance on diversity and inclusion at Debswana Diamond Mining Company.

### **Organizational policies**

It is recommended that Debswana embarks on a policy review to ensure that all policies are inclusive, to develop a robust change management programme, provide a supportive infrastructure, organizational structures to have a dedicated diversity and inclusion resources and key performance indicators linked to the achievement of diversity and inclusion initiatives. Other initiatives drawn from extant literature comprised of targeted recruitment, talent management, remuneration, capability building as well as mobility be aligned to the diversity and inclusion strategy (Henderson, 2013). Additionally, there was a consensus amongst the participants that diversity and inclusion initiative required a broad-based approach where all key stakeholders were involved. As such it is recommended that Debswana adopts a multi-disciplinary approach entailing lobbying, building partnerships with government and academic institutions to build awareness and stimulate support for embedding diversity and inclusion in the workplace. This is because it was recognized that given that Botswana is culturally conservative and largely anchored on Christian beliefs there was need to approach this issue with caution, sensitivities and maturity to reduce resistance to the cause.

The foregoing arguments are anchored on the Social Exchange theory whose assumptions are that employees reciprocate the perceived benefits that they obtain from the interaction in the workplace and in turn organizations need to explore innovative ways to demonstrate to their

followers the value of building effective collaborations with all employees (Lee et al., 2019). Buttressing these sentiments, Andersen et al. (2020) argued that, a strong perception of social exchange is often characterized by company investing in diversity and inclusion.

Correspondingly the effective diversity and inclusion environment is a critical ingredient to realize social equity which is characterized by the practice and process infrastructure interventions that empowers employees to freely exploit their potential unhindered (Hoang et al., 2022). In respect of the findings, participants advocated for the removal of superficial measures on diversity and inclusion and instead build capability, introduce measures of success that are understood and acceptable to the workforce. This is because literature has shown that there are instances where employees are unconscious of the effect of their actions on others owing to lack of diversity competencies thereby rendering the workplace unwelcome (Tworoger and Golden, 2010).

Consequently, it is recommended that Debswana defines what she wants to achieve through diversity and inclusion, carrying employees along and providing supporting infrastructure. Additionally, it is recommended that there is a need to explain the problem the company is trying to solve. This is because majority of the participants cautioned the company about being overly focused on the numbers. As such it is recommended that, the company explore adopting alternative contracting and employment models as well as technology to attract and retain employee categories that have been marginalized such as women. Similarly, studies revealed the need to

devise strategies to “identity and develop skills” sets needed to increase awareness, knowledge and competencies to achieve an enhanced comprehension of a diverse and inclusive workplace and by extension drive business performance (Tworoger and Golden, 2010, p. 2). This is because a diverse workplace is viewed as a source of strength and competitive superiority over rivals (Liggans et al., 2018). Conversely on its own, a diverse workplace is not sufficient to achieve diversity and inclusion objectives as well as positive organizational outcomes if employees are not capacitated to express themselves and drive their career choices (Sabharwal, 2014). For instance, Panicker et al. (2018) observed that appropriately crafted organizational policies and leadership participation can lead to an inclusive workplace. This is on the account that employees want the opportunity to be heard and enabled to be themselves (O’Donovan, 2018).

Similarly, to address the challenges perceived diversity and inclusion as alluded to above, Jordan – Ferris and Lamont (2019) argued that, as diversity in the workplace increase, organizations should quickly develop required capabilities and skills sets in order to effectively manage this diversity and ensure that the working environment is conducive. Furthermore, the authors pointed out that, though it is anticipated that regular diversity and inclusion practices such as diversity training, affirmative action amongst others are important, it is the individual’s “lived knowledge and expectant justice” (p. 387) in relation to the impartiality of policies that may provide some clues as to why many diversity and inclusion initiatives failed.

The participants asserted organizational policies and procedure have been effective in laying the foundation for D& I conversations to commence, however they are not driving the new paradigm shift. Therefore, it is recommended that policy formulation should be participative and educational so that a critical mass of employees are brought on board. Equally Shea et al. (2018) argued that bias training can be an intervention to raise awareness on the part of the minority group members on how to tackle workplace discrimination and also for the majority group members to appreciate the value of an inclusive organization.

In terms of company practices, Rengers et al. (2019) proposed that programs that protect the interests of minority groups can also enhance perceptions of an inclusive workplace where differences are celebrated. In addition, Collins et al. (2016), argued that social support for the underrepresented groups is also crucial for engendering commitment and employee satisfaction. Correspondingly, Cloutier et al. (2015), pointed out that, even though diversity and inclusion are crucial elements of retention, but most importantly there has to be a fit between a business and the values of employees to realize job contentment and organizational productivity.

Hirst et al. (2021), proposed programmes such as onboarding, job redesign and attachment to accommodate minority groups in the workplace. In support of this view, Theodorakopoulos and Budhwar (2015), strongly proposed that for diversity and inclusion to be entrenched in organizations, it should be connected with both the business and human resource strategies and



went further to suggest that companies adopt friendly and accommodative policies, as an example of inclusion initiative. For instance, businesses are increasingly recognizing that it is of strategic value to integrate minority employees because in part it's a regulatory requirement and the aging workforce is starting to exhibit signs of disability hence the importance of human resources as an enabler of inclusion (Schloemer-Jarvis et al., 2022). Consequently, the authors in an endeavor to provide a systematic proof of the role of human resources in integrating previously disadvantaged employees in the workplace conducted a "literature review on human resources practices comprising hiring, performance review, career progression, succession management as well as rewards" (p. 49). In terms of methods, Schloemer-Jarvis et al. (2022) selected and summarized "74 empirical studies undertaken between 1990 until 2020" (p. 54).

Ultimately, the authors found that, predominantly organizational policies focused on the standardization of recruitment and selection practices reflecting a desire to reduce discrimination when dealing with previously underrepresented people. However, other employment policies such as how to train, retain, remunerate and deploy minority groups were scarce, the authors revealed. So, capacitating organization with an understanding of how to accommodate minority groups is vital because this group regularly encounters obstacles such as bias and prejudice when it comes to career progression opportunities (Dwertmann, 2016).

It is also suggested that investment in diversity be prioritized because of its positive impact on company success as confirmed by Inegbedion et al. (2020) who found that there is a correlation

between employee diversity and company performance, and that, this association is positive and statistically significant. Thus, the more inclusive the organization the positive the company outcomes (Kuknor and Bhattacharya, 2021).

Equally, companies that have an inclusive environment and alive to the potential effect of identity conscious initiatives have caused employees to perceive such organizations as being committed to its diversity and inclusion responsibilities and consequently lead to increased organizational citizenship behavior (Li et al., 2019). Echoing the foregoing view, some studies demonstrated that espousing inclusive programmes drives company success (Cunningham and Nite, 2020). Additionally, it was suggested that organizations should assume a strategic posture on managing diversity and inclusion to demonstrate firm company interest and desire so that this behavior can be emulated by other employees thus sparking total commitment in the workforce (Jauhari and Singh, 2013).

On the contrary, if diversity is not properly managed it can result in a negative work environment characterized by stereotypes, discrimination and bullying of employees that are deemed different (Triana et al., 2021). This scenario is consistent with the theoretical arguments of the social identity theory that, employees self-categorize favorably to groups that, they feel optimize their self-esteem and security but discriminate and look down upon group members that they deem belong to a peripheral group (Trepte and Loy, 2017).

So, in the context of the thesis, the results revealed that the participants did not believe that the company can achieve diversity and inclusion objectives by skewing recruitment and promotion. Their concern was that this may cause disgruntlement and a toxic environment. They posited that diversity should not be a numbers game and controls should be in place to guard against abuse and emphasize competency and capability. Therefore, it is recommended that the focus on achieving diversity and inclusion goals should not be about chasing arbitrary numbers but be about policies that promote capability and meritocracy. This is because as indicated in the results, organizational policies were a significant predictor for diversity and inclusion. Similarly, organizational policies were found to have a significant positive effect on diversity and inclusion.

### **Demographic Attributes (age and gender)**

As revealed in the results, age and gender did not have an effect on diversity and inclusion. However, being a male affected the perception of diversity and inclusion meaning that male employees had a positive perception of diversity and inclusion, but the relationship was insignificant. Relatedly, literature pointed out that dominant groups in the workplace namely male employees should participate in the diversity and inclusion programmes. In respect of this thesis on leadership interviews they argued that, as Debswana rolls out diversity and inclusion initiatives to create an inclusive workplace, it should bring the male employees on board and make them understand why it is important to introduce this change to avoid a potential backlash particularly

because they are the majority in the workplace. Correspondingly, Kundu and Mor (2017) similarly cautioned that as much as companies need to commit resources to ensure a diverse and inclusive workforce particularly in previously marginalized groups such as women, care should be taken that all employees are receptive and supportive of the initiatives.

Consequently, it is recommended that a delicate balance is needed where female employees are empowered and support structure put in place to remove barriers of progress while at the same time supporting male employees to allay any fears and ensure they embrace and champion the D&I agenda. Ultimately with the implementations of these recommendations, there is a high likelihood that Debswana would be on a path of success by having a diverse and inclusive workplace characterized by individual freedoms, self fulfilment and recognition as well as acceptance of uniqueness.

## **Recommendations for future research**

This chapter focused on the applications for future research because of the limitations of this study and potential new areas of research that emerged during the study. The specific areas are outlined below:

### **Diversity and inclusion in the public sector in Botswana**

Since the settings of this research study was Debswana Diamond Company so, the findings arising from the study cannot be generalized to other companies, thus future research could be extended to the Directorate of Public Service Management (DPSM) within the public sector in Botswana. This is because DPSM's role is significant in designing policies, processes governing recruitment and training amongst its key functions. So, it is important to assess how employees in that organization perceive the impact of leadership, organizational practices and demographic characteristics in driving diversity and inclusion in the workplace.

Extending this argument, to other jurisdictions especially in developed countries, they have been suggestions to make the public sector more diverse and inclusive and resemble the people it is serving (Borry et al., 2021; Katz and Miller, 2018; Council, 2014). This could be through leadership availability because research has revealed that leadership can impact the sentiments of inclusion, for example, a study on a public child welfare agency demonstrated that leaders can create a positive work environment which will result in employee contentment, job satisfaction and negative intention to separate with the company (Brimhall et al., 2014).

Emphasizing the above-mentioned view, Nolan – Flecha (2019) argued that, since diversity and inclusion is ever evolving, it is vital that public organizations equally evaluate and improve their services to meet the changing needs of society it is serving. Notably, the foregoing argument

is based on the social exchange theory whose principle is that, when a leader or organizational practices affect an employee in a certain way, the employee reciprocates in line with perceived treatment (Cropanzano et al., 2017; Mitchell et al., 2012). Thus, it is crucial that the study of the impact of perception on leadership, organizational practices and demographic attributes on the creating a diverse and inclusive at the Directorate of Public Service Management be investigated and the results used to inform government strategies on how to optimize the diversity and inclusion work environment.

### **Impact of inclusive leadership on diversity and inclusion in the military in Botswana**

Consistent with the findings of this research study, Brimhall (2019) also found that leadership influenced a positive work climate and employee loyalty. However, future research could benefit from a identifying a particular antecedent such as an “inclusive leadership”. In the case, the study could assess the moderating impact of inclusive leadership in creating an inclusive workplace in the Botswana Defence Force (BDF) which of late has been transforming in respect of recruiting female soldiers. This value of inclusive leadership is confirmed by Ashikali et al., (2021), who argued that it enables a psychological safe space where different perspectives are encouraged and respected, while simultaneously teamwork stimulated to create a sense of togetherness. Case in point, when the authors investigated team diversity in “four Dutch organizations” found that, an inclusive leadership is critical in inculcating “organizational

inclusion” (p. 499). So, it is important to embark on this assessment in the context of the Botswana Defence Force.

Equally, (Bae et al., 2017; Alang et al., 2022; Hunt et al., 2018; Lundy et al., 2021) contended that inclusive leadership is connected to the creation of a diverse and inclusive workplace and to beneficial organizational outcomes. This discussion aligns with the Leader Member Exchange theory whose underlying assumptions are that an association between an employee and a leader can be described by the quality of that relationship through amongst other availing opportunities for development, employment security, career progression, coaching, mentoring and trust (Erdogan and Bauer, 2015).

Based on the above argument, leaders are encouraged to embrace inclusive behaviours and attitudes that will enable socialization of all employees regardless of their demographic characteristics (Dai and Fang, 2023). In support of this viewpoint, Nie and Lämsä (2015) postulate that a quality leader-member relationship gives the two parties an avenue to experience a flourishing work environment which in turn drives organizational performance. Thus, it is vital that inclusiveness as an antecedent of leadership be investigated further to assess its impact on inclusivity of female soldiers at the Botswana Defence Force (BDF).

### **Measuring the impact of perception of the minority groups in the workplace on organizational performance**

Connected to this study is another potential area of future research relating to the effect of employees' perception of the impact of inclusion of minority group on perceived organizational performance at the University of Botswana (UB). This tertiary institution is the country's oldest and biggest in terms of student enrollment in the country. This is an important area to investigate because literature shows that, when employees have a favorable perspective of the diversity management practices as well as a good perception of inclusion, it will influence their attitude that they are critical members of the organization (Downey et al., 2015).

To underscore the foregoing view, Ohemeng and McGrandle (2021) on their study of "Employee perception of inclusivity and business performance, established that positive feelings of inclusion are connected to superior organizational performance. These results are achieved by institutions providing resources that enable conditions for inclusion for employees to express themselves without any fear of sanctions (Sabharwal, 2014; Jansen et al., 2015).

Similarly, employee's performance was directly associated with the perceptions of inclusion (Chen and Tang, 2018). This argument is anchored by the social identity theory which posits that, how employees think as members of a team impact their ultimate behavior and attitude (Korte, 2007). Therefore, if employees as a collective believe that they are views are taken



seriously and accordingly rewarded for the efforts, this will catapult their output and commitment to the company.

### **Examine impact of organizational climate on perception of inclusion**

Relatedly another possible area of interest for future research is the moderating impact of organizational climate on the perception of inclusion at a leading manufacturing company in Botswana. In connection to this, studies show that employees are more committed when the organizational climate is conducive for inclusion (Davies et al., 2019; Hwang and Hopkins, 2015; Alang et al., 2022). Thus, exploring how organizational climate could impact this employees' sense of inclusion and by extension company's performance.

### **Perception of leadership on diversity and inclusion mediated by organizational practices.**

Furthermore, another area of interest for future research pertains to perception of leadership mediated by organizational practices on the creation of an inclusive workplace in the financial services sector in Botswana. In terms of extant literature, the ability of employees to innovate and acknowledge information was found to be directly mediated by organizational practices (Foss et al., 2011; Gochhayat et al., 2017; Farouk et al., 2016; Yoon et al., 2016). For instance, democratizing the workplace was found to engender feelings of loyalty, trust and satisfaction but mediated by the perception of organizational justice (Ahmed et al., 2019). However, the context

where the studies were executed was predominantly in the developed countries so there is dearth of knowledge in the Botswana context of financial service sector.

### **Effect of organizational culture in improving diversity and inclusion and enable innovation at a central bank in Botswana**

Another potential area of future research relates the impact of organizational culture on improving mental well-being at the Central bank in Botswana. Extant studies reveal that organizations face barriers concerning a risk averse culture (Kashan et al., 2021). However, there is inadequate data on how culture can support and enable innovation, the authors argued. Relatedly literature has shown that organizational culture has a major effect on employees' wellbeing through the creation of balance of work life, engaging leadership and enabling policies (Monteiro and Joseph, 2023). Underscoring the foregoing sentiments, Perera and Saha (2024), highlighted the criticality of creating inclusive environment and asserted that cultural shift is needed to achieve this change. Equally, studies confirmed that business culture affects employee deliverables and ultimately the company reputation (Daniels, 2021; Cary et al., 2020; Sackmann, 2011). Similarly, organizational culture influences workplace climate (Looi et al., 2022). Subsequently, given the immense importance of the central bank in the economic affairs of the country, this research is vital to establish whether the workplace culture is conducive for all types of employees notwithstanding their diversity orientation.

The foregoing areas of future research are vital in enriching this complex issue of diversity and inclusion which is increasingly proving to be a topical issue both theoretically and practically. For instance, it is acknowledged that a diverse workplace is closely associated with improved company performance (Goldberg et al., 2019). However, to realize this noble goal inclusive leadership and effective organizational policies are paramount to create an enabling environment. Additionally, demographic characteristics such as age and gender were also discussed and recommendations made on the basis of the findings emerging from this research study. However, given the limitations that the researcher was working with, potential areas of future research have been suggested to expand the scope contribute to the new body of knowledge on how to make the workplace diverse and inclusive for all employees.

### **Investigating social exclusion of disabled in the workplace in the mining sector**

This study extends the diversity and inclusion literature by adding disability into potential future research. Studies demonstrate that people with disabilities face major hurdles at entry and even after employment thereby resulting in their underutilization (Khan et al., 2019). Correspondingly, literature reveals that as much as there is evidence of transformation in relation to creating an inclusive environment, people with disabilities are acutely underrepresented (Mmoloke, 2020). Similarly, other employees are not aware of the various forms of disability and as such do not know how to relate with them, therefore resulting in their perceived discrimination (Muyia et al., 2010). So, given that increasingly organizations are advocating for diversity and

inclusion and people with disabilities are entering the workplace, it is recommended that research be extended to investigating how companies can create a conducive workplace for people with disabilities in the mining sector which is the biggest private sector employer.

### **Evaluating the impact of digital technology to create an inclusive environment in the mining sector**

Adopting and implementing digital technology has enabled the transformation of organizations in this ever-changing trading landscape (Mosen, 2023). With respect to concerns around underrepresentation of some groups in the mining industry, studies show that technology creates opportunities to break barriers that enable women participation in the mining sector that is traditionally male dominated (Fernandez-Stark et al., 2019). The introduction of digital technology through automation, “robotics, drones” and remote work has improved the speed of change in organization (Abrahamsson and Johansson, 2021, p. 268). So it is recommended that a study evaluating the effect of digital technology on the creation of an inclusive environment in the mining industry be explored. These results can provide insights on the barriers and opportunities that underrepresented groups such as women encounter in the traditionally masculine workplace and how a thriving environment be nurtured to enable all types of employees to flourish.

### **Summary**

In summary, as shown above, this research study sought to examine the perceptions of employees and executive leadership on the impact of inclusive leadership, organizational policies

and demographic characteristics namely age and gender on the creation of a diverse and inclusive workplace at a leading mining business in Botswana which in this context is the Debswana Diamond Company. Therefore, this thesis provided empirical data and a framework to deepen the understanding of diversity and inclusion in the mining sector by surfacing the complex interaction of the main variables discussed above. So, as discussed in this thesis, the investigation commenced with a global view of the diversity and inclusion landscape expounding on the challenges and opportunities that organizations are generally faced with regarding nurturing and being accommodative a of diverse workforce, how to address persistent demographic inequalities as well as discrimination and inequality prevalent in organizations and the inability to obtain perceptions of employees with regard diversity and inclusion initiatives. Instances from literature were shared where organizational practices sustain discrimination and inequality Equally, examples were shared where businesses were increasingly recognizing the value of having a diverse and inclusive workplace and its impact on company success However, alluded to in the discussion, implementation challenges and disparities persist in the mining environment.

Nevertheless, as revealed in the results section, there was a strong positive and statistically significant correlation between employees' and executive leadership perceptions of inclusive leadership and organizational policies and the creation of a diverse and inclusive environment. For example, inclusive leadership was found to have a significant impact on the perception of diversity and inclusion. Equally, what leaders say and do was shown to have a tremendous difference as to

whether an individual reports feeling included and empowered. Most importantly, inclusive leadership was found to be grounded in leader-member exchange theory which has been extensively discussed above

Another important finding of this thesis was that organizational policies were found to be positively connected to the perception of a diverse and inclusive workplace. Additionally, gender did not explain much of the variance in diversity and inclusion even though, being a male affected the perception of diversity and inclusion, but the association was not significant. On the contrary, age showed no association with the perception of diversity and inclusion in the workplace.

Simultaneously, leadership interviews were conducted, and the findings complemented those from the web-based questionnaire. As illustrated in chapter 2, the justification for mixing the two methods was to leverage their individual strengths and most importantly to obtain an in-depth appreciation of the issues relating to diversity and inclusion. So, as revealed during the data analysis section, the results from the two instruments were largely complementary and similar. Moreover, when examining the research results to the main research questions which sought to assess:

To what extent do employees' perception of leadership impact diversity and inclusion in Debswana Diamond Company

To what extent do employees' perception of organisational policies impact diversity and inclusion in Debswana Diamond Company?

To what extent do demographic characteristics namely age & gender impact perception of on diversity & inclusion in Debswana Diamond Company

What is the executive leadership' perception of the impact inclusive leadership, organizational policies on diversity and inclusion in the workplace?

These research questions were comprehensively investigated and analyzed as shown in the data analysis and findings section. For example, the way the leader would carry himself or herself and relate with employees has a significant impact on how they perceive the workplace, thus the conclusion that inclusive leadership has a positive impact on the creation of a diverse and inclusive environment

However, designing relevant policies, systems and processes, awareness creation, change management and stakeholder engagement were amongst the key initiatives discussed in this study. Furthermore, this thesis suggested that a greater focus should be on inclusive workplaces and the role that inclusive leaders play in cultivating that environment that can assist companies and policymakers to adapt and infuse the required changes. Notably, this study buttresses prior research on diversity management while adding a new geographic and industry perspective. Crucially as it has been revealed in this thesis, inclusive leadership is critical to deal with negative behavior

displaced toward inclusion because it is perceived as an enabler to the realization of inclusion programs.

Additionally, areas of future research were explored, and they revealed that, there is scope to increase diversity and inclusion opportunities in organizations to incorporate other diversity elements such as sexual minorities, which literature is showing as an area that has not been adequately researched (Gould et al., 2020; Ng and Rumens, 2017). Additionally, theoretical frameworks were extended to this research and facilitated an in depth understanding of the interactions of the main variables being inclusive leadership, organizational policies and demographic characteristics on diversity and inclusion in the workplace. Findings from the univariate and multivariate analysis were consistent in that inclusive leadership and organizational policies were found to be significantly connected to perceptions on diversity and inclusion, while age and gender were insignificantly linked.

## **Conclusion**

This research expanded on the existing literature on diversity and inclusion in the workplace and filled the research gap by integrating inclusive leadership, organizational policies and demographic attributes on diversity and inclusion in a unique sector with different workforce dynamics. For example, the results revealed that inclusive leaders positively impacted the perception of employees in relation to diversity and inclusion in the workplace. Equally,



organizational policies positively impacted on employees' perception of diversity and inclusion. This research was significant both in terms of its theoretical contribution to existing literature on diversity and inclusion and at a practical level in terms of potential organizational benefits that could accrue from implementing the findings. However, as shown in the reviewed literature and buttressed by these study findings, diversity and inclusion in the mining sector remains relatively unexplored even though the imperativeness of the phenomena is recognized. This research also exposed the challenges relating to the understanding and implementation of diversity and inclusion. This study explored the complex association between multiple independent variables and their combined impact on diversity and inclusion. Essentially, by evaluating multiple predictors simultaneously, it led to a more accurate estimate of their impact. Additionally, multi-regression and multi correlation were conducted, as well as both univariate and multivariate analysis where multivariate analysis best explained diversity and inclusion.

With respect to gender, the results did not show significant association between gender and diversity and inclusion, nonetheless, they revealed how gender influences perceptions of diversity and inclusion, emphasizing the need for targeted interventions. Additionally, the major contribution of this thesis is that it expanded the application of Leader-Member Exchange, Social Exchange Theory, Social Identity Theory, and Optimal Distinctiveness Theory to a new industry context. The uniqueness of this thesis is that the researcher is not aware of a similar study which adopted these theoretical frameworks in a similar context.

Likewise, few studies used mixed method research, and this greatly assisted in enhancing the understanding of the different interactions of the main variables and how they impact diversity and inclusion. This thesis also provided actionable insights for the mining industry, particularly Debswana, to review policies as well as enhance capability development programmes targeting leadership training. The thesis also asserted the importance of well-designed organizational policies in fostering a diverse and inclusive workplace. That notwithstanding, that the results showed that there is a direct and clear relationship between diversity and inclusion, emerging insights revealed that leadership commitment was inadequate to inculcate this new change. As such the majority of employees did not understand the strategic value of diversity and inclusion and perceived it as foreign and contrary to their value systems. Female employees felt that the existing policies and processes perpetuated patriarchal attitudes and as such they did not feel included and accommodated. Nevertheless, they were against affirmative action for fear that it might result in stigmatisation. Rather they advocated that merit and competencies should underpin appointments to positions. Ultimately, it proposed that Debswana should implement structured diversity training, talent mobility programs, and equitable human resources policies in order to make the workplace inclusive. Another issue that concerned the leadership was psychological safety which it emerged that it was low and as such those in positions of authority from supervisory level to executives were afraid to share a different opinion. Consequently, there was a suggestion of a culture shift, implementation robust change management strategy and forging of partnerships as well as collaboration with industry and regulatory bodies in order to foster a better relationship

on how to tackle the issues of diversity and inclusion since it was acknowledged that it also had a bearing on human rights. Results also revealed that, there was consensus from the leadership that there would be advocates, change leaders and role models of this initiative.

Subsequently, this study, supports the contention that businesses benefit from actively promoting gender inclusion initiatives. At a global level, this thesis, aligns with international diversity and inclusion frameworks, making the findings essential to organisations beyond the current jurisdiction. As alluded to, the research study affirmed previous literature on diversity and inclusion while adding a new geographic and sectoral perspective. Moreover, potential areas of future research have been explored, and they extend to the public service, military, manufacturing, health sector, retail and financial services sector. Finally, as revealed in this thesis, it is vital for all the stakeholders in the mining industry to embrace and leverage of the benefits of diversity and inclusion to drive and sustain superior business performance. This is because a plethora of studies demonstrated that diversity and inclusion unlock the potential of all employees to deliver their discretionary effort.

## REFERENCES

- Abowitz, D. A., and Toole, T. M. (2010). Mixed method research: Fundamental issues of design, validity, and reliability in construction research. *Journal of construction engineering and management*, 136(1), 108-116
- Abro, M. M. Q., Khurshid, M. A., and Aamir, A. (2015). The use of mixed methods in management research. *Journal of Applied Finance and Banking*, 5(2), 103.
- Abrahamsson, L. and Johansson, J. (2021). Can new technology challenge macho-masculinities? The case of the mining industry. *Mineral Economics*, 34(2), 263-275
- Abrahamsson, L., Segerstedt, E., Nygren, M., Johansson, J., Johansson, B., Edman, I. and Åkerlund, A. (2014). Mining and sustainable development: gender, diversity and work conditions in mining.
- Acharya, A. S., Prakash, A., Saxena, P. and Nigam, A. (2013). Sampling: Why and how of it. *Indian journal of medical specialties*, 4(2), 330-333.
- Adam, I., Agyeiwaah, E. and Dayour, F. (2023). Migrant worker inclusion and psychological well-being: Insights from the hospitality and tourism workplace. *Journal of Hospitality and Tourism Management*, 55, 448-459.

- Adamson, J., Hunt, K. and Nazareth, I. (2011). The influence of socio-demographic characteristics on consultation for back pain—a review of the literature. *Family practice*, 28(2), 163-171.
- Adeoye-Olatunde, O. A. and Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *Journal of the American college of clinical pharmacy*, 4(10), 1358-1367.
- Adhabi, E. and Anozie, C. B. (2017). Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3), 86-97.
- Addison, S. J. (2015). Using scenarios as part of a concurrent mixed methods design. In *Handbook of research methods on trust* (pp. 154-169). Edward Elgar Publishing
- Adisa, T. A., Cooke, F. L. and Iwowo, V. (2020). Mind your attitude: the impact of patriarchy on women's workplace behaviour. *Career Development International*, 25(2), 146-164.
- Agrawal, V. (2023, April 3). 10 Reasons why dei efforts fail (and how to ensure they succeed). Forbes.
- Aguinis, H. and Henle, C. A. (2004). Ethics in research. *Handbook of research methods in industrial and organizational psychology*, 34-56.

- Ahmed, K., Adeel, A., Ali, R. and Rehman, R. U. (2019). Organizational democracy and employee outcomes: The mediating role of organizational justice. *Business Strategy & Development*, 2(3), 204-219.
- Ahmed, F., Zhao, F. and Faraz, N. A. (2020). How and when does inclusive leadership curb psychological distress during a crisis? Evidence from the COVID-19 outbreak. *Frontiers in Psychology*, 11, 1898. <https://doi.org/10.3389/fpsyg.2020.01898>
- Ahmed, F., Zhao, F., Faraz, N. A. and Qin, Y. J. (2021). How inclusive leadership paves way for psychological well-being of employees during trauma and crisis: A three-wave longitudinal mediation study. *Journal of advanced nursing*, 77(2), 819-831.
- Ahmed, S. (2022). Assessment of employee promotion and compensation practices the case of MOHA soft drink SC/GOTERA plant Addis Ababa Ethiopia
- Akhtar, D. M. I. (2016). Research design. *Research Design* (February 1, 2016)
- Aktas, A. and Keskin, B. (2013). Statistical power analysis. The 7th International Days of Statistics and Economics, Prague, Czech Republic, 578-587.
- Alang, T., Stanton, P. and Rose, M. (2022). Enhancing employee voice and inclusion through inclusive leadership in public sector organizations. *Public Personnel Management*, 51(3), 309-329.

- Albright, K., Gechter, K. and Kempe, A. (2013). Importance of mixed methods in pragmatic trials and dissemination and implementation research. *Academic pediatrics*, 13(5), 400-407.
- Al Balushi, K. (2016). The use of online semi-structured interviews in interpretive research. *International journal of science and research (IJSR)*, 57(4), 2319-7064.
- Alharahsheh, H. H. and Pius, A. (2020). A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39-43.
- Allen, P. (2017). D and I and Leadership in Organizations. In *Diversity and inclusion in the global workplace: Aligning initiatives with strategic business goals* (pp. 153-170). Cham: Springer International Publishing.
- Ali, M. and French, E. (2019). Age diversity management and organisational outcomes: The role of diversity perspectives. *Human Resource Management Journal*, 29(2), 287-307.
- Allison, M. T. and Hibbler, D. K. (2004). Organizational barriers to inclusion: Perspectives from the recreation professional. *Leisure Sciences*, 26(3), 261-280.
- Almalak, H., Alkhelb, D. A., Alsaleh, H. M., Khan, T. M., Hassali, M. A. A. and Aljadhey, H. (2014). Students' attitude toward use of over-the-counter medicines during exams in Saudi Arabia. *Saudi Pharmaceutical Journal*, 22(2), 107-112.

- Almeida, F. (2018). Strategies to perform a mixed methods study. *European Journal of Education Studies*.
- Alshenqeeti, H. (2014). Interviewing as a data collection method: a critical review. *English Linguistics Research*, 3(1), 39-45.
- Alvarez, G., Núñez-Cortés, R., Solà, I., Sitjà-Rabert, M., Fort-Vanmeerhaeghe, A., Fernández, C. and Urrútia, G. (2021). Sample size, study length, and inadequate controls were the most common self-acknowledged limitations in manual therapy trials: A methodological review. *Journal of Clinical Epidemiology*, 130, 96-106.
- Almeida, F. (2018). Strategies to perform a mixed methods study. *European Journal of Education Studies*.
- Ambarwati, R., Sutiapermana, A., Jejen, A., Priatna, I. A., Rustandi, N. and Adha, W. M. (2024). Implementation of Diversity Management to Increase Organizational Inclusivity in the Department of Industry, Trade, Mining and Energy in South Kalimantan Province. *Jurnal Ekonomi*, 13(01), 107-119
- Amrhein, V., Trafimow, D. and Greenland, S. (2019). Inferential statistics as descriptive statistics: There is no replication crisis if we don't expect replication. *The American Statistician*, 73(sup1), 262-270.



- Amin, S., Yasin, I. and Rutkowska-Ziarko, A. (2023/12//). Diversity-inclusion nexus: Assessing the role of ethnic and religious diversity in financial inclusion; a global perspective: Znanstveno-strucnicasopis. *EkonomskiIstrazivanja*, 36(1),1205-1225.  
doi:<https://doi.org/10.1080/1331677X.2022.2083648>
- Anand, S., Vidyarthi, P. and Rolnicki, S. (2018). Leader-member exchange and organizational citizenship behaviors: Contextual effects of leader power distance and group task interdependence. *The Leadership Quarterly*, 29(4), 489-500.
- Anderson, L. (2014). Leadership, diversity, and inclusion. *Leadership in recreation and leisure services*, 68-95.
- Andersen, I., Buch, R. and Kuvaas, B. (2020). A literature review of social and economic leader–member exchange. *Frontiers in psychology*, 11, 1474.
- Aneesya, P., Agrawal, R. K. and Utkal, K. (2018). Inclusive workplace and organizational citizenship behavior. Equality, Diversity and Inclusion: *An International Journal*, 37(6), 530-550. doi:<https://doi.org/10.1108/EDI-03-2017-0054>
- Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria.

- Anieting, A. and Mosugu, J. (2017). Comparison of quota sampling and snowball sampling. *Indian Scholar*, 3(3), 33-36.
- April, K., and Blass, E. (2010). Measuring diversity practice and developing inclusion. *Dimensions*, 1(1), 59-66.
- April, R. A. and Govender, C. M. (2022). Understanding affirmative action leadership in the South African financial context. *African Journal of Business Management*, 16(5), 90-103.
- Arif, M., Zahid, S., Kashif, U. and Ilyas Sindhu, M. (2017). Role of leader-member exchange relationship in organizational change management: Mediating role of organizational culture. *International journal of organizational leadership*, 6(1), 32-41.
- Arif, L. N. (2022). Leader-Member Exchange (LMX) Differentiation and Organizational Outcomes: The Role of Leader Integrity and Perceived Inclusion (Doctoral dissertation, University of South Alabama).
- Arif, S. A., Butler, L. M., Gettig, J. P., Purnell, M. C., Rosenberg, E., Truong, H. A., ... and Grundmann, O. (2023). Taking action towards equity, diversity, and inclusion in the pharmacy curriculum and continuing professional development. *American Journal of Pharmaceutical Education*, 87(2), ajpe8902.

- Arnold, M. L., Chambers, K. and Petrie, T. A. (2024). NCAA coaches' perceptions of the inclusion of transgender athletes: A qualitative analysis. *Sport, Education and Society*, 29(5), 576-592.
- Arun, M. G. (2024/01/29/, 2024 Jan 29). India inc | drive for gender diversity: Indian firms are striving for more diversity, equity and inclusion at the workplace, both to expand the talent pool as well as to plug the leaky pipeline. India Today, <https://www.proquest.com/magazines/india-inc-drive-gender-diversity/docview/2917177428/se-2>
- Aspers, P. and Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, 42(2), 139-160. doi:<https://doi.org/10.1007/s11133-019-9413-7>
- Asuero, A. G., Sayago, A. and González, A. G. (2006). The correlation coefficient: An overview. *Critical reviews in analytical chemistry*, 36(1), 41-59. Australia metal and mining 29 April 24. (2024/04/29/). *Industry Snapshots*, Retrieved from <https://www.proquest.com/trade-journals/australia-metal-mining-29-apr-24/docview/3049265078/se-2>
- Austin, S. A. (2024). Federal Contractors Moving From Compliance to Catalyst: Inclusive Leadership Impacting Organizational Diversity Equity and Inclusion Transformation (Doctoral dissertation, Robert Morris University).
- Avest, J. W. (2018). Optimal distinctiveness and inclusive hiring (Master's thesis, University of Twente).

- Axinn, W. G. and Pearce, L. D. (2006). Mixed method data collection strategies. Cambridge University Press.
- Azad, A., Sernbo, E., Svärd, V., Holmlund, L. and Björk Brämberg, E. (2021). Conducting in-depth interviews via mobile phone with persons with common mental disorders and multimorbidity: the challenges and advantages as experienced by participants and researchers. *International Journal of Environmental Research and Public Health*, 18(22), 11828
- Azorín, J. M. and Cameron, R. (2010). The application of mixed methods in organisational research: A literature review. *Electronic journal of business research methods*, 8(2), 95-105.
- Baburajan, V., e Silva, J. D. A. and Pereira, F. C. (2020). Open-Ended Versus Closed-Ended Responses: A Comparison Study Using Topic Modeling and Factor Analysis. *IEEE Transactions on Intelligent Transportation Systems*, 22(4), 2123-2132.
- Bae, K. B., Sabharwal, M., Smith, A. E. and Berman, E. (2017). Does demographic dissimilarity matter for perceived inclusion? Evidence from public sector employees. *Review of Public Personnel Administration*, 37(1), 4-22.
- Bächmann, A. C., Frodermann, C., Grunow, D., Hagen, M. and Müller, D. (2020). Family-friendly organizational arrangements-anything but “a fuss” (over nothing). In *Nürnberg: IAB-Forum*.

- Bahari, S. F. (2010). Qualitative versus quantitative research strategies: contrasting epistemological and ontological assumptions. *Sains Humanika*, 52(1).
- Bakkalbasioglu, E. (2020). How to access elites when textbook methods fail: Challenges of purposive sampling and advantages of using interviewees as "fixers". *The Qualitative Report*, 25(3), 688-699. <https://search.proquest.com/docview/2394540342?accountid=26259>
- Balamurali, S. and Jun, C. H. (2006). Repetitive group sampling procedure for variables inspection. *Journal of Applied Statistics*, 33(3), 327-338.
- Bamber, P., Couto, V. and Fernandez-Stark, K. (2019). *Industry 4.0 in Developing Countries: The Mine of the Future and the Role of Women*. World Bank
- Banerjee, A. T., Tan, A., Boston-Fisher, N., Dubois, C., LaFontaine, A., Cloos, P. and Evans, T. (2023/10/). Embedding anti-racism in schools of public health: A pathway to accountability for progress towards equity. *Canadian Journal of Public Health*, 114(5), 872-877. doi:<https://doi.org/10.17269/s41997-023-00796-z>
- Banham, R. (2018). The benefits of diversity & inclusion initiatives. *Risk Management*, 65(6), 30-

- Bansal, P. (2023/06/27/, 2023 Jun 27). Harnessing benefits of corporate diversity: DEI: Move to make changes more than box-checking exercise. Chronicle - Herald Retrieved from <https://www.proquest.com/newspapers/harnessing-benefits-corporate-diversity/docview/2890439442/se-2>
- Bans-Akutey, A. and Tiimub, B. M. (2021). Triangulation in research. *Academia Letters*, 2, 1-6.
- Bardhan, N. and Gower, K. (2020). Student and faculty/educator views on diversity and inclusion in public relations: The role of leaders in bringing about change. *Journal of Public Relations Education*, 6(2), 102-141
- Bartosik-Purgat, M. and Guzek, M. (Eds.). (2024). International Business and Culture: Challenges in Cross-Cultural Marketing and Management (1st ed.). Routledge. <https://doi.org/10.4324/9781032636962>
- Bartram, T., Cavanagh, J., Meacham, H. and Pariona-Cabrera, P. (2021). Re-calibrating HRM to improve the work experiences for workers with intellectual disability. *Asia Pacific Journal of Human Resources*, 59(1), 63-83.
- Barua, A. (2013). Methods for decision-making in survey questionnaires based on Likert scale. *Journal of Asian scientific research*, 3(1), 35-38

- Basit, T (2003) Manual or electronic? The role of coding in qualitative data analysis, *Educational Research*, 45(2), 143-154, DOI: 10.1080/0013188032000133548
- Başkarada, S. and Koronios, A. (2018). A philosophical discussion of qualitative, quantitative, and mixed methods research in social science. *Qualitative Research Journal*, 18(1), 2-21.
- Batch, J. T., Lamsal, S. P., Adkins, M., Sultan, S. and Ramirez, M. N. (2020). Advantages and disadvantages of the ketogenic diet: a review article. *Cureus*, 12(8).
- Bauer, T. N. and Erdogan, B. (2015). Leader-member exchange (LMX) theory: An introduction and overview. *Oxford handbook of leader-member exchange*, 3-9.
- Bebbington, D. and Özbilgin, M. (2013). The paradox of diversity in leadership and leadership for diversity. *Management International*, 17,14-24,113,115,117.  
<https://www.proquest.com/scholarly-journals/paradox-diversity-leadership/docview/1400652826/se-2?accountid=188730>
- Behling, G., Lenzi, F. C. and Rossetto, C. R. (2022). Upcoming issues, new methods: Using interactive qualitative analysis (IQA) in management research. *Revista De Administração Contemporânea*, 26(4), 1-18. doi:<https://doi.org/10.1590/1982-7849rac2022200417>
- Bekhet, A. K. and Zauszniewski, J. A. (2012). Methodological triangulation: An approach to understanding data. *Nurse researcher*, 20(2).

- Belina, A. (2023). Semi-structured interviewing as a tool for understanding informal civil society. *Voluntary Sector Review*, 14(2), 331-347.
- Bell, R., Warren, V. and Schmidt, R. (2022). The application of concurrent or sequential mixed-methods research designs and their methodological implications: Investigating tacit knowledge, its use, and application in automotive development. SAGE Publications, Limited.
- Bencivenga, R., Leone, C. and Siri, A. (2021). Gender equality, diversity, and inclusion in academia: successes and failures of the initiatives promoted by the European Union. *Geopolitical, Social Security and Freedom Journal*, 4(1), 27-40.
- Beniflah, J., Razo, P. and Veloz, J. (2022). Self-referencing and optimal distinctiveness theory: The theoretical underpinnings to US multicultural marketing. *Journal of Cultural Marketing Strategy*, 6(2), 160-175.
- Bennett, M., Parkash, R., Nery, P., Sénéchal, M., Mondesert, B., Birnie, D., ... and Talajic, M. (2017). Canadian cardiovascular society/Canadian heart rhythm society 2016 implantable cardioverter-defibrillator guidelines. *Canadian Journal of Cardiology*, 33(2), 174-188.
- Benya, A. (2013). Gendered labour: A challenge to labour as a democratizing force. *Rethinking Development and Inequality*, 2(47), 47-62.



- Berge, Z., de Verneil, M., Berge, N., Davis, L. and Smith, D. (2002). The increasing scope of training and development competency. *Benchmarking: An International Journal*, 9(1), 43-61.
- Berinyuy, B. and Forje, L. C. (2021) The Case of Shisong Hospital: Is Promotion the Reason for Employee Satisfaction, Commitment or Intention to Quit?
- Bernardini, E., Formilli, C., Giovinazzo, R., Incocciati, E. and Mameli, M. (2010), The monitoring of the perception of risks in workplaces: a questionnaire proposal.
- Bernstein, R. S. and Bilimoria, D. (2013). Diversity perspectives and minority nonprofit board member inclusion. *Equality, Diversity and Inclusion: An International Journal*, 32(7), 636-653.
- Bernstein, R. S., Bulger, M., Salipante, P. and Weisinger, J. Y. (2020). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics*, 167, 395-410.
- Bernstein, R., Salipante, P. and Weisinger, J. (2021). Performance through diversity and inclusion: Leveraging organizational practices for equity and results. Routledge.
- Benya, A. (2013). Gendered labour: A challenge to labour as a democratizing force. *Rethinking Development and Inequality*, 2(47), 47-62.
- Bhutta, Z.A, (2004), Beyond informed Consent Bulletin of the World Health Organization, 82 (10)

- Bieling, G., Stock, R. M. and Dorozalla, F. (2015). Coping with demographic change in job markets: How age diversity management contributes to organizational performance. *German Journal of Human Resource Management*, 29(1), 5-30.
- Binha, O. Diversity and Inclusion in the Mining and Minerals Industry: The Zimbabwe Perspective.
- Birgen, N. J. (2015). Challenges of managing workforce diversity at the ministry of mining, Kenyan civil service (Doctoral dissertation, University of Nairobi)
- Blancero, D. M., Mouriño-Ruiz, E. and Padilla, A. M. (2018). Latino millennials—The new diverse workforce: Challenges and opportunities. *Hispanic Journal of Behavioral Sciences*, 40(1), 3-21.
- Boadi, I. and Osarfo, D. (2019). Diversity and return: The impact of diversity of board members' education on performance. *Corporate Governance*, 19(4), 824-842.  
doi:<https://doi.org/10.1108/CG-01-2019-0017>
- Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative market research: An international journal*, 19(4), 426-432.
- Boodhram, F. (2024). Gender equity and business leadership in the South African Mining sector

- Bodnar, M., Namieśnik, J., and Konieczka, P. (2013). Validation of a sampling procedure. *Trends in Analytical Chemistry*, 51, 117-126.
- Boehm, S. A., Kunze, F., and Bruch, H. (2014). Spotlight on age-diversity climate: The impact of age-inclusive HR practices on firm-level outcomes. *Personnel Psychology*, 67(3), 667-704.
- Bohonos, J. W. and Sisco, S. (2021). Advocating for social justice, equity, and inclusion in the workplace: An agenda for anti-racist learning organizations. *New Directions for Adult and Continuing Education*, 2021(170), 89-98.
- Boncori, I., Sicca, L. M. and Bizjak, D. (2019). Transgender and gender non-conforming people in the workplace: Direct and invisible discrimination. In *Inequality and organizational practice* (pp. 141-160). Palgrave Macmillan, Cham.
- Boon, C. and Biron, M. (2016). Temporal issues in person–organization fit, person–job fit and turnover: The role of leader–member exchange. *Human relations*, 69(12), 2177-2200.
- Borry, E. L., Getha-Taylor, H. and Holmes, M. H. (2021). Promoting diversity and inclusion in the federal workforce: Executive order 13583 and demographic trends. *Public Administration Quarterly*, 45(4), 392-417.

- Bosu, A. and Sultana, K. Z. (2019, September). Diversity and inclusion in open source software (OSS) projects: Where do we stand?. In *2019 ACM/IEEE International Symposium on Empirical Software Engineering and Measurement (ESEM)* (pp. 1-11). IEEE.
- Botha, D. and Cronjé, J. F. (2015). The physical ability of women in mining: can they show muscle?. *Journal of the Southern African Institute of Mining and Metallurgy*, 115(8), 659-667.
- Botswana Guardian, 13 September 2021
- Bourke, J. and Espedido, A. (2019). Why inclusive leaders are good for organizations, and how to become one. *Harvard Business view*, 29(03), 2019.
- Bourke, J., Titus, A. and Espedido, A. (2020). The key to inclusive leadership. *Harvard Business Review*, 6.
- Bourke, J. and Dillon, B. (2018). The six signature traits of inclusive leadership: Thriving in a diverse new world. Deloitte Insights.
- Brand, A. L. (2015). The politics of defining and building equity in the twenty-first century. *Journal of Planning Education and Research*, 35(3), 249-264.

- Brimhall, K. C. (2019). Inclusion and commitment as key pathways between leadership and nonprofit performance. *Nonprofit Management and Leadership*, 30(1), 31-49.
- Brimhall, K. C. (2019). Inclusion is important... but how do I include? Examining the effects of leader engagement on inclusion, innovation, job satisfaction, and perceived quality of care in a diverse nonprofit health care organization. *Nonprofit and Voluntary Sector Quarterly*, 48(4), 716-737.
- Brimhall, K. C., Lizano, E. L. and Barak, M. E. M. (2014). The mediating role of inclusion: A longitudinal study of the effects of leader-member exchange and diversity climate on job satisfaction and intention to leave among child welfare workers. *Children and Youth Services Review*, 40, 79-88.
- Brimhall, K. C., Mor Barak, M. E., Hurlburt, M., McArdle, J. J., Palinkas, L., and Henwood, B. (2017). Increasing workplace inclusion: The promise of leader-member exchange. *Human Service Organizations: Management, Leadership & Governance*, 41(3), 222-239.
- Brooks, O. V. (2022). Assessing organizational policies, practices, and procedures to diversify senior leadership positions in corporate america of dallas, texas (Order No. 29165154). Available from ProQuest One Academic. (2692117357).  
<https://www.proquest.com/dissertations-theses/assessing-organizational-policies-practices/docview/2692117357/se-2>

- Brooks, A. K., Liang, Y., Brooks, M., Lee, J. W., Zhang, X., Nwangwu, I., ... and Nwokolo, O. O. (2022). Leadership roles and initiatives for diversity and inclusion in academic anesthesiology departments. *Journal of the National Medical Association*, 114(2), 147-155.
- Broughan, C. (2013). An evidence based approach to creating an age-friendly culture. *Strategic HR Review*, 12(3), 138-144.
- Brown, J. D. (2000). What issues affect Likert-scale questionnaire formats. Shiken: JALT Testing & Evaluation SIG Newsletter, 4(1).
- Brown, M. A. (2019). What are the factors that influence monachopsis among African American employees in the workplace: A systematic review of the evidence (Order No. 28094845). Available from ProQuest One Academic. (2454337515).  
<https://www.proquest.com/dissertations-theses/what-are-factors-that-influence-monachopsis-among/docview/2454337515/se-2?accountid=188730>
- Brown, M., Brown, R. S., and Nandedkar, A. (2019). Transformational leadership theory and exploring the perceptions of diversity management in higher education. *Journal of Higher Education Theory and Practice*, 19(7), 11-21. <https://www.proquest.com/scholarly-journals/transformational-leadership-theory-exploring/docview/2342510532/se-2>

- Buddhakulsomsiri, J. and Parthanadee, P. (2008). Stratified random sampling for estimating billing accuracy in health care systems. *Health Care Management Science*, 11(1), 41-54.  
doi:<http://dx.doi.org/10.1007/s10729-007-9023-x>
- Budur, T. and Demir, A. (2019). Leadership perceptions based on gender, experience, and education. *International Journal of Social Sciences & Educational Studies*, 6(1), 142-154.
- Buengeler, C., Leroy, H. and De Stobbeleir, K. (2018). How leaders shape the impact of HR's diversity practices on employee inclusion. *Human Resource Management Review*, 28(3), 289-303.
- Burger, L. W. (2014). *Case study: the success of diversity management practices at Benga mine* (Doctoral dissertation, Stellenbosch: Stellenbosch University)
- Burkard, A. W., Boticki, M. A. and Madson, M. B. (2002). Workplace discrimination, prejudice, and diversity measurement: *A review of instrumentation*. *Journal of Career Assessment*, 10(3), 343-361.
- Burkhard, M. J., Dawkins, S., Knoblaugh, S. E., El-Khoury, C., Coble, D., Malbrue, R. A., ... and Moore, R. M. (2022). Supporting diversity, equity, inclusion, and belonging to strengthen and position the veterinary profession for service, sustainability, excellence, and impact. *Journal of the American Veterinary Medical Association*, 260(11), 1283-1290.

- Busetto, L., Wick, W. and Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and practice*, 2(1), 14
- Busher, H. and James, N. (2002). Ethics of research in education. *Research methods in educational leadership and management*, 73-89.
- Calhoun, H. M. (2019). Minority employee perceptions about lack of diversity in municipal government leadership (Order No. 13427335). Available from ProQuest One Academic. (2178455250).<https://www.proquest.com/dissertations-theses/minority-employee-perceptions-about-lack/docview/2178455250/se-2>
- Cameron, R. (2011). Mixed methods research: The five Ps framework. *Electronic journal of business research methods*, 9(2), 96-108.
- Cameron, R. and Molina-Azorin, J. (2011). The acceptance of mixed methods in business and management research. *International Journal of Organizational Analysis*, 19(3), 256-271. doi:<https://doi.org/10.1108/19348831111149204>
- Campbell, S. (2014). What is qualitative research? *Clinical Laboratory Science*, 27(1), 3. <https://search.proquest.com/docview/1530677717?accountid=188730>
- Cantrell, M. A. and Lupinacci, P. (2007). Methodological issues in online data collection. *Journal of advanced nursing*, 60(5), 544-549.



- Carberry, E. J. and Meyers, J. S. (2017). Are the “best” better for everyone? Demographic variation in employee perceptions of Fortune’s “Best Companies to Work For”. *Equality, Diversity and Inclusion: An International Journal*, 36(7), 647-669.
- Carmeli, A., Reiter-Palmon, R. and 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.
- Carnevale, J. B., Huang, L., Crede, M., Harms, P. and Uhl-Bien, M. (2017). Leading to stimulate employees' ideas: A quantitative review of leader–member exchange, employee voice, creativity, and innovative behavior. *Applied Psychology*, 66(4), 517-552.
- Caro, P., Ilabaca, P., Román, H., Armijo, L., Celis, K. and Meyer, L. (2019). Inclusión sustentable de mujeres en industrias masculinizadas. *La Minería en Chile. Universidad Santo Tomás*
- Carrell, M. R., Mann, E. E. and Tracey, H. S. (2006). Defining workforce diversity programs and practices in organizations: a longitudinal study. *Labor Law Journal*, 57(1), 5-12.  
<https://search.proquest.com/docview/195058321?accountid=188730>
- Carroll, L. J. and Rothe, J. P. (2010). Levels of reconstruction as complementarity in mixed methods research: A social theory-based conceptual framework for integrating qualitative and quantitative research. *International Journal of environmental research and public health*, 7(9), 3478-3488.

- Carroll, E. M. (2024). *White Individuals and Organizational Diversity, Equity, and Inclusion Initiatives: Understanding Psychological Responses and Outcomes Through Procedural Justice and Social Identity Theories* (Doctoral dissertation, The University of Arizona)
- Carter, B. M., Sumpter, D. F. and Thruston, W. (2023). Overcoming marginalization by creating a sense of belonging. *Creative Nursing*, 29(4), 320-327
- Carter, P. W. (2018). Thought Leadership: Championing Diversity and Inclusion A Conversation with Connie Lewis Lensing, Senior VP of Litigation Department at Federal Express. *Defense Counsel Journal*, 85(1)
- Caruana, E. J., Roman, M., Hernández-Sánchez, J. and Solli, P. (2015). Longitudinal studies. *Journal of thoracic disease*, 7(11), E537.
- Carvalho, I. (2022). Mixed methods research to understand gender inequality in tourism through a feminist post-constructionist lens. *Journal of International Women's Studies*, 24(1), 1-16.  
<https://www.proquest.com/scholarly-journals/mixed-methods-research-understand-gender/docview/2672393035/se-2>
- Cary Jr, M. P., Randolph, S. D., Broome, M. E. and Carter, B. M. (2020, November). Creating a culture that values diversity and inclusion: An action-oriented framework for schools of nursing. *In Nursing Forum* 55( 4),687-694).

- Carter III, W. D. (2024). *What Do Black Male Executives at Fortune 500 Companies Perceive to Be the Uses and Impact of DEI-Based Storytelling Around Belonging?* (Doctoral dissertation, University of Pennsylvania).
- Castañeda-Burciaga, S., Guirette-Barbosa, O. A., Ramírez-Salazar, M. A., Celaya-Padilla, J. M. and García-Estrada, L. I. (2025). Inclusion of Women in the Mining Sector: Challenges and Opportunities Through Education. *Education Sciences*, 15(1), 69.
- Castleberry, A. and Nolen, A. (2018). Thematic analysis of qualitative research data: Is it as easy as it sounds? *Currents in pharmacy teaching and learning*, 10(6), 807-815.
- Celikdemir, D. Z., and Katrinli, A. (2020). Efficient diversity management for workplace well-being. *The Palgrave Handbook of Workplace Well-Being*, 1-22.
- Céspedes-Báez, L. M., Prieto-Ríos, E. and Pontón-Serra, J. P. (2022). Informal mining in Colombia: Gender-based challenges for the implementation of the business and human rights agenda. *Business and Human Rights Journal*, 7(1), 67-83.
- Chand, M. (2023). Challenges in managing a multigenerational and diverse workforce. In *Elgar Companion to Managing People Across the Asia-Pacific* (pp. 77-92). Edward Elgar Publishing.

- Chaubey, A. and Kuknor, S. (2024), "The saga of struggling diversity in the 21st century: a qualitative study", *Journal of Asia Business Studies*, 18(2), 340-366. <https://doi.org/10.1108/JABS-10-2023-0406>
- Chenail, R. J. (2011). Ten steps for conceptualizing and conducting qualitative research studies in a pragmatically curious manner. *The Qualitative Report*, 16(6), 1713-1730. <https://www.proquest.com/scholarly-journals/ten-steps-conceptualizing-conducting-qualitative/docview/920380601/se-2>
- Cherkowski, S. (2010). Leadership for Diversity, Inclusion and Sustainability: teachers as leaders. *Citizenship, Social and Economics Education*, 9(1), 23-31.
- Chicoine, G., Cote, J., Pepin, J., Pluye, P., Boyer, L., Fontaine, G., ... and Jutras-Aswad, D. (2021). Impact of a videoconferencing educational programme for the management of concurrent disorders on nurses' competency development and clinical practice: protocol for a convergent mixed methods study. *BMJ open*, 11(3), e042875.
- Chipangamate, N. and Nwaila, G. T. Workplace Diversity, Equity, Inclusion, and Belonging: The Bionic Advantages in the Era of Mining Modernisation. *Equity, Inclusion, and Belonging: The Bionic Advantages in the Era of Mining Modernisation*

- Cho, S., Kim, A. and 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. doi:<http://dx.doi.org/10.1111/aswp.12125>
- Choi, J. O., Shane, J. S. and Chih, Y. Y. (2022). Diversity and inclusion in the engineering construction industry.
- Choi, S. B., Tran, T. B. H. and Kang, S. W. (2017). Inclusive leadership and employee well-being: The mediating role of person-job fit. *Journal of Happiness Studies*, 18, 1877-1901.
- Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *IOSR journal of humanities and social science*, 19(4), 99-104.
- Chouhy, C., Swagar, N., Brancale, J., Noorman, K., Siennick, S. E., Caswell, J., . . . Blomberg, T. G. (2023/02//). Forecasting the racial and ethnic impacts of ‘Race-neutral’ legislation through researcher and policymaker partnerships. *American Journal of Criminal Justice : AJCJ*, 48(1), 123-150. doi:<https://doi.org/10.1007/s12103-021-09619-8>
- Chow, R. M., Lowery, B. S. and Hogan, C. M. (2013). Appeasement: Whites’ strategic support for affirmative action. *Personality and Social Psychology Bulletin*, 39(3), 332-345.

- Ciuk, S., Śliwa, M. and Harzing, A. W. (2023). Implementing the equality, diversity, and inclusion agenda in multinational companies: A framework for the management of (linguistic) diversity. *Human Resource Management Journal*, 33(4), 868-888.
- Crisol Moya, E., Molonia, T. and Caurcel Cara, M. J. (2020). Inclusive leadership and education quality: Adaptation and validation of the questionnaire “Inclusive Leadership in Schools”(LEI-Q) to the Italian context. *Sustainability*, 12(13), 5375.
- Chrobot-Mason, D. and Aramovich, N. P. (2013). The psychological benefits of creating an affirming climate for workplace diversity. *Group & Organization Management*, 38(6), 659-689.
- Chuen, V. L., M.D., Dholakia, Saumil, M.D., M.H.S., Kalra, S., M.D., Watt, Jennifer, M.D., PhD., Wong, Camilla, M.D., M.H.S.C. and Ho, Joanne M-W, M.D., M.S.C. (2023/06//). Geriatric specialists' perspectives on telemedicine during the COVID-19 pandemic: A concurrent triangulation mixed-methods study \*. *Canadian Geriatrics Journal*, 26(2), 283-289. doi:<https://doi.org/10.5770/cgj.26.645>
- Church, A. H. and Rotolo, C. T. (2013). Leading diversity and inclusion efforts in organizations: should we be standing behind our data or our values (or both)? *Industrial and Organizational Psychology*, 6(3), 245-248.

- Chyung, S. Y., Roberts, K., Swanson, I. and Hankinson, A. (2017). Evidence-based survey design: The use of a midpoint on the Likert scale. *Performance Improvement*, 56(10), 15-23.
- Ciutiene, R. and Railaite, R. (2015). Age management as a means of reducing the challenges of workforce aging. *Engineering Economics*, 26(4), 391-397.
- Claridge, T. (2018). Criticisms of social capital theory: and lessons for improving practice. *Social Capital Research*, 1-8.
- Cletus, H. E., Mahmood, N. A., Umar, A. and Ibrahim, A. D. (2018). Prospects and challenges of workplace diversity in modern day organizations: A critical review. *HOLISTICA–Journal of Business and Public Administration*, 9(2), 35-52.
- Cloutier, O., Felusiak, L., Hill, C. and Pemberton-Jones, E. J. (2015). The importance of developing strategies for employee retention. *Journal of Leadership, Accountability & Ethics*, 12(2).
- Cobianchi, L., Dal Mas, F. and Angelos, P. (2021). One size does not fit all—translating knowledge to bridge the gaps to diversity and inclusion of surgical teams. *Annals of Surgery*, 273(2), e34-e36.
- Cohen, L., Manion, L. and Morrison, K. (2017). Action research. In *Research methods in education* (pp. 440-456). Routledge.

- Cole, A. P. and Trinh, Q. D. (2017). Secondary data analysis: techniques for comparing interventions and their limitations. *Current opinion in urology*, 27(4), 354-359.
- Collin, K., Van der Heijden, B. and Lewis, P. (2012). Continuing professional development. *International journal of training and development*, 16(3), 155-163.
- Collins, A. M., Hislop, D. and Cartwright, S. (2016). Social support in the workplace between teleworkers, office-based colleagues and supervisors. *New Technology, Work and Employment*, 31(2), 161-175.
- Collste, G. (2008). Global ICT-ethics: the case of privacy. *Journal of Information, Communication and Ethics in Society*.
- Combs, G. M., Milosevic, I. and Bilimoria, D. (2019). Introduction to the special topic forum: Critical discourse: Envisioning the place and future of diversity and inclusion in organizations. *Journal of Leadership & Organizational Studies*, 26(3), 277-286.
- Comello, M. L. G. (2011). Characterizing drug non-users as distinctive in prevention messages: implications of optimal distinctiveness theory. *Health Communication*, 26(4), 313-322.
- Cook, K. S., Cheshire, C., Rice, E. R. and Nakagawa, S. (2013). Social exchange theory. In *Handbook of social psychology* (pp. 61-88). Springer, Dordrecht.



- Cooke, D. T., Olive, J., Godoy, L., Preventza, O., Mathisen, D. J. and Prager, R. L. (2019). The importance of a diverse specialty: introducing the STS workforce on diversity and inclusion. *The Annals of Thoracic Surgery*, 108(4), 1000-1005.
- Cooke, F. L., Schuler, R. and Varma, A. (2020). Human resource management research and practice in Asia: Past, present and future. *Human Resource Management Review*, 30(4), 100778.
- Corneli, A., Hanlen-Rosado, E., McKenna, K., Araojo, R., Corbett, D., Vasisht, K., ... and Calvert, S. B. (2023). Enhancing Diversity and Inclusion in Clinical Trials. *Clinical Pharmacology & Therapeutics*.
- Costanza, D. P., & Finkelstein, L. M. (2015). Generationally based differences in the workplace: Is there a there there?. *Industrial and Organizational Psychology*, 8(3), 308-323
- Council, B. (2014). Equality, Diversity and Inclusion Strategy.
- Cresswell, J. (2013). Qualitative inquiry & research design: Choosing among five approaches.
- Croasmun, J. T. and Ostrom, L. (2011). Using likert-type scales in the social sciences. *Journal of adult education*, 40(1), 19-22.

- Croce, P., Marsili, F., Klawonn, F., Formichi, P. and Landi, F. (2018). Evaluation of statistical parameters of concrete strength from secondary experimental test data. *Construction and Building Materials*, 163, 343-359.
- Cropanzano, R., Anthony, E. L., Daniels, S. R. and Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of management annals*, 11(1), 479-516.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A. and Sheikh, A. (2011). The case study approach. *BMC medical research methodology*, 11(1), 1-9
- Cunningham, G. B. and Nite, C. (2020). LGBT diversity and inclusion, community characteristics, and success. *Journal of Sport Management*, 34(6), 533-541.
- Cureton, E. E. and D'Agostino, R. B. (2013). Factor analysis: An applied approach. Psychology press.
- Cutcliffe, J. R. and McKenna, H. P. (2004). Expert qualitative researchers and the use of audit trails. *Journal of advanced nursing*, 45(2), 126-133.
- Da Gama, I. Y. B. (2015). *Stereotypes in the South African mining industry: An exploratory study* (Doctoral dissertation)

- Dai, X. and Fang, Y. (2023). Does inclusive leadership affect the organizational socialization of newcomers from diverse backgrounds? The mediating role of psychological capital. *Frontiers in Psychology*, 14, 1138101.
- Daku, J. J. (2014). Faculty perceptions of leadership in ontario colleges of applied arts and technology (Order No. 3686790). Available from ProQuest One Academic. (1666448594). <https://www.proquest.com/dissertations-theses/faculty-perceptions-leadership-ontario-colleges/docview/1666448594/se-2>
- D'Allaird, C. J. (2016). Who feels included at work? intersectionality and perceptions of diversity and inclusion in the workplace (Order No. 10240708). Available from ProQuest One Academic; ProQuest One Business. (1859650834). <https://www.proquest.com/dissertations-theses/who-feels-included-at-work-intersectionality/docview/1859650834/se-2>
- Daniels, L. M. (2021). Servant leadership in a globally diverse and inclusive organizational culture. *Culture in Global Businesses: Addressing National and Organizational Challenges*, 19-43.
- Dashper, K. and Finkel, R. (2020, August). Accessibility, diversity, and inclusion in the UK meetings industry. *In Journal of Convention & Event Tourism* 21( 4) 283-307. Routledge.

- Davey, T. L., Johnson, K. F., Webb, L. and White, E. (2021). Recruitment inclusive champions: Supporting university diversity and inclusion goals. *The Journal of Faculty Development*, 35(2), 50-57.
- Davies, S. E., Stoermer, S. and Froese, F. J. (2019). When the going gets tough: The influence of expatriate resilience and perceived organizational inclusion climate on work adjustment and turnover intentions. *The International Journal of Human Resource Management*, 30(8), 1393-1417.
- Davis, P. J., Frolova, Y. and Callahan, W. (2016). Workplace diversity management in Australia: what do managers think and what are organisations doing? Equality, Diversity and Inclusion: *An International Journal*.
- Dawadi, S., Shrestha, S. and Giri, R. A. (2021). Mixed-methods research: A discussion on its types, challenges, and criticisms. *Journal of Practical Studies in Education*, 2(2), 25-36
- Daya, P. (2014). Diversity and inclusion in an emerging market context. Equality, Diversity and Inclusion: *An International Journal*, 33(3), 293-308.
- De Proost, M. (2023/07//). The dilemma of socrates' position: Interview methods and feminist empirical bioethics. *The Qualitative Report*, 28(7),2095-2112.  
doi:<https://doi.org/10.46743/2160-3715/2023.6069>

- de Janasz, S. C. and Katz, A. J. (2021). Using in-depth interviews in careers research. In *Handbook of Research Methods in Careers* (pp. 255-266). Edward Elgar Publishing.
- de la Garza, J. M., Piñero, J. C. and Ozbek, M. E. (2008). Sampling procedure for performance-based road maintenance evaluations. *Transportation research record*, 2044(1), 11-18.
- de Leon, R. P. and Kay, A. C. (2021). Ironic egalitarianism: When hierarchy-attenuating motives increase hierarchy-enhancing beliefs. *Organizational Behavior and Human Decision Processes*, 164, 86-101.
- de Saint Priest, O. and Krings, F. (2024). The impact of diversity statements on age diversity: More than just window-dressing?. *Work, Aging and Retirement*, waae012.
- de Souza, N. P. R. and Gama, K. (2020). Diversity and Inclusion: Culture and perception in information technology companies. *IEEE Revista Iberoamericana de Tecnologías del Aprendizaje*, 15(4), 352-361.
- Delacre, M., Lakens, D. and Leys, C. (2017). Why psychologists should by default use Welch's t-test instead of Student's t-test. *International Review of Social Psychology*, 30(1).
- DeMatthews, D., Billingsley, B., McLeskey, J. and Sharma, U. (2020). Principal leadership for students with disabilities in effective inclusive schools. [Leadership for student with

disabilities] *Journal of Educational Administration*, 58(5),539-554.

doi:<https://doi.org/10.1108/JEA-10-2019-0177>

Dengel, A., Gehrlein, R., Fernes, D., Görlich, S., Maurer, J., Hai, H. P., ....and Niklas Dietrich, g.

E. (2023). Qualitative research methods for large language models: Conducting semi-structured interviews with ChatGPT and BARD on computer science education. *Informatics*, 10(4), 78.

doi:<https://doi.org/10.3390/informatics10040078>

DeNisi, A. S. (2013). An I/O psychologist's perspective on diversity and inclusion in the workplace. *Diversity at work: The practice of inclusion*, 564-579.

Denny, E., and Weckesser, A. (2022). How to do qualitative research? *Qualitative research methods. Bjog*, 129(7), 1166.

Dermody, S. S., Heffner, J. L., Hinds, J. T., McQuoid, J., Quisenberry, A. J., Tan, A. S., and Vogel, E. A. (2020). We are in this together: promoting health equity, diversity, and inclusion in tobacco research for sexual and gender minority populations. *Nicotine and Tobacco Research*, 22(12), 2276-2279.

Dertinger, M. M. (2019). Using Counter-Stereotypical Exemplars as an Intervention to Reduce Implicit Gender Stereotypes: An Application of Gender Schema Theory.

- Derven, M. (2014). Diversity and inclusion by design: best practices from six global companies. *Industrial and Commercial Training*, 46(2), 84-91.
- Dewidar, O., Elmestekawy, N. and Welch, V. (2022). Improving equity, diversity, and inclusion in academia. *Research Integrity and Peer Review*, 7(1), 4.
- Dike, P. (2013). The impact of workplace diversity on organizations.
- Diversity, Equity and Inclusion (2024, March 3). <http://www.debswana.bw>
- Dobbin, F. and Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7), 14.
- Donnelly, R. (2015). Tensions and challenges in the management of diversity and inclusion in IT services multinationals in India. *Human Resource Management*, 54(2), 199-215.
- Downey, S. N., Van der Werff, L., Thomas, K. M. and Plaut, V. C. (2015). The role of diversity practices and inclusion in promoting trust and employee engagement. *Journal of Applied Social Psychology*, 45(1), 35-44.
- Dover, T. L., Major, B. and Kaiser, C. R. (2014). Diversity initiatives, status, and system-justifying beliefs: When and how diversity efforts de-legitimize discrimination claims. *Group Processes & Intergroup Relations*, 17(4), 485-493.

- Dovidio, J. F., Gaertner, S. L., Hodson, G. and Houlette, M. A. (2004). Social inclusion and exclusion: Recategorization and the perception of intergroup boundaries. In *Social psychology of inclusion and exclusion* (pp. 263-282). Psychology Press.
- Dovidio, J. F., Abad-Merino, S. and Tabernero, C. (2017). General concepts about inclusion in organizations: a psychological approach to understanding diversity and inclusion in organizations. *Shaping inclusive workplaces through social dialogue*, 23-31.
- Doyle, L., Brady, A. M. and Byrne, G. (2009). An overview of mixed methods research. *Journal of research in nursing*, 14(2), 175-185.
- Driscoll, D. L., Appiah-Yeboah, A., Salib, P. and Rupert, D. J. (2007). Merging qualitative and quantitative data in mixed methods research: How to and why not.
- Duke, V. G. (2020). Diversity and Inclusion in the Minerals Industry (DIMI). *Journal of the Southern African Institute of Mining and Metallurgy*, 120(11), v-vi.
- Dwertmann, D. J. (2016). Management research on disabilities: Examining methodological challenges and possible solutions. *The International Journal of Human Resource Management*, 27(14), 1477-1509.
- Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth. John Wiley & Sons.



- Eisend, M., Muldrow, A. F. and Rosengren, S. (2023). Diversity and inclusion in advertising research. *International Journal of Advertising*, 42(1), 52-59.
- El-Amin, A. (2022). Improving organizational commitment to diversity, equity, inclusion, and belonging. In *Social Justice Research Methods for Doctoral Research* (pp. 208-221). IGI Global.
- Elsaied, M. M. (2020). A moderated mediation model for the relationship between inclusive leadership and job embeddedness. *American Journal of Business*, 35(3/4), 191-210.
- Emerson, R. W. (2021). Convenience sampling revisited: Embracing its limitations through thoughtful study design. *Journal of Visual Impairment & Blindness*, 115(1), 76-77.
- Endress, T. W. (2019). The perception of millennial professional engineer regarding workplace job satisfaction: An exploratory study (Doctoral dissertation, Capella University).
- Enehaug, H., Spjelkavik, Ø., Falkum, E. and Frøyland, K. (2022). Workplace inclusion competence and employer engagement 1. *Nordic Journal of Working Life Studies*, 12(2), 71-93. <https://www.proquest.com/scholarly-journals/workplace-inclusion-competence-employer/docview/2644080466/se-2>

- English, J. (2000/12/23). Nature of true leadership eludes definition: [final edition]. <https://www.proquest.com/newspapers/nature-true-leadership-eludes-definition/docview/266918248/se-2>
- Enoksen, E. (2016). Perceived discrimination against immigrants in the workplace: Influence of personal values and organizational justice. *Equality, Diversity and Inclusion: An International Journal*, 35(2), 66-80.
- Erdogan, B. and Bauer, T. N. (2015). Leader-member exchange theory: A glimpse into the future. *The Oxford handbook of leader-member exchange*, 413-421.
- Estrada, R., Leduc, A., Messer, J., Pookote, K. and Thakur, D. (2017). Moving Gender Diversity Forward.
- Etikan, I. and Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 00149.
- Evans, C. and Lewis, J. (2018). Analysing semi-structured interviews using thematic analysis: Exploring voluntary civic participation among adults.
- Evans, L. J. (2022). Potential adverse impacts of the lack of diversity of African American women on business operations: Diversity and the competitive advantage (Order No. 28964275). Available from ProQuest One Academic. (2625008400).

<https://www.proquest.com/dissertations-theses/potential-adverse-impacts-lack-diversity-african/docview/2625008400/se-2>

Falkenberg, L. (1990). Improving the accuracy of stereotypes within the workplace. *Journal of Management*, 16(1), 107-118.

Fältholm, Y. and Norberg, C. (2017). Gender diversity and innovation in mining – a corpus-based discourse analysis. *International Journal of Gender and Entrepreneurship*, 9(4), 359-376.  
doi:<http://dx.doi.org/10.1108/IJGE-06-2017-0029>

Fan, P., Song, Y., Fang, M. and Chen, X. (2023). Creating an age-inclusive workplace: The impact of HR practices on employee work engagement. *Journal of Management & Organization*, 29(6), 1179-1197.

Farndale, E., Biron, M., Briscoe, D. R. and Raghuram, S. (2015). A global perspective on diversity and inclusion in work organizations. *The International Journal of Human Resource Management*, 26(6), 677-687.

Farrer, J. (2004). A practical approach to diversity. *Industrial and Commercial Training*, 36(4), 175-177.

Farouk, S., Abu Elanain, H. M., Obeidat, S. M. and Al-Nahyan, M. (2016). HRM practices and organizational performance in the UAE banking sector: The mediating role of organizational

- innovation. *International Journal of Productivity and Performance Management*, 65(6), 773-791.
- Farrugia, P., Petrisor, B. A., Farrokhyar, F. and Bhandari, M. (2010). Research questions, hypotheses and objectives. *Canadian journal of surgery*, 53(4), 278.
- Farrokhi, F. and Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory & practice in language studies*, 2(4).
- Fein, E. C. and Tziner, A. (2021). The Future of the Leader-Member Exchange Theory. *Frontiers in Psychology*, 12, 736710.
- Ferdman, B. (2014). Toward infusing diversity and inclusion as core elements of OD. *OD Practitioner*, 46(4), 44-46.
- Ferdman, B.M., Prime, J. and Riggio, R.E. (Eds.). (2020). *Inclusive Leadership: Transforming Diverse Lives, Workplaces, and Societies* (1st ed.). Routledge.  
<https://doi.org/10.4324/9780429449673>
- Ferdman, B. M. and Deane, B. R. (Eds.). (2013). *Diversity at work: The practice of inclusion* (Vol. 33). John Wiley & Sons.

- Ferguson, N. and McKeown, S. (2016). Social identity theory and intergroup conflict in Northern Ireland. Understanding peace and conflict through social identity theory: Contemporary global perspectives, 215-227.
- Fernández-Archilla, J. A., Álvarez, J. F., Aguilar-Parra, J. M., Trigueros, R., Alonso-López, I. D. and Echeita, G. (2020). Validation of the index for inclusion questionnaire for compulsory secondary education students. *Sustainability*, 12(6), 2169.
- Fernandez-Stark, K., Couto, V. and Bamber, P. (2019). Industry 4.0 in developing countries: The mine of the future and the role of women. *Durham: Duke University Global Value Chains*
- Fernando, D. and Kenny, E., (2018) Navigating pan ethnic categorization in the workplace.
- Feyisa, M. (2022). When does a researcher choose a quantitative, qualitative, or mixed research approach? *Interchange*, 53(1), 113-131. doi:<https://doi.org/10.1007/s10780-021-09447-z>
- Fields, L. M. and Calvert, J. D. (2015). Informed consent procedures with cognitively impaired patients: A review of ethics and best practices. *Psychiatry and Clinical neurosciences*, 69(8), 462-471.
- Fine, C. and Sojo, V. (2019). Women's value: beyond the business case for diversity and inclusion. *The Lancet*, 393(10171), 515-516.

- Fires, P. M. and Sharperson, K. E. (2018). Making the Case: How Diversity and Inclusion Can Improve Your Firm's Financial Outlook. *Defense Counsel Journal*, 85(1)
- Fisher, C. B., Fried, A. L. and Mastly, J. K. (2007). Critical thinking and ethics in psychology. *Critical thinking in psychology*, 271-288.
- Fisher, G. G. and Chaffee, D. S. (2018). Research using archival data. In *Advanced Research Methods for Applied Psychology* (pp. 76-84). Routledge.
- Fisher, M. J., Marshall, A. P. and Mitchell, M. (2011). Testing differences in proportions. *Australian Critical Care*, 24(2), 133-138.
- Fletcher, L. and Marvell, R. (2021). Furthering transgender inclusion in the workplace: advancing a new model of allyship intentions and perceptions. *The International Journal of Human Resource Management*, 1-32.
- Flory, J. A., Leibbrandt, A., Rott, C. and Stoddard, O. (2021). Increasing workplace diversity: Evidence from a recruiting experiment at a Fortune 500 company. *Journal of Human Resources*, 56(1), 73-92.
- Foss, N. J., Laursen, K. and Pedersen, T. (2011). Linking customer interaction and innovation: The mediating role of new organizational practices. *Organization science*, 22(4), 980-999.

- Franz, E., Jukschat, N. and Sammet, K. (2021). Lost in translation? openness, reflexivity and pragmatism as guiding principles for cross-language qualitative research. *Forum : Qualitative Social Research*, 22(3) doi:<https://doi.org/10.17169/fqs-22.3.3722>
- Frederickson, H. G. (2015). *Social equity and public administration: Origins, developments, and applications: Origins, developments, and applications*. Routledge.
- Fryling, M. J. and Baires, N. A. (2016). The practical importance of the distinction between open and closed-ended indirect assessments. *Behavior Analysis in Practice*, 9(2), 146-151
- Fu, H. Y., Lee, S. L., Chiu, C. Y. and Hong, Y. Y. (1999). Setting the frame of mind for social identity. *International Journal of Intercultural Relations*, 23(2), 199-214.
- Fujii, L. A. (2012). Research ethics 101: Dilemmas and responsibilities. *PS: Political Science & Politics*, 45(4), 717-723.
- Fujimoto, Y. and Uddin, J. (2021). Inclusive leadership for reduced inequality: economic–social–economic cycle of inclusion. *Journal of business ethics*, 1-20.
- Fulop, G. and Avvisati, F. (2022). The analytical value of non-probability samples in the context of TALIS: A review of current practices in the use of non-probability samples in comparative, cross-national research. Paris: doi:<https://doi.org/10.1787/75fbc0ff-en>

- Furtado, L., Carvalho, J. C. D. and Sobral, F. (2024). Inclusive leadership: pushing the field forward. [Liderança Inclusiva: Promovendo o avanço do campo Liderazgo Inclusivo: Promoviendo el avance del campo Liderazgo Inclusivo: Promoviendo el avance del campo] *Revista De Administração De Empresas*, 64(5),1-16. doi:<https://doi.org/10.1590/S0034-759020240507>
- Gallegos, P. V. (2013). The work of inclusive leadership. *Diversity at work: The practice of inclusion*, 177-202.
- Garcia, C. G. (2016). Follower perception of leadership style and leader-follower relationship quality and its effects on follower satisfaction with the leader, extra effort and perception of leader effectiveness (Order No. 10304420). Available from ProQuest One Academic; ProQuest One Business. (1860703604). <https://www.proquest.com/dissertations-theses/follower-perception-leadership-style-leader/docview/1860703604/se-2>
- Garg, N. (2019). High performance work practices and organizational performance-mediation analysis of explanatory theories. *International Journal of Productivity and Performance Management*, 68(4), 797-816.
- Garg, S. and Sangwan, S. (2021). Literature review on diversity and inclusion at workplace, 2010–2017. *Vision*, 25(1), 12-22.



- Gay, B. R. (2024). Exploring the use of inclusive teaching strategies to increase the effectiveness of adult learning programs related to equity, diversity, and inclusion (EDI) within canadian public sector organisations (Order No. 31146754). Available from ProQuest One Academic. (3037345727).<https://www.proquest.com/dissertations-theses/exploring-use-inclusive-teaching-strategies/docview/3037345727/se-2>
- Gebbru, H. T. and Verstegen, D. (2023). Assessing predictors of students' academic performance in Ethiopian new medical schools: A concurrent mixed-method study. *BMC Medical Education*, 23(1), 448.
- Georgiadou, A. (2016). Reflections from EDI conference: Equality, diversity, inclusion and human rights in times of austerity. *Equality, Diversity and Inclusion: An International Journal*.
- Gerpott, F. H., Niels, V. Q., Schlamp, S. and Voelpel, S. C. (2019). An identity perspective on ethical leadership to explain organizational citizenship behavior: The interplay of follower moral identity and leader group prototypicality: *JBE*. (4), 1063-1078. doi:<http://dx.doi.org/10.1007/s10551-017-3625-0>
- Gerring, J. (2017). Qualitative methods. *Annual review of political science*, 20, 15-36.
- Gervais, R. L. (2019). Women in senior management: Exploring the dynamics of diversity in attaining senior leadership positions. In *Leadership and Diversity in Psychology* (pp. 166-192). Routledge.

- Ghayab, H. R. A., Li, Y., Abdulla, S., Diykh, M. and Wan, X. (2016). Classification of epileptic EEG signals based on simple random sampling and sequential feature selection. *Brain informatics*, 3(2), 85-91.
- Gibson, B. D. (2024/02//). Affirmative Reaction: The Blueprint for Diversity and Inclusion in the Legal profession after SFFA. *Boston University Law Review*, 104(1), 123-183.  
<https://www.proquest.com/scholarly-journals/affirmative-reaction-blueprint-diversity/docview/2957494275/se-2>
- Gill, P, Stewart, K, Treasure, E. and Chadwick, B (2008), Methods of data collection in qualitative research: *Interviews and focus groups*, *British Dental Journal* 204(6).  
<https://www.nature.com/articles/bdj.2008.192>
- Gilles, I. (2019). Building a gender-inclusive company culture. *Canadian Mining Journal*, 140(7), 6-7.  
<https://www.proquest.com/trade-journals/building-gender-inclusive-company-culture/docview/2306441269/se-2?accountid=188730>
- Gilliard, J. P. (2008). Diversity training: A study of the impact of diversity training on organizational performance, financial results and accountability (Order No. 3297523). Available from ProQuest One Academic; ProQuest One Business. (304815214).  
<https://www.proquest.com/dissertations-theses/diversity-training-study-impact-on-organizational/docview/304815214/se-2>

- Giovannini, M. (2004). What gets measured gets done: Achieving results through diversity and inclusion. *The journal for quality and participation*, 27(4), 21.
- Glabek, M., Einarsen, S. V. and Notelaers, G. (2020). Workplace bullying as predicted by non-prototypicality, group identification and norms: a self-categorization perspective. *Work & Stress*, 34(3), 279-299.
- Gleason, N. W. (2020). Conclusion: Strategic leadership for diversity and inclusion in higher education. *Diversity and inclusion in global higher education*, 285-302.
- Gochhayat, J., Giri, V. N. and Suar, D. (2017). Influence of organizational culture on organizational effectiveness: The mediating role of organizational communication. *Global Business Review*, 18(3), 691-702.
- Goertzen, M. J. (2017). Introduction to quantitative research and data. *Library Technology Reports*, 53(4), 12-18.
- Goldberg, S. R., Kessler, L. L. and Govern, M. (2019). Fostering diversity and inclusion in the accounting workplace. *The CPA Journal*, 89(12), 50-57.
- Gomes, D. R., Ribeiro, N. and Ludwikowska, K. (2023). Leadership, diversity and inclusion in organization. *Frontiers in Psychology*, 14, 1184939.

- Gomez, L. E. and Bernet, P. (2019). Diversity improves performance and outcomes. *Journal of the National Medical Association*, 111(4), 383-392.
- Gómez-Hurtado, I., Valdés, R., González-Falcón, I. and Felipe Jiménez Vargas. (2021). Inclusive leadership: Good managerial practices to address cultural diversity in schools. *Social Inclusion*, 9(4), 69-80. doi:<https://doi.org/10.17645/si.v9i4.4611>
- Goodman, N. R. (2013). Taking diversity and inclusion initiatives global. *Industrial and Commercial Training*, 45(3), 180-183.
- Gordon, P. A. (2018). Age diversity in the workplace. Diversity and inclusion in the global workplace: Aligning initiatives with strategic business goals, 31-47.
- Goswami, S. and Kishor, B. (2018). Exploring the relationship between workforce diversity, inclusion and employee engagement. *Drishtikon: A Management Journal*, 9(1), 65-89. <https://www.proquest.com/scholarly-journals/exploring-relationship-between-workforce/docview/2024034410/se-2?accountid=188730>
- Gotsis, G. and Grimani, K. (2016). Diversity as an aspect of effective leadership: Integrating and moving forward. *Leadership & Organization Development Journal*, 37(2), 241-264. doi:<http://dx.doi.org/10.1108/LODJ-06-2014-0107>

- Gotsis, G. and Grimani, K. (2016). The role of servant leadership in fostering inclusive organizations. *Journal of Management Development*, 35(8), 985-1010.
- Gottfredson, R. K., Wright, S. L. and Heaphy, E. D. (2020). A critique of the leader-member exchange construct: Back to square one. *The Leadership Quarterly*, 31(6), 101385.
- Götz, M., Donzallaz, M. and Jonas, K. (2020). Leader–member exchange fosters beneficial and prevents detrimental workplace behavior: organizational identification as the linking pin. *Frontiers in Psychology*, 11, 1788.
- Gould, R., Harris, S. P., Mullin, C. and Jones, R. (2020). Disability, diversity, and corporate social responsibility: Learning from recognized leaders in inclusion. *Journal of Vocational Rehabilitation*, 52(1), 29-42
- Gray, R. W., Subadra, S. and Sreekala, S. P. (2014) Unveiling the Potential of Open Strategy: An Exposé of Strategic Planning in the South African Mining Sector.
- Greenberg, J. (1988). Equity and workplace status: A field experiment. *Journal of applied Psychology*, 73(4), 606.
- Groenen, A. (2019). Exploring and explaining attitudes and experiences on workplace inclusion at the Ministry of Justice and Safety (Master's thesis).

- Guchait, P. and Cho, S. (2010). The impact of human resource management practices on intention to leave of employees in the service industry in India: the mediating role of organizational commitment. *The International Journal of Human Resource Management*, 21(8), 1228-1247.
- Guest, G. and Fleming, P. (2015). Mixed methods research. *Public health research methods*, 5, 581-614
- Guillaume, Y. R., Dawson, J. F., Otaye-Ebede, L., Woods, S. A. and West, M. A. (2017). Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? *Journal of Organizational Behavior*, 38(2), 276-303.
- Guo, S. (2013). Quantitative research. In Encyclopedia of social work.
- Guo, Y., Junge, J. and Sang-Hyuk Yim. (2023). Impact of inclusive leadership on innovative work behavior: The mediating role of job crafting. *Administrative Sciences*, 13(1),4. doi:<https://doi.org/10.3390/admsci13010004>
- Gupta, M., Bhal, K. T. and Ansari, M. A. (2020). Relational age and leader–member exchange: Mediating role of perceived trust. *Journal of Indian Business Research*, 12(4), 563-576. doi:<https://doi.org/10.1108/JIBR-05-2018-0144>
- Gupta, R. K. and Awasthy, R. (Eds.). (2021). Qualitative research in management : Methods and experiences. SAGE Publications India Pvt, Ltd..

- Gutek, B. (2013). Sexuality in the workplace key issues in social research and organisational practice. *U. Müller, B. Riegraf and SM Wilz (eds) Geschlecht and organisation. Wiesbaden: Springer VS*, 321-337.
- Gwele, N. S. (2009). Diversity management in the workplace: *Beyond compliance. Curationis*, 32(2), 4-10.
- Hafsa, N. E. (2019). Mixed methods research: An overview for beginner researchers. *Journal of Literature, Languages and Linguistics*, 58(1), p45-48.
- Hafta, T. G. and Verstegen, D. (2023). Assessing predictors of students' academic performance in ethiopian new medical schools: A concurrent mixed-method study. *BMC Medical Education*, 23, 1-9. doi:<https://doi.org/10.1186/s12909-023-04372-4>
- Haggerty, K. D. (2004). Ethics creep: Governing social science research in the name of ethics. *Qualitative Sociology*, 27(4), 391-414.  
doi:<http://dx.doi.org/10.1023/B:QUAS.0000049239.15922.a3>
- Haitembu, R. K. (2023/12//). Gender and sexual diversity: Inclusion in the Namibian education context. *Cogent Education*, 10(2) doi:<https://doi.org/10.1080/2331186X.2023.2253702>
- Halcomb, E. J. and Hickman, L. (2015). Mixed methods research.

- Hales, S. and Riach, K. (2017). From age diversity to embedded ageing: Exploring and addressing aged assumptions in organisational practices. *The Palgrave handbook of age diversity and work*, 111-131.
- Hamilton, M. and Zettna, N. (2024). Building Age-inclusive Workplaces. In *The Multigenerational Workforce: Managing Age and Gender at Work* (pp. 91-122). Singapore: Springer Nature Singapore
- Hammarberg, K., Kirkman, M. and De Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human reproduction*, 31(3), 498-501.
- Hamp, R., Ryan, D. and Carreras, P. E. (2020, November). The Practical Value of Workplace Diversity and Inclusion in the Oil and Gas Sector. In *SPE Asia Pacific Oil and Gas Conference and Exhibition* (p. D023S006R003). SPE.
- Hantodkar, K. and Thakre, V. M. (2015). Methodology for data security & data sharing in cloud computing. *International Journal of Electronics, Communication and Soft Computing Science & Engineering(IJECSCSE)*, 239-241.
- Harris, B. S., Whitten, A. L., Smith, B. J. and Hayer, C. (2023). Fixed site sampling versus modified fixed site sampling with a random sampling component for optimizing early detection monitoring of non-native fishes. *Northeastern Naturalist*, 30(1), 9-23.



- Harush, R., Lisak, A. and Glikson, E. (2018). The bright side of social categorization: The role of global identity in reducing relational conflict in multicultural distributed teams. *Cross Cultural & Strategic Management*, 25(1),134-156. <https://www.proquest.com/scholarly-journals/bright-side-social-categorization/docview/1992212854/se-2?accountid=188730>
- Hassan, J. S., Jenho, P. O., Attiq, S., Umer, M. and Wing-Keung Wong. (2022). Does inclusive leadership improve the sustainability of employee relations? Test of justice theory and employee perceived insider status. *Sustainability*, 14(21), 14257. doi:<https://doi.org/10.3390/su142114257>
- Haven, T. L., Errington, T. M., Gleditsch, K. S., van Grootel, L., Jacobs, A. M., Kern, F. G., ... and Mekkink, L. B. (2020). Preregistering qualitative research: A Delphi study. *International Journal of Qualitative Methods*, 19, 1609406920976417.
- Hayes, T. L., Oltman, K. A., Kaylor, L. E. and Belgudri, A. (2020). How leaders can become more committed to diversity management. *Consulting Psychology Journal: Practice and Research*, 72(4), 247.
- Hays-Thomas, R. and Bendick, M. (2013). Professionalizing diversity and inclusion practice: Should voluntary standards be chicken or the egg? *Industrial and Organizational Psychology*, 6(3), 193-205.

- Heilman, M. E. (2012). Gender stereotypes and workplace bias. *Research in organizational Behavior*, 32, 113-135.
- Helena Mateus Jerónimo, Paulo, L. H. and Carvalho, S. I. (2022). Being inclusive boosts impact of diversity practices on employee engagement: *The journal of the Ibero American academy of management. Management Research*, 20(2), 129-147. doi:<https://doi.org/10.1108/MRJIAM-05-2021-1175>
- Henderson, E. (2013). The Chief Diversity Officer's view of the diversity and inclusion journey at Weyerhaeuser. *Diversity at work: The practice of inclusion*, 431-450.
- Hennink, M. M., Kaiser, B. N. and Marconi, V. C. (2017). Code saturation versus meaning saturation: how many interviews are enough? *Qualitative health research*, 27(4), 591-608.
- Hennink, M., Hutter, I. and Bailey, A. (2020). *Qualitative research methods*. Sage
- Henry, T. L., Rollin, F. G. and Olakunle, O. E. (2024). How to Create a Diversity, Equity, and Inclusion Curriculum: More Than Checking a Box. *The Annals of Family Medicine*, 22(2), 154-160.
- Hernández, M. G., Nguyen, J., Casanova, S., Suárez-Orozco, C. and Saetermoe, C. L. (2013). Doing no harm and getting it right: Guidelines for ethical research with immigrant communities. *New directions for child and adolescent development*, 2013(141), 43-60.

- Herring, C. and Henderson, L. (2012). From affirmative action to diversity: Toward a critical diversity perspective. *Critical Sociology*, 38(5), 629-643.
- Heslop-Martin, C. (2023, June). Increasing representation of ethnic minority diversity in senior leadership roles, UK Higher Education. In *Book of Abstracts* (p. 211).
- Hill, B. D. (2011). The sequential Kaiser-Meyer-Olkin procedure as an alternative for determining the number of factors in common-factor analysis: A Monte Carlo simulation. Oklahoma State University.
- Hiller, J. (2016). Epistemological foundations of objectivist and interpretivist research.
- Hines, S., Wakerman, J., Carey, T. A., Russell, D. and Humphreys, J. (2020). Retention strategies and interventions for health workers in rural and remote areas: a systematic review protocol. *JBIM evidence synthesis*, 18(1), 87-96.
- Hirst, G., Curtis, S., Nielsen, I., Smyth, R., Newman, A. and Xiao, N. (2023). Refugee recruitment and workplace integration: An opportunity for human resource management scholarship and impact. *Human Resource Management Journal*, 33(4), 783-805.
- Hoang, T., Suh, J. and Sabharwal, M. (2022). Beyond a numbers game? impact of diversity and inclusion on the perception of organizational justice. *Public Administration Review*, 82(3), 537-555. doi:<https://doi.org/10.1111/puar.13463>

- Hogg, M. A. (2016). Social identity theory. In *Understanding peace and conflict through social identity theory* (pp. 3-17). Springer, Cham.
- Hogg, M. A. (2018). Social identity, self-categorization, and small groups. In *Understanding group behavior* (pp. 227-253). Psychology Press.
- Høgstad, H., Kyrrestad, H., Rye, M. and Kaiser, S. (2024). Exploring adolescents' attitudes toward mental health apps: Concurrent mixed methods study. *JMIR Formative Research*, 8 doi:<https://doi.org/10.2196/50222>
- Holcomb, Z. (2016). *Fundamentals of descriptive statistics*. Routledge.
- Hollander, E. (2012). *Inclusive leadership: The essential leader-follower relationship*. Routledge.
- Holvino, E., Ferdman, B. M. and Merrill-Sands, D. (2004). Creating and sustaining diversity and inclusion in organizations: Strategies and approaches.
- Houston, S. (2021). How cognitive diversity in senior management teams can add value through innovation and improved performance in the mining industry (Doctoral dissertation).
- Houghton, C., Casey, D., Shaw, D. and Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse researcher*, 20(4).

- Hrdlicka, J., Cottrell, D. and Sanders, M. (2010). *Level the playing field: A call for action on gender parity in Australia*. Bain.
- Huang, J., Diehl, M. R. and Paterlini, S. (2020). The influence of corporate elites on women on supervisory boards: Female directors' inclusion in Germany. *Journal of Business Ethics*, 165(2), 347-364.
- Huffman, M. L., King, J. and Reichelt, M. (2017). Equality for whom? Organizational policies and the gender gap across the German earnings distribution. *ILR Review*, 70(1), 16-41.
- Hunt, T. J. (2014). Leader-member exchange relationships in health information management. *Perspectives in health information management*, 11(Spring).
- Hunt, V., Prince, S., Dixon-Fyle, S. and Yee, L. (2018). *Delivering through diversity*. McKinsey & Company, 231, 1-39.
- Huong, L., Zheng, C. and Fujimoto, Y. (2016). Inclusion, organizational justice and employee well-being. *International Journal of Manpower*.
- Hur, H. (2020). The role of inclusive work environment practices in promoting LGBT employee job satisfaction and commitment. *Public Money & Management*, 40(6), 426-436.

- Hwang, J. and Hopkins, K. M. (2015). A structural equation model of the effects of diversity characteristics and inclusion on organizational outcomes in the child welfare workforce. *Children and Youth Services Review*, 50, 44-52.
- Ice, J. W. (2016). A servant leader's impact on employee psychological capital: What is the relationship of an employee's perception of their manager's servant leader behaviors on their reported psychological capital?(Order No. 10240201). <https://www.proquest.com/dissertations-theses/servant-leaders-impact-on-employee-psychological/docview/1853475575/se-2>.
- Ikeije, U. and Lekan-Akomolafe, C. (2015). Employees diversity and inclusion: a paradigm shift in organizational management. *European Journal of Business and Management*, 7(14), 34-39.\
- Ikram, M. and Kenayathulla, H. B. (2022). Out of touch: comparing and contrasting positivism and interpretivism in social science. *Asian Journal of Research in Education and Social Sciences*, 4(2), 39-49
- Inegbedion, H., Sunday, E., Asaleye, A., Lawal, A. and Adebajji, A. (2020). Managing diversity for organizational efficiency. *Sage Open*, 10(1), 2158244019900173.
- Islam, M. R. (2018). Sample size and its role in Central Limit Theorem (CLT). *Computational and Applied Mathematics Journal*, 4(1), 1-7.

Israel, M. and Hay, I. (2006). Research ethics for social scientists. Sage.

Ivankova, N. and Wingo, N. (2018). Applying mixed methods in action research: Methodological potentials and advantages. *American Behavioral Scientist*, 62(7), 978-997.

Jackson, S. E. (Ed.). (1993). Diversity in the workplace: Human resources initiatives. Guilford Press.

Jafri, L., Farooqui, A. J., Grant, J., Omer, U., Gale, R., Ahmed, S., . . . Majid, H. (2024). Insights from semi-structured interviews on integrating artificial intelligence in clinical chemistry laboratory practices. *BMC Medical Education*, 24, 1-10. doi:<https://doi.org/10.1186/s12909-024-05078-x>

Jaiswal, A. and Dyaram, L. (2019). Towards well-being: role of diversity and nature of work. *Employee Relations*, 41(1), 158-175

Jaiswal, A. and Dyaram, L. (2020). Perceived diversity and employee well-being: Mediating role of inclusion. *Personnel Review*, 49(5), 1121-1139.

Jankelová, N., Joniaková, Z. and Procházková, K. (2022/05//). The way to business competitiveness: The importance of diversity management and teamwork climate in stabilizing of employees. *Journal of Business Economics and Management*, 23(3), 606-625. doi:<https://doi.org/10.3846/jbem.2022.16199>

- Jansen, W. S., Otten, S. and van der Zee, K. I. (2015). Being part of diversity: The effects of an all-inclusive multicultural diversity approach on majority members' perceived inclusion and support for organizational diversity efforts. *Group Processes & Intergroup Relations*, 18(6), 817-832.
- Jansen, W. S., Otten, S., van der Zee, K. I. and Jans, L. (2014). Inclusion: Conceptualization and measurement. *European journal of social psychology*, 44(4), 370-385.
- Jauhari, H. and Singh, S. (2013). Perceived diversity climate and employees' organizational loyalty. *Equality, Diversity and Inclusion: An International Journal*, 32(3), 262-276.
- Jejenywa, T. O., Mhlongo, N. Z. and Jejenywa, T. O. (2024). Diversity and inclusion in the workplace: a conceptual framework comparing the USA and Nigeria. *International Journal of Management & Entrepreneurship Research*, 6(5), 1368-1394.
- Jerónimo, H. M., Henriques, P. L. and Carvalho, S. I. (2022). Being inclusive boosts impact of diversity practices on employee engagement. *Management Research: Journal of the Iberoamerican Academy of Management*, 20(2), 129-147.
- Jiang, Z., Le, H. and Gollan, P. J. (2018). Cultural intelligence and voice behavior among migrant workers: the mediating role of leader-member exchange. *The International Journal of Human Resource Management*, 29(5), 1082-1112.



- Jin, M., Lee, J. and Lee, M. (2017). Does leadership matter in diversity management? Assessing the relative impact of diversity policy and inclusive leadership in the public sector. *Leadership & Organization Development Journal*, 38(2), 303-319. doi: <https://doi.org/10.1108/LODJ-07-2015-0151>
- John, F. S., Brockington, D., Bunnefeld, N., Duffy, R., Homewood, K., Jones, J. P., ... and Razafimanahaka, J. H. (2016). Research ethics: assuring anonymity at the individual level may not be sufficient to protect research participants from harm. *Biological Conservation*, 196, 208-209.
- Johns, M. L. (2013). Breaking the glass ceiling: Structural, cultural, and organizational barriers preventing women from achieving senior and executive positions. *Perspectives in Health Information Management/AHIMA, American Health Information Management Association*, 10(Winter), 1e.
- Johnson, D. (2021). Followers' Age-Based and Culture-Based Perceptions of Leadership and Follower Effectiveness in Information Technology Organizations. Johnson & Wales University.
- Johnson, J. A. and Lopes, J. (2008). The intergenerational workforce, revisited. *Organization Development Journal*, 26(1), 30.

- Johnson, N. N. (2022). Central Office Leadership: The Importance of Promoting Diversity, Equity, Inclusion, and Belonging in the Ivory Tower. In *Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices* (pp. 14-32). IGI Global.
- Johnson, S. K. and Lambert, B. K. (2020). Why diversity needs inclusion and how leaders make it happen. In *Inclusive Leadership* (pp. 60-69). Routledge.
- Johnston, M. P. (2017). Secondary data analysis: A method of which the time has come. *Qualitative and quantitative methods in libraries*, 3(3), 619-626.
- Jolly, P. M. and Lee, L. (2021). Silence is not golden: Motivating employee voice through inclusive leadership. *Journal of Hospitality & Tourism Research*, 45(6), 1092-1113.
- Jonsen, K., Maznevski, M. L. and Schneider, S. C. (2010). Gender differences in leadership—believing is seeing: implications for managing diversity. *Equality, Diversity and Inclusion: An International Journal*, 29(6), 549-572.
- Jonsen, K., Point, S., Kelan, E. K. and Griebble, A. (2021). Diversity and inclusion branding: a five-country comparison of corporate websites. *The International Journal of Human Resource Management*, 32(3), 616-649.

- Jordan, S. L., Ferris, G. R. and Lamont, B. T. (2019). A framework for understanding the effects of past experiences on justice expectations and perceptions of human resource inclusion practices. *Human Resource Management Review*, 29(3), 386-399.
- Josephson, A. and Smale, M. (2021). What do you mean by “informed consent”? Ethics in economic development research. *Applied Economic Perspectives and Policy*, 43(4), 1305-1329.
- Joshi Pant, J. (2015). Challenges in Diversity Management: A Case Study of Medi Health Systems. *South Asian Journal of Management*, 22(1).
- Joubert, Y. T. (2017). Workplace diversity in South Africa: Its qualities and management. *Journal of Psychology in Africa*, 27(4), 367-371.
- Jung, H. and Welch, E. W. (2022). The impact of demographic composition of social networks on perceived inclusion in the workplace. *Public administration review*, 82(3), 522-536.
- Junjie, M. and Yingxin, M. (2022). The Discussions of Positivism and Interpretivism. *Online Submission*, 4(1), 10-14
- Junnier, F. (2024). Action and understanding in the semi-structured research interview: Using CA to analyse European research scientists’ attitudes to linguistic (dis) advantage. *Journal of English for Academic Purposes*, 68, 101355

- Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L. and Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities. *Educational Psychologist*, 54(4), 250-270.
- Kaggwa, M. (2020). Interventions to promote gender equality in the mining sector of South Africa. *The Extractive Industries and Society*, 7(2), 398-404.
- Kahane, L. H. (2007). Regression basics. Sage publications.
- Kajamaa, A., Mattick, K. and de la Croix, A. (2020). How to... do mixed-methods research. *The clinical teacher*, 17(3), 267-271.
- Kakkar, S. (2019). Leader-member exchange and employee resilience: the mediating role of regulatory focus. *Management Research Review*.
- Kalev, A., Dobbin, F. and 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.
- Kamal, Y. and Ferdousi, M. (2009). Managing diversity at workplace: A case study of hp.
- Kang, S. K. and Kaplan, S. (2019). Working toward gender diversity and inclusion in medicine: myths and solutions. *The Lancet*, 393(10171), 579-586.

- Kansake, B. A., Sakyi-Addo, G. B. and Dumakor-Dupey, N. K. (2021). Creating a gender-inclusive mining industry: Uncovering the challenges of female mining stakeholders. *Resources Policy*, 70, 101962.
- Karale, U. (2020). Research Methodology: Introduction to Research; Advantages and Disadvantages of a Questionnaire; Questionnaire Development and Characteristics of a Good Questionnaire; Advantages and Disadvantages of Primary Data and Secondary Data; Difference between Primary and Secondary Data; Primary Data and Secondary Data: Meaning and Explanation.
- Karimi, H. and Khawaja, S. (2024). Inclusive Leadership. *Edelweiss Applied Science and Technology*, 8(6), 2403-2414
- Kashan, A. J., Wiewiora, A. and Mohannak, K. (2021). Unpacking organisational culture for innovation in Australian mining industry. *Resources policy*, 73, 102149.
- Katz, J. H. and Miller, F. A. (2018). Diversity and Inclusion in OD. *OD PRACTITIONER*, 50(4).
- Kaur, N. and Arora, P. (2020). Acknowledging gender diversity and inclusion as key to organizational growth: a review and trends. *Journal of Critical Reviews*, 7(6), 125-131.
- Kaur, P., Stoltzfus, J. and Yellapu, V. (2018). Descriptive statistics. *International Journal of Academic Medicine*, 4(1), 60.

- Kaur, M., Lakshmi, P., Sharma, A., Purayil, V., Mathur, N. and Verma, V. (2023). COVID-19 stigma and discrimination in a north Indian state: A concurrent mixed method study. *Indian Journal of Public Health*, 67(4), 546-549. doi:[https://doi.org/10.4103/ijph.ijph\\_1255\\_22](https://doi.org/10.4103/ijph.ijph_1255_22)
- Ke, J., Zhang, J. and Zheng, L. (2022). Inclusive Leadership, Workplace Spirituality, and Job Performance in the Public Sector: A Multi-Level Double-Moderated Mediation Model of Leader-Member Exchange and Perceived Dissimilarity. *Public Performance & Management Review*, 1-34.
- Kelderman, E. (2023/04/14/). How accreditors are measuring colleges' diversity, equity, and inclusion efforts: How accreditors are measuring colleges' diversity, equity, and inclusion efforts. illustration by the chronicle. *The Chronicle of Higher Education*, Retrieved from <https://www.proquest.com/trade-journals/how-accreditors-are-measuring-colleges-diversity/docview/2899405830/se-2>
- Kelle, U., Kühberger, C. and Bernhard, R. (2019). How to use mixed-methods and triangulation designs: An introduction to history education research. *History Education Research Journal*, 16(1).
- Kersten, A., Van Woerkom, M., Geuskens, G. A. and Blonk, R. W. B. (2023). Organisational policies and practices for the inclusion of vulnerable workers: A scoping review of the employer's perspective. *Journal of Occupational Rehabilitation*, 33(2), 245-266.

- Kgoate, O. M. (2022). *Women leadership in the mining industry* (Order No. 31715169). Available from ProQuest One Academic. (3132879179). <https://www.proquest.com/dissertations-theses/women-leadership-mining-industry/docview/3132879179/se-2>
- Khalilzadeh, J. and Tasci, A. D. (2017). Large sample size, significance level, and the effect size: Solutions to perils of using big data for academic research. *Tourism Management*, 62, 89-96.
- Khan, N., Korac-Kakabadse, N., Skouloudis, A. and Dimopoulos, A. (2019). Diversity in the workplace: An overview of disability employment disclosures among UK firms. *Corporate social responsibility and environmental management*, 26(1), 170-185.
- Khomytska, I., Teslyuk, V., Kryvinska, N. and Bazylevych, I. (2020). Software-based approach towards automated authorship acknowledgement—Chi-square test on one consonant group. *Electronics*, 9(7), 1138.
- Kibbe, M. R. (2019). Leadership theories and styles. In *Leadership in Surgery* (pp. 27-36). Springer, Cham.
- Kim, H. K., Lee, U. H. and Kim, Y. H. (2015). The effect of workplace diversity management in a highly male-dominated culture. *Career Development International*.
- Kim, T. K. (2015). T test as a parametric statistic. *Korean journal of anesthesiology*, 68(6), 540-546.

- Kincaid, C. and Smith, N. M. (2021). Diversity and inclusion in mining: An analysis of indicators used in sustainability reporting. *The Extractive Industries and Society*, 8(4), 100981.
- Kipnis, E., Demangeot, C., Pullig, C., Cross, S. N., Cui, C. C., Galalae, C., ... and Williams, J. D. (2021). Institutionalizing diversity-and-inclusion-engaged marketing for multicultural marketplace well-being. *Journal of Public Policy & Marketing*, 40(2), 143-164.
- Kirton, G. (2020). Diversity and inclusion in a changing world of work. The future of work and employment, 49-64.
- Kiradoo, G. (2022). Diversity, equity, and inclusion in the workplace: Strategies for achieving and sustaining a diverse workforce. *Advance Research in Social Science and Management*, 1, 139-151.
- Kiser, A. I. (2015). Workplace and leadership perceptions between men and women. *Gender in Management: An International Journal*
- Kock, N. (2018). Minimum sample size estimation in PLS-SEM: an application in tourism and hospitality research. In *Applying partial least squares in tourism and hospitality research* (pp. 1-16). Emerald Publishing Limited.
- Kologwe, O (2023, February 7). Laments on low participation of women in mining, Sunday Standard, [http: www.sundaystandard.info/ women in mining](http://www.sundaystandard.info/women-in-mining) | Sunday Standard



- Komarow, A. and Hector, B. L. (2020). Incorporating Neurodivergent Individuals into Diversity and Inclusion Initiatives. *Journal of Financial Planning*, 36(11).
- Korkmaz, A. V., Van Engen, M. L., Knappert, L. and Schalk, R. (2022). About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research. *Human Resource Management Review*, 32(4), 100894.
- Korte, R. F. (2007). A review of social identity theory with implications for training and development. *Journal of European industrial training*, 31(3), 166-180.
- Kraiger, K. and Ford, J. K. (2021). The science of workplace instruction: Learning and development applied to work. *Annual Review of Organizational Psychology and Organizational Behavior*, 8(1), 45-72.
- Kriksciuniene, D., Sakalauskas, V. and Lewandowski, R. (2019, June). Evaluating the interdependent effect for Likert scale items. In *International Conference on Business Information Systems* (pp. 26-38). Springer, Cham.
- Krusenvik, L. (2016). Using case studies as a scientific method: Advantages and disadvantages.
- Kugelmass, J. W. (2003). *Inclusive leadership; Leadership for inclusion*. Nottingham: National College for School Leadership (NCSL).

- Kuknor, S. C. and Bhattacharya, S. (2020). Inclusive leadership: new age leadership to foster organizational inclusion. *European journal of training and development*, 46(9), 771-797.
- Kuknor, S. and Bhattacharya, S. (2021). Exploring organizational inclusion and inclusive leadership in Indian companies. *European Business Review*, 33(3), 450-464.
- Kuknor, S. and Bhattacharya, S. (2021). Organizational inclusion and leadership in times of global crisis. *Australasian Accounting, Business and Finance Journal*, 15(1), 93-112.
- Kuknor, S. and Kumar, V. R. (2024). Impact of training and development interventions for diversity and inclusion: proposing an organizational schema. *Development and Learning in Organizations: An International Journal*, 38(1), 16-19.
- Kunde, N. (2023). Why Cultivating 'Belonging' Can Create a More Inclusive Workplace. *Research-Technology Management*, 66(6), 39-42.
- Kundu, S. C. and Mor, A. (2016). Effect of diversity management on employees' organisational commitment: A study of Indian organizations. *Journal of Strategic Human Resource Management*, 5(1), 16-22.
- Kundu, S. C. and Mor, A. (2017). Workforce diversity and organizational performance: a study of IT industry in India. *Employee Relations*.

- Kuo, L. E., Parangi, S. and Cho, N. L. (2019). Diversity and inclusion in a surgical society: A *longitudinal investigation. Surgery, 165*(4), 808-813.
- Kwagyan, M. W. (2023). *Workforce Diversity Management, Duty Orientation, Diversity Strategy and Employee Performance of Multinational Mining Companies In Ghana* (Doctoral dissertation, University of Cape Coast)
- Kwak, S. G. and Kim, J. H. (2017). Central limit theorem: the cornerstone of modern statistics. *Korean journal of anesthesiology, 70*(2), 144-156.
- Kwang, B. B. and Skaggs, S. (2019). The impact of gender diversity on performance: The moderating role of industry, alliance network, and family-friendly policies – evidence from korea. *Journal of Management and Organization, 25*(6), 896-913.  
doi:<https://doi.org/10.1017/jmo.2017.45>
- Kyriakidou, O., Kyriacou, O., Özbilgin, M. and Dedoulis, E. (2016). Equality, diversity and inclusion in accounting. *Critical perspectives on accounting, 35*, 1-12.
- Lafferty, D. J. R., McKenney, E. A., Hubbard, T., Trujillo, S. and Beasley, D. E. (2024). A path forward: Creating an academic culture of justice, equity, diversity, and inclusion. *Bulletin of the Ecological Society of America, 105*(1) doi: <https://doi.org/10.1002/bes2.2117>

- Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: a practical primer for t-tests and ANOVAs. *Frontiers in psychology*, 4, 863.
- Lakshman, S. and Lakshman, C. (2020). Employee perceptions of gender and diversity in india: Do men and women think differently about diversity. *Drishtikon: A Management Journal*, 11(1), 38-65. <https://www.proquest.com/scholarly-journals/employee-perceptions-gender-diversity-india-do/docview/2361288575/se-2?accountid=188730>
- Lamb, M. E., Orbach, Y., Hershkowitz, I., Esplin, P. W. and Horowitz, D. (2007///Nov/Dec). A structured forensic interview protocol improves the quality and informativeness of investigative interviews with children: A review of research using the NICHD investigative interview protocol. *Child Abuse and Neglect*, 31(11), 1201.  
doi:<https://doi.org/10.1016/j.chiabu.2007.03.021>
- Lamm, A. J. and Lamm, K. W. (2019). Using non-probability sampling methods in agricultural and extension education research. *Journal of International Agricultural and Extension Education*, 26(1), 52-59.
- Lang, M., Freeman, M., Kiely, G. and Woszczyński, A. B. (2022). Special Editorial Issue: Equality, Diversity, and Inclusion in IS Education. *Journal of Information Systems Education*, 33(1), 1-6.

- Langer, N., Gopal, R. D. and Bapna, R. (2020). Onward and upward? An empirical investigation of gender and promotions in Information Technology Services. *Information Systems Research*, 31(2), 383-398.
- Lanka, E., Rostron, A., Singh, P. and Lanka, S. (2022). Introduction to the special issue call for qualitative research tutorials in contemporary administration studies: An editorial. *Revista De Administração Contemporânea*, 26(4), 1-11,1A-11A.doi:<https://doi.org/10.1590/1982-7849rac2022210333>.
- Larson, M. G. (2008). Analysis of variance. *Circulation*, 117(1), 115-121.
- Lassey, R. F. A. (2024). *Senior Managers' Perception of Inclusion Management Policy Implementation* (Doctoral dissertation, Walden University).
- Latkovikj, m. T. and Popovska, M. B. (2020). Online research about online research: advantages and disadvantages. *E-methodology*.
- Lauwo, S. (2018). Challenging masculinity in CSR disclosures: Silencing of women's voices in Tanzania's mining industry. *Journal of business ethics*, 149, 689-706.
- LaValley, M. P. (2008). Logistic regression. *Circulation*, 117(18), 2395-2399.

- LaVergne, D. D., Jones, W. A., Larke, A. and Elbert, C. D. (2012). The effect of teacher demographic and personal characteristics on perceptions of diversity inclusion in agricultural education programs. *Journal of Agricultural Education*, 53(3), 84-97.
- Lazovsky R. (2008), Maintaining Confidentiality with Minors: Dilemmas of School
- Leach, L. S., Butterworth, P., Strazdins, L., Rodgers, B., Broom, D. H. and Olesen, S. C. (2010). The limitations of employment as a tool for social inclusion. *BMC Public Health*, 10(1), 1-13.
- Lederman, N. G., & Lederman, J. S. (2015). What is a theoretical framework? A practical answer. *Journal of Science Teacher Education*, 26(7), 593-597.
- Lee Cooke, F. and Saini, D. S. (2012). Managing diversity in Chinese and Indian organizations: A qualitative study. *Journal of Chinese Human Resources Management*, 3(1), 16-32.
- Lee, A., Thomas, G., Martin, R., Guillaume, Y., Marstand, A. F. (2019). Beyond relationship quality: The role of leader–member exchange importance in leader–follower dyads. *Journal of Occupational and Organizational Psychology*, 92(4), 736-763.
- Lee, Y. and Kramer, A. (2016). The role of purposeful diversity and inclusion strategy (PDIS) and cultural tightness/looseness in the relationship between national culture and organizational culture. *Human Resource Management Review*, 26(3), 198-208.

- Leech, N. L. and Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality & quantity*, 43, 265-275
- Lefever, S., Dal, M. and Matthíasdóttir, Á. (2007). Online data collection in academic research: advantages and limitations. *British Journal of Educational Technology*, 38(4), 574-582.
- Lehdonvirta, V., Oksanen, A., Räsänen, P. and Blank, G. (2021). Social media, web, and panel surveys: using non-probability samples in social and policy research. *Policy & internet*, 13(1), 134-155.
- Leonardelli, G. J. and Loyd, D. L. (2016). Optimal distinctiveness signals membership trust. *Personality and Social Psychology Bulletin*, 42(7), 843-854.
- Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. *Academy of Management Review*, 44(3), 538-563.
- Lesnikov, P., Kunz, N. C. and Harris, L. M. (2023). Gender and sustainability reporting—Critical analysis of gender approaches in mining. *Resources policy*, 81, 103273.
- Leszczensky, L., Flache, A. and Sauter, L. (2020). Does the share of religious ingroup members affect how important religion is to adolescents? Applying Optimal Distinctiveness Theory to four European countries. *Journal of ethnic and migration studies*, 46(17), 3703-3721.
- Letsoalo, J. (2022) Women's Career Advancement in the South African Mining Sector.

- Levanon, A., Lavee, E. and Strier, R. (2021). Explaining the factors shaping the likelihood of poverty among working families by using a concurrent mixed method design. *Social Indicators Research*, 157(3), 1089-1109.
- Lewis, K. (2016). Social justice leadership and inclusion: a genealogy. *Journal of Educational Administration and History*, 48(4), 324-341.
- Li, A. (2021). *Inclusive leadership questionnaire: The design and validation of a theory-based instrument* (Order No. 28264670). Available from ProQuest One Academic. (2481053600). <https://www.proquest.com/dissertations-theses/inclusive-leadership-questionnaire-design/docview/2481053600/se-2>
- Li, J., Furst-Holloway, S., Masterson, S. S., Gales, L. M. and Blume, B. D. (2018). Leader-member exchange and leader identification: Comparison and integration. *Journal of Managerial Psychology*, 33(2), 122-141.
- Li, N., Bao, S., Naseem, S., Sarfraz, M. and Mohsin, M. (2021). Extending the association between leader-member exchange differentiation and safety performance: A moderated mediation model. *Psychology Research and Behavior Management*, 14, 1603-1613. doi:<https://doi.org/10.2147/PRBM.S335199>
- Li, Y., Perera, S., Kulik, C. T. and Metz, I. (2019). Inclusion climate: A multilevel investigation of its antecedents and consequences. *Human Resource Management*, 58(4), 353-369.



- Lievens, F. (2015). Diversity in medical school admission: insights from personnel recruitment and selection. *Medical Education*, 49(1), 11-14.
- Liggans, G. L. (2017). An investigation of the relationship between organizational inclusion, human resource practices, trust in leadership, and organizational commitment among military veterans in federal agencies (Order No. 10274322). Available from ProQuest One Academic. (2266497547).<https://www.proquest.com/dissertations-theses/investigation-relationship-between-organizational/docview/2266497547/se-2>
- Liggans, G., Atttoh, P., Gong, T., Chase, T., Clark, P. and Russell, M. (2018). Diversity and inclusion efforts in Federal agencies: a context for exploring perceptions of military veterans. *Journal of Veterans Studies*, 3(1), 139-151.
- Lightfoote, J. B., Deville, C., Ma, L. D., Winkfield, K. M. and Macura, K. J. (2016). Diversity, inclusion, and representation: it is time to act. *Journal of the American College of Radiology*, 13(12), 1421-1425.
- Lim, W. M. (2020). An equity theory perspective of online group buying. *Journal of Retailing and Consumer Services*, 54, 101729.
- Lloyd, K. J., Boer, D. and Voelpel, S. C. (2017). From listening to leading: Toward an understanding of supervisor listening within the framework of leader-member exchange theory. *International Journal of Business Communication*, 54(4), 431-451.

- Looi, J. C., Allison, S., Bastiampillai, T. and Kisely, S. R. (2022). Mental health services need action on organizational culture and justice. *Australasian Psychiatry*, 30(6), 739-742
- Louangrath, P. (2017). Minimum sample size method based on survey scales. *Int. J. Res. Methodol. Soc. Sci*, 3(3), 44-52.
- Lowery, B. S., Unzueta, M. M., Knowles, E. D. and Goff, P. A. (2006). Concern for the in-group and opposition to affirmative action. *Journal of personality and social psychology*, 90(6), 961.
- Luevanos, E. A. (2018). Inclusive or not?: Development of a student survey to measure students' perspectives of teacher and leader abilities to lead racially diverse schools (Order No. 13839918).<https://www.proquest.com/dissertations-theses/inclusive-not-development-student-survey-measure/docview/2195483705/se-2>
- Lundy, J., Keast, R., Farr-Wharton, B., Omari, M., Teo, S. and Bentley, T. (2021). Utilising a capability maturity model to leverage inclusion and diversity in public sector organisations. *Australian Journal of Public Administration*, 80(4), 1032-1045.
- Lydia, W. and Njoroge, N. (2022). The search for understanding of mixed method research among graduate students: A case of learners in the school of continuing and distance education, university of Nairobi, Kenya. *Quality and Quantity*, 56(2), 843-855. doi:<https://doi.org/10.1007/s11135-021-01150-6>

- Mackey, J. D., Huang, L. and He, W. (2020). You abuse and I criticize: An ego depletion and leader–member exchange examination of abusive supervision and destructive voice. *Journal of Business Ethics*, 164(3), 579-591.
- Madera, J. M. (2018). Situational perspective taking as an intervention for improving attitudes toward organizations that invest in diversity management programs. *Journal of Business and Psychology*, 33, 423-442.
- Magaldi, D. and Berler, M. (2020). Semi-structured interviews. *Encyclopedia of personality and individual differences*, 4825-4830.
- Mahlasela, M. M., Madumo, M. M. and Randa, M. B. (2023). Women’s perceived working conditions in the mining industry: A qualitative study. *Health S A*, 28 doi:<https://doi.org/10.4102/hsag.v28i0.2212>
- Malach-Pines, A., Lerner, M. and Schwartz, D. (2010). Gender differences in entrepreneurship: equality, diversity and inclusion in times of global crisis. *Equality, diversity and inclusion: An International journal*, 29(2), 186-198.
- Malina, M. A., Nørreklit, H. S. and Selto, F. H. (2011). Lessons learned: advantages and disadvantages of mixed method research. *Qualitative Research in Accounting & Management*, 8(1), 59-71.

- Malterud, K., Siersma, V. D. and Guassora, A. D. (2016). Sample size in qualitative interview studies: guided by information power. *Qualitative health research*, 26(13), 1753-1760.
- Mamlok-Naaman, R. (2024). Diversity and inclusion in science education: Why? A literature review. [Raznolikost in inkluzija v naravoslovnem izobraževanju: zakaj - pregled literature] CEPS Journal : *Centre for Educational Policy Studies Journal*, 14(1), 13-31. doi:<https://doi.org/10.26529/cepsj.1718>
- Mamun, A. A., Heyden, M. L. and Yasser, Q. R. (2016). Transgender individuals in Asian Islamic countries: An overview of workplace diversity and inclusion issues in Pakistan, Bangladesh, and Malaysia. Sexual orientation and transgender issues in organizations: Global perspectives on LGBT workforce diversity, 167-180.
- Mangaroo-Pillay, S. and Botha, D. (2020). An exploration of women's workplace experiences in the South African mining industry. *Journal of the Southern African Institute of Mining and Metallurgy*, 120(8), 475-483.
- Mansoor, A., Farrukh, M., Wu, Y. and Abdul Wahab, S. (2021). Does inclusive leadership incite innovative work behavior?. *Human Systems Management*, 40(1), 93-102.
- Maotoana, M. R., Masola, N. J., Mashatola, K., Ndlovu, T. and T.M.K Shongwe. (2024). The experiences of women in the workplace in a south african context: A systematic review. *African*

*Journal of Gender, Society & Development*, 13(3), 419-419–438.  
doi:<https://doi.org/10.31920/2634-3622/2024/v13n3a20>

Maqubela, L. N., Ndanduleni, D. H. and Nishimwe-Niyimbanira, R. (2020). Destabilising masculinities: perceptions on the gendered division of labour in the mining sector in Phalaborwa, Limpopo Province. *Ife Centre for Psychological Studies/Services. PO Box 1548, Ile-Ife Osun State, Nigeria*, 18(4), 16944.

Mardhiah, A., Azis, A., Basri, A. and Panikkai, S. (2020, April). Farmer perception of utilization of rice ransplanterin Aceh Besar. In IOP Conference Series: Earth and Environmental Science (Vol. 484, No. 1, p. 012126). IOP Publishing.

Mark, J. (2020). Workplace strategies for work burn-out prevention. *Middle European Scientific Bulletin*, 5.

Marshall, G. and Jonker, L. (2010). An introduction to descriptive statistics: A review and practical guide. *Radiography*, 16(4), e1-e7.

Marshall, G. and Jonker, L. (2011). An introduction to inferential statistics: A review and practical guide. *Radiography*, 17(1), e1-e6.

- Martín-Alcázar, F., Romero-Fernández, P. M. and Sánchez-Gardey, G. (2012). Transforming human resource management systems to cope with diversity. *Journal of business ethics*, 107, 511-531.
- Martins, L. L. (2020). Strategic diversity leadership: The role of senior leaders in delivering the diversity dividend. *Journal of Management*, 46(7), 1191-1204.
- Martin, J. (2020). A framework for crisis leadership using the martin library leadership definition. *Library Leadership & Management* 34(3),1-4. <https://www.proquest.com/scholarly-journals/framework-crisis-leadership-using-martin-library/docview/2421041844/se-2>
- Maslyn, J. M., Schyns, B. and Farmer, S. M. (2017). Attachment style and leader-member exchange: the role of effort to build high quality relationships. *Leadership & Organization Development Journal*.
- Matsa, D. A. and Miller, A. R. (2011). Chipping away at the glass ceiling: Gender spillovers in corporate leadership. *The American Economic Review*, 101(3), 635-639. doi:<https://doi.org/10.1257/aer.101.3.635>
- Matz-Costa, C., Carapinha, R. and Pitt-Catsoupes, M. (2012). Putting age in context: Relational age and inclusion at the workplace. *Indian Journal of Gerontology*, 26(1), 50-74

- Mazibuko, J. V. and Govender, K. K. (2017). Exploring workplace diversity and organisational effectiveness: A South African exploratory case study. *SA Journal of Human Resource Management*, 15, 10.
- Mazur, B (2010) Cultural Diversity in Organizational Theory and Practice, *Journal of Intercultural Management*, 2(2), 5–15
- Mbah, P. C., EDE, T. E. R. F. and Ugochukwu, L. N. (2018). Investigating the effect of casualization and employee motivation in Arab Construction Company in Enugu State. *International Journal of Research in Economics and Social Sciences (IJRESS)*, 8(7).
- McCann, J. T., Sparks, B. H. and Kohntopp, T. F. (2017). Leadership integrity and diversity in the workplace. *Leadership*, 2(5).
- McCarty Kilian, C., Hukai, D., & Elizabeth McCarty, C. (2005). Building diversity in the pipeline to corporate leadership. *Journal of Management Development*, 24(2), 155-168.
- McCluney, C. L. and Rabelo, V. C. (2019). Conditions of visibility: An intersectional examination of Black women's belongingness and distinctiveness at work. *Journal of Vocational Behavior*, 113, 143-152.

- McCluney, C. L., Schmitz, L. L., Hicken, M. T. and Sonnega, A. (2018). Structural racism in the workplace: Does perception matter for health inequalities? *Social Science & Medicine*, 199, 106-114.
- McHugh, M. L. (2013). The chi-square test of independence. *Biochemia medica*, 23(2), 143-149.
- McIlwee, J. S. and Robinson, J. G. (1992). Women in engineering: Gender, power, and workplace culture. SUNY Press.
- McKim, C. A. (2017). The value of mixed methods research: A mixed methods study. *Journal of mixed methods research*, 11(2), 202-222
- McKinnon, R. C. (2013). Changing the workplace safety culture. Crc Press.
- McLeod, A. and Herrington, V. (2017). Valuing different shades of blue: From diversity to inclusion and the challenge of harnessing difference. *International Journal of Emergency Services*, 6(3), 177-187.
- Mercier, L. and Gier, J. (2007). Reconsidering women and gender in mining. *History Compass*, 5(3), 995-1001.
- Melton, E. N. and Cunningham, G. B. (2014). Examining the workplace experiences of sport employees who are LGBT: A social categorization theory perspective. *Journal of Sport Management*, 28(1), 21-33.



- Meng, X. (2013, May). Scalable simple random sampling and stratified sampling. In International Conference on Machine Learning (pp. 531-539). PMLR.
- Michael Mahader, L. (2021). Exploring the Lack of Promotion Opportunities for Non-Native Women in Finland.
- Migiro, S. O. and Magangi, B. A. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African journal of business management*, 5(10), 3757-3764.
- Miminoshvili, M. and Černe, M. (2021). Workplace inclusion–exclusion and knowledge-hiding behaviour of minority members. *Knowledge Management Research & Practice*, 1-14.
- Mitchell, M. S., Cropanzano, R. S. and Quisenberry, D. M. (2012). Social exchange theory, exchange resources, and interpersonal relationships: A modest resolution of theoretical difficulties. *Handbook of social resource theory: Theoretical extensions, empirical insights, and social applications*, 99-118.
- Mitchell, R., Boyle, B., Parker, V., Giles, M., Chiang, V. and Joyce, P. (2015). Managing inclusiveness and diversity in teams: How leader inclusiveness affects performance through status and team identity. *Human Resource Management*, 54(2), 217-239.
- Mmoloke, K. (2020). The inclusion of persons living with disability in the South African Mining industry

- Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies and our research skills
- Monteiro, E. and Joseph, J. (2023). A review on the impact of workplace culture on employee mental health and well-being. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 7(2), 291-317.
- Moody, L., Saunders, J., Leber, M., Wójcik-Augustyniak, M., Szajczyk, M. and Rebernik, N. (2017). An exploratory study of barriers to inclusion in the European workplace. *Disability and rehabilitation*, 39(20), 2047-2054.
- Moon, K. K. and Christensen, R. K. (2022). Moderating Diversity, Collective Commitment, and Discrimination: The Role of Ethical Leaders in the Public Sector. *Journal of Public Administration Research and Theory*, 32(2), 380-397.
- Moraka, N. V. (2024). Mandatory quotas and Women's representation on South African mining boards: Levelling the field or perpetuating inequalities? *African Journal of Gender, Society & Development*, 13(3), 331-331–353. doi:<https://doi.org/10.31920/2634-3622/2024/v13n3a16>
- Mor Barak, M. E., Luria, G. and Brimhall, K. C. (2022). What leaders say versus what they do: Inclusive leadership, policy-practice decoupling, and the anomaly of climate for inclusion. *Group & Organization Management*, 47(4), 840-871.

Moriarty, J. (2011). Qualitative methods overview.

Moriña, A. (2017). Inclusive education in higher education: challenges and opportunities. *European Journal of Special Needs Education*, 32(1), 3-17.

Morley, T. (2018). Making the business case for diversity and inclusion: Short case studies and research papers that demonstrate best practice in HR. *Strategic HR Review*, 17(1), 58-60.  
doi:<http://dx.doi.org/10.1108/SHR-10-2017-0068>

Morrison, E. and Grbic, D. (2015). Dimensions of diversity and perception of having learned from individuals from different backgrounds: the particular importance of racial diversity. *Academic Medicine*, 90(7), 937-945.

Morton, J. (2019). Diversity's dark side: Dominant group blowback to organizational diversity policies (Order No. 13886998). Available from ProQuest One Academic. (2273201758).  
<https://www.proquest.com/dissertations-theses/diversity-s-dark-side-dominant-group-blowback/docview/2273201758/se-2>

Mosena, N. N. The influence of Digitalization on Strategic Agility of a South African Mining Company.

Mosikare, L. (2023, January,27). Outcry over low women participation in mining; Mmegi Online.  
<http://www.mmegi.bw/2023/01/27/news/outcry-over-low-women-participation-in-mining/news>

- Mousa, M. (2021). Does gender diversity affect workplace happiness for academics? The role of diversity management and organizational inclusion. *Public Organization Review*, 21(1), 119-135.
- Mousa, M. and Samara, G. (2022). The institutional limitations of emancipation: the inclusion of disabled employees in the Egyptian public context post COVID-19. *International Journal of Public Administration*, 1-12.
- Mousa, M., Ayoubi, R. and Massoud, H. (2021). Gender, workplace fun and organisational inclusion: An empirical study. *Euro Med Journal of Business*, 16(4), 512-525.  
doi:<http://dx.doi.org/10.1108/EMJB-12-2019-0149>
- Mudimba, P. C. (2017). *Re-defining gender equality in the south african mining sector* (Order No. 30709073). Available from ProQuest One Academic.(2901493390).  
<https://www.proquest.com/dissertations-theses/re-defining-gender-equality-south-african-mining/docview/2901493390/se->
- Muldoon, J., Keough, S. M. and Lovett, S. (2018). The mediating role of workplace attitudes on the leader–member exchange—Turnover intention relationship. *The Psychologist-Manager Journal*, 21(4), 229.

- Muyia Nafukho, F., Roessler, R. T. and Kacirek, K. (2010). Disability as a diversity factor: Implications for human resource practices. *Advances in Developing Human Resources*, 12(4), 395-406.
- Nachmias, S., Mitsakis, F., Aravopoulou, E., Rees, C. J. and Kouki, A. (2022). Line managers' perceptions of diversity management: Insights from a social exchange theory perspective. *Employee Relations*, 44(2), 294-318. doi:<https://doi.org/10.1108/ER-12-2019-0484>
- Nndanduleni, D. H. (2017). *Employees' perceptions towards gender equality: A case study of two mining companies in Limpopo Province* (Doctoral dissertation)
- Naderifar, M., Goli, H. and Ghaljaie, F. (2017). Snowball sampling: A purposeful method of sampling in qualitative research. *Strides in development of medical education*, 14(3).
- Nafukho, F. M., Alfred, M., Chakraborty, M., Johnson, M. and Cherrstrom, C. A. (2017). Predicting workplace transfer of learning: A study of adult learners enrolled in a continuing professional education training program. *European Journal of Training and Development*, 41(4), 327-353.
- Nafukho, F. M., Hairston, N. and Brooks, K. (2004). Human capital theory: Implications for human resource development. *Human Resource Development International*, 7(4), 545-551.

- Nair, N. and Vohra, N. (2015). Diversity and inclusion at the workplace: a review of research and perspectives. Indian Institute of Management.
- Napier, D. (2022). Effects of leadership diversity and inclusion efforts on minority turnover intentions (Order No. 29060260). Available from ProQuest One Academic. (2661884369). <https://www.proquest.com/dissertations-theses/effects-leadership-diversity-inclusion-efforts-on/docview/2661884369/se-2?accountid=188730>
- Nayak, M. S. D. P. and Narayan, K. A. (2019). Strengths and weaknesses of online surveys. *Technology*, 6(7), 0837-2405053138.
- Nazir, M., Murdifin, I., Putra, A. H. P. K., Hamzah, N. and Murfat, M. Z. (2020). Analysis of economic development based on environment resources in the mining sector. *The Journal of Asian Finance, Economics and Business*, 7(6), 133-143
- Ndlovu, S. (2018). Diversity and inclusion in the minerals industry. *Journal of the Southern African Institute of Mining and Metallurgy*, 118(7), v-v.
- Nembhard, I. M. and Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(7), 941-966.

Newsire, P. R. (2001). *PR Newswire*. PR Newswire Association, Incorporated..

Newman, A., Donohue, R. and Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human resource management review*, 27(3), 521-535.

Ng, E. and Rumens, N. (2017). Diversity and inclusion for LGBT workers: Current issues and new horizons for research. *Canadian Journal of Administrative Sciences*, 34(2), 109-120.

Nguyen, D. T., Teo, S. T., Grover, S. L. and Nguyen, N. P. (2017). Psychological safety climate and workplace bullying in Vietnam's public sector. *Public Management Review*, 19(10), 1415-1436.

Nguyen, L. A., Evan, R., Chaudhuri, S., Hagen, M. and Williams, D. (2024). Inclusion in the workplace: an integrative literature review. *European Journal of Training and Development*, 48(3/4), 334-356.

Nick, T. G. (2007). Descriptive statistics. *Topics in biostatistics*, 33-52.

Nie, D. and Läsä, A. M. (2015). The leader–member exchange theory in the Chinese context and the ethical challenge of guanxi. *Journal of Business Ethics*, 128, 851-861.

Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management journal*, 56(6), 1754-1774.

- Nishii, L. H. and Leroy, H. (2022). A multi-level framework of inclusive leadership in organizations. *Group and organization management*, 47(4), 683-722.
- Nkala, S. and Mtshali, K. (2024). The reproduction of gender inequalities in Zimbabwe's artisanal and small-scale mining sector: The experiences of female miners. *African Journal of Gender, Society and Development*, 13(4), 317-317–338. doi:<https://doi.org/10.31920/2634-3622/2024/v13n4a15>
- Nolan-Flecha, N. (2019). Next generation diversity and inclusion policies in the public service: Ensuring public services reflect the societies they serve.
- Noon, M. and Ogbonna, E. (2021). Controlling management to deliver diversity and inclusion: Prospects and limits. *Human Resource Management Journal*, 31(3), 619-638.
- Noor, S., Tajik, O. and Golzar, J. (2022). Simple random sampling. *International Journal of Education & Language Studies*, 1(2), 78-82
- Norbash, A. and Kadom, N. (2020). The business case for diversity and inclusion. *Journal of the American College of Radiology*, 17(5), 676-680.
- Novak, M. (2000). Defining social justice. *First things*, 11-12.



- Nowell, L., Ovie, G., Kenny, N. and Jacobsen, M. (2020). Postdoctoral scholars' perspectives about professional learning and development: a concurrent mixed-methods study. *Palgrave Communications*, 6(1), 1-11.
- Nurfaradilla, M. N., Nasri, N. and Mohamad Asyraf, A. T. (2021). Cross-language qualitative research studies dilemmas: A research review. *Qualitative Research Journal*, 21(1), 15-28. doi:<https://doi.org/10.1108/QRJ-12-2019-0093>
- Nuwagaba, I., Hofisi, C., Tshombe, L. M., Ochora, A., Nduhura, A. and Molokwane, T. (2023/12//). Demystifying simple random sampling technique under public, private public (PPP) projects and value for money (VFM) studies: Benchmarking from uganda national roads authority (UNRA). *Journal of Somali Studies*, 10(3),31-31–49. doi:<https://doi.org/10.31920/2056-5682/2023/v10n3a2>
- Nwokolo, O. O., Coombs, A. A., Eltzschig, H. K. and Butterworth, J. F. (2022). Diversity and inclusion in anesthesiology. *Anesthesia & Analgesia*, 134(6), 1166-1174.
- Ochir, G., Baatar, M., Sanjaa, M. and Williams, H. (2023). A comparative study of gender disparities in geoscience and mining in mongolia. *Geosciences*, 13(9), 262. doi:<https://doi.org/10.3390/geosciences13090262>

- Obschonka, M., Goethner, M., Silbereisen, R. K. and Cantner, U. (2012). Social identity and the transition to entrepreneurship: The role of group identification with workplace peers. *Journal of Vocational Behavior*, 80(1), 137-147.
- Ochieng, P. A. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*, 13, 13.
- Odekunle, E. A. (2020). To see a face like mine. *Cell*, 183(3), 564-567.
- O'Donovan, D. (2018). Diversity and Inclusion in the Workplace. *Organizational behaviour and human resource management: A guide to a specialized MBA course*, 73-108.
- Oe, H., Takemoto, T., Ishihara, S., Suzuki, A., Tatewaki, K., Sukeda, T. and Yamada, R. (2023). Strategic policies to support the independence and interaction of older adults: A leadership model that is inclusive of local businesses
- Ohemeng, F. L. and McGrandle, J. (2021). Employee perception of inclusivity and organizational performance: The case of the Ontario public service. *Canadian Public Administration*, 64(1), 26-50.
- Okotie, V. U. (2024). *Closing the leadership gap: A quantitative study of gender and race in energy* (Order No. 31558316). Available from ProQuest One Academic. (3163005036).

<https://www.proquest.com/dissertations-theses/closing-leadership-gap-quantitative-study-gender/docview/3163005036/se-2>

Olusanya, E. O. (2023). Workplace diversity, equity, inclusion. *The Journal of Business Diversity*, 23(4), 14-23.

O'Neil, D. A., Hopkins, M. M. and Bilimoria, D. (2015). A Framework for Developing Women Leaders: Applications to Executive Coaching. *The Journal of Applied Behavioral Science*, 51(2), 253-276. <https://doi.org/10.1177/0021886315575550>

Opara, V., Sealy, R. and Ryan, M. K. (2020). The workplace experiences of BAME professional women: Understanding experiences at the intersection. *Gender, Work & Organization*, 27(6), 1192-1213.

Oparaocha, G. O. (2016). Towards building internal social network architecture that drives innovation: A social exchange theory perspective. *Journal of Knowledge Management*.

Ortlieb, R., Rahimić, Z., Hirt, C., Bešić, A. and Bieber, F. (2019). Diversity and equality in Bosnia and Herzegovina: Limits to legislation, public debate and workplace practices. *Equality, Diversity and Inclusion: An International Journal*, 38(7), 763-778.

- Östlund, U., Kidd, L., Wengström, Y. and Rowa-Dewar, N. (2011). Combining qualitative and quantitative research within mixed method research designs: a methodological review. *International journal of nursing studies*, 48(3), 369-383.
- Otaye-Ebede, L. and Akobo, L. (2019). Social and psychological perspectives on diversity. *Managing Diversity & Inclusion: An International Perspective*, 15-41.
- Overstreet, M. (2021). The relationship between the protean career attitude and feedback after the employee promotion process.
- Pace, D. S. (2021). Probability and non-probability sampling-an entry point for undergraduate researchers. *International Journal of Quantitative and Qualitative Research Methods*, 9(2), 1-15.
- Pan, J., Chui-Yu, C. and Kun-Shan Wu. (2021). Leader-member exchange fosters nurses' job and life satisfaction: The mediating effect of job crafting. *PLoS One*, 16(4) doi:<https://doi.org/10.1371/journal.pone.0250789>
- Pande, R. and Ford, D. (2012). *Gender quotas and female leadership*. Washington, DC: World Bank.

- Panicker, A., Agrawal, R. K. and Khandelwal, U. (2018). Inclusive workplace and organizational citizenship behavior: Study of a higher education institution, India. *Equality, Diversity and Inclusion: An International Journal*, 37(6), 530-550.
- Paolillo, A., Pasini, M., Silva, S. A. and Magnano, P. (2017). Psychometric properties of the italian adaptation of the mor barak et al. diversity climate scale. *Quality and Quantity*, 51(2), 873-890.  
doi:<http://dx.doi.org/10.1007/s11135-016-0316-3>
- Paolillo, A., Sinval, J., Silva, S. A. and Scuderi, V. E. (2021). The relationship between inclusion climate and voice behaviours beyond social exchange obligation: The role of psychological needs satisfaction. *Sustainability*, 13(18), 10252.
- Park, H., Tangirala, S., Ekkirala, S. and Sanaria, A. (2024). Unnoticed problems and overlooked opportunities: How and when employees fail to speak up under ambiguous threats. *Journal of Applied Psychology*.
- Parker, C., Scott, S. and Geddes, A. (2019). Snowball sampling. *SAGE research methods foundations*.
- Parker, J. M. (2015). Data Security Law—Who can enforce violations of Data security breach notification statutes? *American Journal of Trial Advocacy*, 38(3), 631-636.  
<https://search.proquest.com/docview/1916146110?accountid=188730>

- Parker, J. L., Richard, V. and Becker, K. (2023/09//). Flexibility & iteration: Exploring the potential of large language models in developing and refining interview protocols. *The Qualitative Report*, 28(9), 2772-2790. doi:<https://doi.org/10.46743/2160-3715/2023.6695>
- Parmenter, J., Leroy-Dyer, S. and Holcombe, S. (2024). Breaking the hierarchy: Exploring intersectional employment strategies in the Australian mining industry for Indigenous women. *The Extractive Industries and Society*, 19, 101480.
- Pasco, G., Clark, B., Dragan, I., Kalambayi, F., Slonims, V., Tarpan, A. K. and Wittemeyer, K. (2014). A training and development project to improve services and opportunities for social inclusion for children and young people with autism in Romania. *Autism*, 18(7), 827-831.
- Patrick, H. A. and Kumar, V. R. (2012). Managing workplace diversity: Issues and challenges. *Sage Open*, 2(2), 2158244012444615.
- Patterson, P. D., Huang, D. T., Fairbanks, R. J., Simeone, S., Weaver, M. and Wang, H. E. (2010). Variation in emergency medical services workplace safety culture. *Prehospital emergency care*, 14(4), 448-460.
- Peltier-Huntley, J. (2023). Responding to the Kairotic Moment: Advancing Equity, Diversity, and Inclusion Through Allyship in Canadian Mining. *Journal of Leadership, Accountability & Ethics*, 20(1).

- Peltier-Huntley, J. O. (2019). Closing the gender gap in Canadian mining: An interdisciplinary mixed methods study (Doctoral dissertation, University of Saskatchewan).
- Pemberton, A. and Kisamore, J. (2023). Assessing burnout in diversity and inclusion professionals. *Equality, Diversity and Inclusion: An International Journal*, 42(1), 38-52.
- Pennington, G. (2020). Diversity and inclusion: How far have we come? How far can we go?. *Consulting Psychology Journal: Practice and Research*, 72(4), 324.
- Percival, J. C., Cozzarin, B. P. and Formanek, S. D. (2013). Return on investment for workplace training: the Canadian experience. *International Journal of Training and Development*, 17(1), 20-32.
- Perera, B. E. and Saha, P. (2024). Engaging Diversity: Impact of Organizational Culture to Create an Inclusive Work Environment in STEM Fields.
- Perry, E. L., Block, C. J. and Noumair, D. A. (2021). Leading in: inclusive leadership, inclusive climates and sexual harassment. *Equality, Diversity and Inclusion: An International Journal*, 40(4), 430-447.
- Person, S. D., Jordan, C. G., Allison, J. J., Ogawa, L. M. F., Castillo-Page, L., Conrad, S., ... and Plummer, D. L. (2015). Measuring diversity and inclusion in academic medicine: the diversity

- engagement survey (DES). *Academic medicine: journal of the Association of American Medical Colleges*, 90(12), 1675.
- Peterson, L. (1999). The definition of diversity: Two views. A more specific definition. *Journal of library administration*, 27(1), 17-26.
- Petrescu, S. H., Lazar, A., Cioban, C. and Doroftei, I. (2017). Semi-structured interview. *Qualitative Research in Regional Geography: A Methodological Approach*, 37-50.
- Pfeifer, L. E., & Vessey, J. A. (2019). Psychological safety on the healthcare team. *Nursing Management*, 50(8), 32-38.
- Pham, L. T. M. (2018). Qualitative approach to research a review of advantages and disadvantages of three paradigms: Positivism, interpretivism and critical inquiry. University of Adelaide.
- Philip, J. and Soumyaja, D. (2019). Workplace diversity and inclusion: policies and best practices for organisations employing transgender people in India. *International Journal of Public Policy*, 15(3-4), 299-314.
- Phillips, B. N., Deiches, J., Morrison, B., Chan, F. and Bezyak, J. L. (2016). Disability diversity training in the workplace: Systematic review and future directions. *Journal of occupational rehabilitation*, 26, 264-275.
- Phoshoko, D. (2022). Diversity and Inclusion. *Inside Mining*, 15(1), 3-5.



- Pichler, S., Livingston, B., Yu, A., Varma, A., Budhwar, P. and Shukla, A. (2019). Nationality diversity and leader–Member exchange at multiple levels of analysis: Test of a cross-level model. *Equality, Diversity and Inclusion*:
- Pichault, F. and Schoenaers, F. (2003). HRM practices in a process of organisational change: A contextualist perspective. *Applied Psychology*, 52(1), 120-143.
- Picketts, L., Warren, M. D. and Bohnert, C. (2021). Diversity and inclusion in simulation: addressing ethical and psychological safety concerns when working with simulated participants. *BMJ Simulation & Technology Enhanced Learning*, 7(6), 590.
- Pimpa, N., Moore, T., Phouxay, K., Douangphachanh, M. and Sanesathid, O. (2016). How mining multinational corporations promote women? Modus operandi. *Journal of Management Research*, 8(2), 119-131
- Plaza, P., Castro, M., Merino, J., Restivo, T., Peixoto, A., Gonzalez, C., ... and Strachan, R. (2020, September). Educational robotics for all: Gender, diversity, and inclusion in steam. In 2020 IEEE Learning With MOOCS (LWMOOCS) (pp. 19-24). IEEE.
- Pleasant, S. (2017). Perspectives in HRD-Crossing the Boundaries of Employee Engagement and Workplace Diversity and Inclusion: Moving HRD Forward in a Complicated Sociopolitical Climate. *New Horizons in Adult Education and Human Resource Development*, 29(3), 38-44.

- Pollock, M., Holly, J. and Leggett-Robinson, P. (2022). Inclusive leadership development for engineers. AAAS.
- Posthuma, R. A. and Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. *Journal of management*, 35(1), 158-188.
- Potter, W. J. (2013). An analysis of thinking and research about qualitative methods. Routledge.
- Power, R. L. (2013). Leader-member exchange theory in higher and distance education. *International Review of Research in Open and Distributed Learning*, 14(4), 277-284.
- Pretorius, C. (2016). *An Exploration of the Experiences of White Women Workers in the Coal Mining Industry of South Africa*. University of Pretoria (South Africa).
- Previtali, F. and Spedale, S. (2021). Doing age in the workplace: Exploring age categorisation in performance appraisal. *Journal of Aging Studies*, 59, 100981.
- Prime, J., Ferdman, B. M. and Riggio, R. E. (2020). Inclusive leadership: Insights and implications. In *Inclusive Leadership* (pp. 421-429). Routledge

- Procházková, J., Ďurišová, S. and Blštáková, J. (2024). Retention of young employees: Tools and Methods to build a Diverse and Inclusive workplace. In *ICERI2024 Proceedings* (pp. 4793-4800). IATED
- Qi, L., Liu, B., Wei, X. and Hu, Y. (2019). Impact of inclusive leadership on employee innovative behavior: Perceived organizational support as a mediator. *PloS one*, 14(2), e0212091.
- Qi, M., & Armstrong, S. J. (2019). The influence of cognitive style diversity on intra-group relationship conflict, individual-level organizational citizenship behaviours and the moderating role of leader-member-exchange. *International Journal of Conflict Management*.
- Queirós, A., Faria, D. and Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European journal of education studies*.
- Quintero, M. and LeBoulluec, A. (2018). Missing data imputation for ordinal data. *International Journal of Computer Applications*, 181(5), 10-16.
- R, B. J. and Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26. <https://www.proquest.com/scholarly-journals/mixed-methods-research-paradigm-whose-time-has/docview/216901546/se-2>
- Rabl, T., del Carmen Triana, M., Byun, S. Y. and Bosch, L. (2020). Diversity management efforts as an ethical responsibility: How employees' perceptions of an organizational integration and

learning approach to diversity affect employee behavior. *Journal of Business Ethics*, 161(3), 531-550.

Rahman, M. M., Tabash, M. I., Salamzadeh, A., Abduli, S. and Rahaman, M. S. (2022). Sampling techniques (probability) for quantitative social science researchers: a conceptual guideline with examples. *Seeu Review*, 17(1), 42-51.

Rahman, M. S. (2020). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review.

Rai, N. and Thapa, B. (2015). A study on purposive sampling method in research. Kathmandu: *Kathmandu School of Law*, 5(1), 8-15.

Rajendran, D., Ng, E.S., Sears, G. and Ayub, N. (2020), “Determinants of migrant career success: a study of recent migrant workers in Australia”, *International Migration*, 58(2), 30-51.

Ralph, A. P., Noonan, S., Boardman, C., Halkon, C. and Currie, B. J. (2017). Prescribing for people with acute rheumatic fever. *Australian prescriber*, 40(2), 70.

Ramlo, S. (2022). Mixed methods research and quantum theory: Q methodology as an exemplar for complementarity. *Journal of Mixed Methods Research*, 16(2), 226-241.

Ramokhothoane, M. (2019). *Is the coal mining industry ready for women?* (Order No. 28279779). Available from ProQuest One Academic. (2486194678).

<https://www.proquest.com/dissertations-theses/is-coal-mining-industry-ready-women/docview/2486194678/se-2>

- Rana, R. (2013). Effective communication in a diverse workplace. *International Journal of Enhanced Research in Management and Computer Applications*, 2(2).
- Randel, A. E., Zatzick, C. D. and Pearce, J. L. (2017). Optimal distinctiveness and human resource development. 2017). Identity as a Foundation to Human Resource Development. New York: Routledge.
- Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A. and Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human resource management review*, 28(2), 190-203.
- Rankin-Gomez, K. (2011). Managing workplace diversity: the importance of diversity and inclusion (Master's thesis, Davenport University).
- Rao, K. S. (2008). Informed consent: an ethical obligation or legal compulsion? *Journal of cutaneous and aesthetic surgery*, 1(1), 33.

- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., and Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International journal of qualitative methods*, 18, 1609406919862424.
- Rathore, B., Mathur, D., Solanki, S. and Sharma, S. (2021). Workforce Diversity and Inclusion: Leadership Challenges in VUCA Paradigm. *Global Review of Business and Technology (GRBT)*.
- Ravitch, S. M. and Carl, N. M. (2019). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Sage Publications.
- Reagans, R. and Zuckerman, E. W. (2001). Networks, diversity, and productivity: The social capital of corporate R&D teams. *Organization science*, 12(4), 502-517.
- Redmond, M. (2015). Social exchange theory.
- Reed, B. N., PharmD., Klutts, A. M., PharmD. and Mattingly II, T Joseph, PharmD, MBA. (2019). A systematic review of leadership definitions, competencies, and assessment methods in pharmacy education. *American Journal of Pharmaceutical Education*, 83(9), 7520-7532. <https://www.proquest.com/scholarly-journals/systematic-review-leadership-definitions/docview/2330760914/se-2?accountid=188730>

- Rengers, J. M., Heyse, L., Otten, S. and Wittek, R. P. (2019). “It’s not always possible to live your life openly or honestly in the same way”—workplace inclusion of lesbian and gay humanitarian aid workers in doctors without borders. *Frontiers in psychology*, 10, 320.
- Resnik, D. B. (2015). What is ethics in research & why is it important (Vol. 1). December.
- Reyes, R. M. (2023). Decoding the ethics of AI: Fairness, accountability, and responsibility. *Big Data Quarterly*, 9(3), 25-27. <https://www.proquest.com/trade-journals/decoding-ethics-ai-fairness-accountability/docview/2881460301/se-2>
- Rice, S., Winter, S. R., Doherty, S. and Milner, M. (2017). Advantages and disadvantages of using internet-based survey methods in aviation-related research. *Journal of Aviation Technology and Engineering*, 7(1), 5.
- Richards, L. and Morse, J. M. (2012). README FIRST for a User’ s Guide to Qualitative Methods. Sage publications.
- Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group & Organization Management*, 31(2), 212-236.
- Roberson, Q. and Perry, J. L. (2022). Inclusive leadership in thought and action: A thematic analysis. *Group & Organization Management*, 47(4), 755-778.

- Roberts, R. E. (2020). Qualitative Interview Questions: Guidance for Novice Researchers. *Qualitative Report*, 25(9).
- Robinson, E. (2024). Leadership Strategies Business Managers Use to Improve Diversity and Inclusion in the Workplace (Doctoral dissertation, Walden University).
- Roczniewska, M., Retowski, S., & Higgins, E. T. (2018). How person-organization fit impacts employees' perceptions of justice and well-being. *Frontiers in psychology*, 8, 2318.
- Rode, L. (2007). Data security breach notification statutes: Does placing the responsibility on the true victim increase data security? *Houston Law Review*, 43(5), 1597-1634.  
<https://search.proquest.com/docview/197400483?accountid=188730>
- Rodgers, J. O. (2019). Frontline managers' perceptions and lived experiences in the execution of diversity management programs (Order No. 13425625). Available from ProQuest One Academic; ProQuest One Business. (2164894924). <https://www.proquest.com/dissertations-theses/frontline-managers-perceptions-lived-experiences/docview/2164894924/se-2>
- Rohwerder, B. (2017). Impact of diversity and inclusion within organizations.
- Rojas, R. M. and Molaei, F. (2021). Assessing the effectiveness of diversity and inclusion policies in the U.S. mining industry. *Mining Engineering*, 73(3), 32-35.



<https://www.proquest.com/trade-journals/assessing-effectiveness-diversity-inclusion/docview/2528508726/se-2>

Rombach, I., Gray, A. M., Jenkinson, C., Murray, D. W. and Rivero-Arias, O. (2018). Multiple imputation for patient reported outcome measures in randomised controlled trials: advantages and disadvantages of imputing at the item, subscale or composite score level. *BMC medical research methodology*, 18(1), 1-16.

Ruhman, L. P. (2019). Leadership in action: The influence of leadership practices on reform (Order No. 13904158). Available from ProQuest One Academic. (2339845587).  
<https://www.proquest.com/dissertations-theses/leadership-action-influence-practices-on-reform/docview/2339845587/se-2>

Runciman, W. B. (2002). Qualitative versus quantitative research - balancing cost, yield and feasibility. *Quality & Safety in Health Care*, 11(2), 146.  
doi:<https://doi.org/10.1136/qhc.11.2.146>

Russen, M. A. and Dawson, M. (2023). Gender Diversity in Hospitality Leadership. The Routledge Handbook of Diversity, Equity, and Inclusion Management in the Hospitality Industry.

- Russinova, Z., Griffin, S., Bloch, P., Wewiorski, N. J. and Rosoklija, I. (2011). Workplace prejudice and discrimination toward individuals with mental illnesses. *Journal of Vocational Rehabilitation*, 35(3), 227-241.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse researcher*, 25(4), 41-49.
- Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management*, 43(2), 197-217.
- Sackmann, S. A. (2011). Culture and performance. The handbook of organizational culture and climate, 2, 188-224.
- Şahin, M. D. and Ozturk, G. (2019). Mixed method research: Theoretical foundations, designs and its use in educational research. *International Journal of Contemporary Educational Research*, 6(2), 301-310
- Sahu, P. K., Pal, S. R. and Das, A. K. (2015). Estimation and inferential statistics (pp. 1-317). New Delhi: Springer.
- Salas, E., Tannenbaum, S. I., Kraiger, K. and Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological science in the public interest*, 13(2), 74-101.

- Saleh, N. and Zinman, C. (2019). What Are the Critical Challenges in Increasing Diversity at the Senior Leadership Levels in Organizations?
- Salinas, P., Romaní, G. and Silva, J. (2018). Gender equality or diversity in the mining industry for 2035? Crossroads for Chilean higher education. *Journal of Education and Work*, 31(7-8), 628-644.
- Salomon, G. A. (2021). Diversity, Inclusion, and Gender Equity Initiatives in Football Workplaces: A Cross-National Comparison (Doctoral dissertation, Manchester Metropolitan University).
- Sanders, M., Hrdlicka, J., Hellicar, M., Cottrell, D., and Knox, J. (2011). What stops women from reaching the top? Confronting the tough issues. *Bain & Company, Inc.*
- Sasikala, V. and Sankaranarayanan, V. (2022). Diversity in global mining: Where we are and what we need to do. *A I B Insights*, 22(3), 1-8. doi:<https://doi.org/10.46697/001c.33781>
- Salter, N. P. and Migliaccio, L. (2019). Allyship as a diversity and inclusion tool in the workplace. *Diversity within Diversity Management*.
- Sanchez, M. (2021). Equity, diversity, and inclusion: Intersection with quality improvement. *Nursing Management*, 52(5), 14-21.

- Sanders, R. E. (2022). The evolution of diversity management: Achieving employee satisfaction among four workforce generations (Order No. 29326146). Available from ProQuest One Academic. (2716461767). <https://www.proquest.com/dissertations-theses/evolution-diversity-management-achieving-employee/docview/2716461767/se-2>
- Sandvik, K. B. and Raymond, N. A. (2017). Beyond the protective effect: Towards a theory of harm for information communication technologies in mass atrocity response. *Genocide Studies and Prevention: An International Journal*, 11(1), 5.
- Sanyal, C., Wilson, D., Sweeney, C., Smith Rachele, J., Kaur, S. and Yates, C. (2015). Diversity and inclusion depend on effective engagement: It is everyone's business to ensure that progress is maintained. *Human Resource Management International Digest*, 23(5), 21-24.
- Saqib, Z. and Khan, M. (2023). Striving for inclusion of diverse employees: How important is the context?. *South Asian Journal of Human Resources Management*, 10(1), 107-129
- Sasikala, V. and Sankaranarayanan, V. (2022). Diversity in Global Mining: Where We Are and What We Need to Do. *AIB Insights*, 22(3), 1-8.
- Savelle, T. (2018). The advantages and disadvantages of quantitative methods in schoolscape research. *Linguistics and Education*, 44, 31-44.

- Scanlon, P. J. (2019). The effects of embedding closed-ended cognitive probes in a web survey on survey response. *Field methods*, 31(4), 328-343.
- Scheepers, D. and Ellemers, N. (2019). Social identity theory. In *Social psychology in action* (pp. 129-143). Springer, Cham.
- Scheeres, H., Solomon, N., Boud, D. and Rooney, D. (2010). When is it OK to learn at work? The learning work of organizational practices. *Journal of workplace learning*, 22(1/2), 13-26.
- Schlegelmilch, B. B., Khan, M. M. and Hair, J. F. (2016). Halal endorsements: stirring controversy or gaining new customers? *International Marketing Review*.
- Schloemer-Jarvis, A., Bader, B. and Böhm, S. A. (2022). The role of human resource practices for including persons with disabilities in the workforce: a systematic literature review. *The International Journal of Human Resource Management*, 33(1), 45-98.
- Schober, P., Boer, C. and Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia & Analgesia*, 126(5), 1763-1768.
- Shore LM, Cleveland JN, Sanchez D. (2018) Inclusive workplaces: a review and model. *Human Resource Management Review* 28(2):176–89. <https://doi.org/10.1016/j.hrmr.2017.07.003>
- Scholtz, S. E. (2021). Sacrifice is a step beyond convenience: A review of convenience sampling in psychological research in Africa. *SA Journal of Industrial Psychology*, 47(1), 1-12.

- Schoonenboom, J., Johnson, R.B, (2017) How to Construct a Mixed Methods Research Design. *Köln Z Soziol* 69, 107–131 <https://doi.org/10.1007/s11577-017-0454-1>
- Schreier, M. (2018). Sampling and generalization. The SAGE handbook of qualitative data collection, 84-97.
- Schreuder, H. T., Gregoire, T. G. and Weyer, J. P. (2001). For what applications can probability and non-probability sampling be used? *Environmental Monitoring and Assessment*, 66(3), 281-91. doi:<https://doi.org/10.1023/A:1006316418865>
- Searle, R. H. and Al-Sharif, R. (2018). Recruitment and selection. In Human Resource Management (pp. 215-237). Routledge.
- Segerstedt, E. and Abrahamsson, L. (2019). Diversity of livelihoods and social sustainability in established mining communities. *The Extractive Industries and Society*, 6(2), 610-619.
- Sengupta, S.S., Jyothi, P., Kalagnanam, S. and Charumathi, B. (Eds.). (2024). Organization, purpose, and values: integrating diversity, equity and inclusion (1st ed.). Routledge. <https://doi.org/10.4324/9781003501374>
- Sepulveda, K. A., Paladin, A. M. and Rawson, J. V. (2018). Gender diversity in academic radiology departments: barriers and best practices to optimizing inclusion and developing women leaders. *Academic Radiology*, 25(5), 556-560.

- Settles, A. N. (2016). Examining diversity and inclusion in the federal workforce and the impact of inclusion on employee engagement (Order No. 10100323). Available from ProQuest One Academic. (1783997979).<https://www.proquest.com/dissertations-theses/examining-diversity-inclusion-federal-workforce/docview/1783997979/se-2>
- Shafaei, A., Nejati, M., Omari, M. and Sharafizad, F. (2024). Inclusive Leadership and Workplace Bullying: A Model of Psychological Safety, Self-Esteem, and Embeddedness. *Journal of Leadership & Organizational Studies*, 31(1), 41-58.  
<https://doi.org/10.1177/15480518231209018>
- Sharma, A and Nisar T (2016) Managing diversity and equality in the workplace, *Cogent Business & Management*, 3:1, DOI: 10.1080/23311975.2016.1212682
- Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, 3(7), 749-752.
- Shea, C. M., Young, J. R., Banyard, V., Malone, M. F. T., Graham, K. J. and Byron, G. J. (2018). Recognizing and intervening in bias incidents in the academic workplace: a self-categorization theory perspective. *Advance Journal*, 1(1), 3725.
- Sheaffer, Z., Levy, S. and Navot, E. (2018). Fears, discrimination and perceived workplace promotion. *Baltic Journal of Management*.

- Sheaff, R., Schofield, J., Mannion, R., Dowling, B., Marshall, M. and McNally, R. (2003). Organisational factors and performance: a review of the literature. London, NCCSDO.
- Sheer, V. C. (2015). “Exchange lost” in leader–member exchange theory and research: A critique and a reconceptualization. *Leadership*, 11(2), 213-229.
- Shen, C., Panda, S. and Vogelstein, J. T. (2022). The chi-square test of distance correlation. *Journal of Computational and Graphical Statistics*, 31(1), 254-262.
- Shen, J., Chanda, A., D'netto, B. and Monga, M. (2009). Managing diversity through human resource management: An international perspective and conceptual framework. *The International Journal of Human Resource Management*, 20(2), 235-251.
- Sherman, B. W., Kelly, R. K. and Payne-Foster, P. (2021). Integrating workforce health into employer diversity, equity and inclusion efforts. *American Journal of Health Promotion*, 35(5), 609-612.
- Shoozan, A. and Mohamad, M. (2024). Application of interview protocol refinement framework in systematically developing and refining a semi-structured interview protocol. Les Ulis: EDP Sciences. doi:<https://doi.org/10.1051/shsconf/202418204006>
- Shore, L. M. and Chung, B. G. (2022). Inclusive leadership: How leaders sustain or discourage work group inclusion. *Group & Organization Management*, 47(4), 723-754.



- Shore, L. M., Cleveland, J. N. and Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176-189.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K. and Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management*, 37(4), 1262-1289.
- Showkat, N. and Parveen, H. (2017). In-depth interview. Quadrant-I (e-Text).
- Sibley, C. G. (2014). Sampling procedure and sample details for the New Zealand Attitudes and Values Study.
- Sidanius, J., Cotterill, S., Sheehy-Skeffington, J., Kteily, N. and Carvacho, H. (2017). Social dominance theory: Explorations in the psychology of oppression.
- Silva, A. (2016). What is leadership? *Journal of Business Studies Quarterly*, 8(1), 1-5.  
<https://www.proquest.com/scholarly-journals/what-is-leadership/docview/1831706711/se-2>
- Silva, P., Matos, A. D. and Martinez-Pecino, R. (2017). E-inclusion: Beyond individual socio-demographic characteristics. *PloS one*, 12(9), e0184545.
- Simkus, J. and Simkus, J. (2023). Cluster sampling: definition, method and examples. SimplyPsychology. <https://www.simplypsychology.org/cluster-sampling.html>.

- Simmons, S. V. and Yawson, R. M. (2022). Developing leaders for disruptive change: An inclusive leadership approach. *Advances in Developing Human Resources*, 24(4), 242-262.
- Singh, A. S. and Masuku, M. B. (2014). Sampling techniques & determination of sample size in applied statistics research: An overview. *International Journal of economics, commerce and management*, 2(11), 1-22.
- Singh, S. (2017/03/12/, 2017 Mar 12). Secrets of a smart workforce: Harnessing similarities without delving too much into diversities, understanding employee preferences, and more. BusinessToday,<https://www.proquest.com/magazines/secrets-smart-workforce/docview/1870947618/se-2>
- Singh, A. (2021). Measuring Diversity and Inclusion. In *Creating a Culture of Diversity and Inclusiveness in India Inc. Practitioners Speak* (pp. 157-169). Singapore: Springer Singapore.
- Siri, A., Leone, C. and Bencivenga, R. (2022). Equality, Diversity, and Inclusion Strategies Adopted in a European University Alliance to Facilitate the Higher Education-to-Work Transition. *Societies*, 12(5), 140.
- Slotter, E. B., Duffy, C. W. and Gardner, W. L. (2014). Balancing the need to be “me” with the need to be “we”: Applying Optimal Distinctiveness Theory to the understanding of multiple motives within romantic relationships. *Journal of Experimental Social Psychology*, 52, 71-81.

- Smart, R., Kase, C. A., Taylor, E. A., Lumsden, S., Smith, S. R. and Stein, B. D. (2020). Strengths and weaknesses of existing data sources to support research to address the opioids crisis. *Preventive medicine reports*, 17, 101015.
- Smith, R. and Smith, L. (2018). Qualitative methods. In *Research methods in human rights* (pp. 70-93). Routledge.
- Smith, J. (2024). Perceptions of state government employees on diversity and the citizen outcomes from diversity in government. *The International Journal of Organizational Diversity*, 24(1), 45-72. doi:<https://doi.org/10.18848/2328-6261/CGP/v24i01/45-72>
- Sojo, V. E., Wood, R. E. and Genat, A. E. (2016). Harmful workplace experiences and women's occupational well-being: A meta-analysis. *Psychology of Women Quarterly*, 40(1), 10-40.
- Solem, R. C. (2015). Limitation of a cross-sectional study. *American Journal of Orthodontics and Dentofacial Orthopaedics*, 148(2), 205.
- Solkhe, A. (2021). Diversity and inclusion: An analysis of current status, dimensions and methodology through systematic review of literature. *Asian Journal of Economics, Finance and Management*, 7-20.

- South, L., Saffo, D., Vitek, O., Dunne, C. and Borkin, M. A. (2022, June). Effective use of Likert scales in visualization evaluations: A systematic review. In *Computer Graphics Forum* 41(3), 43-55
- Son Hing, L. S., Bobocel, D. R. and Zanna, M. P. (2002). Meritocracy and opposition to affirmative action: making concessions in the face of discrimination. *Journal of personality and social psychology*, 83(3), 493
- Speak, A., Escobedo, F. J., Russo, A. and Zerbe, S. (2018). Comparing convenience and probability sampling for urban ecology applications. *Journal of applied ecology*, 55(5), 2332-2342.
- Spector, N. D., Asante, P. A., Marcelin, J. R., Poorman, J. A., Larson, A. R., Salles, A., ... and Silver, J. K. (2019). Women in pediatrics: progress, barriers, and opportunities for equity, diversity, and inclusion. *Pediatrics*, 144(5).
- Sposato, M., Feeke, S., Anderson-Walsh, P. and Spencer, L. (2015). Diversity, inclusion and the workplace-equality index: The ingredients for organizational success. *Human Resource Management International Digest*, 23(5), 16-17.
- Sridhar, K. V. and Sandeep, V. (2014). Impact of diversity at workplace. Asia Pacific.

- Stratton, S. J. (2023/04//). Population sampling: Probability and non-probability techniques. *Prehospital and Disaster Medicine*, 38(2), 147-148.  
doi:<https://doi.org/10.1017/S1049023X23000304>
- Strait, A., Castillo, F., Choden, S., Li, J., Whitaker, E., Falasinnu, T., ...and Yazdany, J. (2019). Demographic characteristics of participants in rheumatoid arthritis randomized clinical trials: a systematic review. *JAMA network open*, 2(11), e1914745-e1914745.
- Stavrou, E. T., Casper, W. J., & Ierodiakonou, C. (2015). Support for part-time work as a channel to female employment: The moderating effects of national gender empowerment and labour market conditions. *The International Journal of Human Resource Management*, 26(6), 688-706.
- Stevens, F. G., Plaut, V. C. and Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *The journal of applied behavioral science*, 44(1), 116-133.
- Stockemer, D., Stockemer, G. and Glaeser. (2019). Quantitative methods for the social sciences (Vol. 50, p. 185). Quantitative methods for the social sciences: Springer International Publishing
- Stokes, Michelle, and Woodhams, Carol (2022). Equality, diversity and inclusion. *Human Resource Management: People and Organisations*, 199.

- Sukalova, V. and Ceniga, P. (2020). Diversity management in sustainable human resources management. In *SHS Web of Conferences* (Vol. 74, p. 01033). EDP Sciences.
- Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1-20.
- Suleiman, U. A. and Saxena, P. (2023///Jul-Dec). Managing cultural diversity in the nigerian public service: An evaluation of human resource practices. *AAYAM : AKGIM Journal of Management*, 13(2), 18-32. <https://www.proquest.com/scholarly-journals/managing-cultural-diversity-nigerian-public/docview/2957758454/se-2>
- Sultana, A. (2010). Patriarchy and women s subordination: a theoretical analysis. *Arts faculty journal*, 1-18
- Swab, D. G. (2020). Perceptions of gender diversity in the Philadelphia independent music scene (Order No. 27735649). Available from ProQuest One Academic. (2379589410). <https://www.proquest.com/dissertations-theses/perceptions-gender-diversity-philadelphia/docview/2379589410/se-2>
- Syed, J. (2020). Diversity management and missing voices. *Handbook of research on employee voice*.

- Syed, J. and Ozbilgin, M. (2019). *Managing diversity and inclusion: An international perspective*. Sage.
- Syed, J. and Tariq, M. (2017). Global diversity management. In *Oxford Research Encyclopedia of Business and Management*.
- Syed, J., Klarsfeld, A., Ngunjiri, F. W. and Härtel, C. E. (2018). *Religious diversity in the workplace*. Cambridge University Press.
- Szymanska, A. and Aldighieri, D. (2017, December). Diversity and inclusion in the workplace: employee perception and implications for internal brand management. In *International Conference on Advances in Business and Law (ICABL)* 1, (1), 368-388.
- Taherdoost, H. (2016). How to design and create an effective survey/questionnaire; A step by step guide. *International Journal of Academic Research in Management (IJARM)*, 5(4), 37-41.
- Taherdoost, H. (2022). What are different research approaches? Comprehensive Review of Qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, 5(1), 53-63.
- Takadi, K. G. (2021). *Gender equality in top managerial positions in a South African Mining Company* (Doctoral dissertation, University of the Free State).

- Tallman, S. D. and Bird, C. E. (2022). Diversity and inclusion in forensic anthropology: Where we stand and prospects for the future. *Forensic Anthropology*, 5(2), 84.
- Tamunomiebi, M. D. and John-Eke, E. C. (2020). Workplace Diversity: Emerging Issues in Contemporary. *International Journal of Academic Research in Business and Social Sciences*, 10(2).
- Tang, E. K., Suganthan, P. N. and Yao, X. (2006). An analysis of diversity measures. *Machine learning*, 65(1), 247-271.
- Tang, J. and Martins, J. T. (2021). Intergenerational workplace knowledge sharing: challenges and new directions. *Journal of Documentation*, 77(3), 722-742
- Tansey, O. (2009). Process tracing and elite interviewing: a case for non-probability sampling. In *Methoden der vergleichenden Politik-und Sozialwissenschaft* (pp. 481-496). VS Verlag für Sozialwissenschaften.
- Tarique, I. (Ed.). (2021). *The Routledge Companion to Talent Management* (1st ed.). Routledge.  
<https://doi.org/10.4324/9781315474687>
- Tariq, S. and Woodman, J. (2013). Using mixed methods in health research. *JRSM short reports*, 4(6), 2042533313479197.



- Taylor, D. E., Paul, S. and McCoy, E. (2019). Diversity, equity, and inclusion and the salience of publicly disclosing demographic data in American environmental nonprofits. *Sustainability*, 11(19), 5491.
- Teddlie, C. and Tashakkori, A. (2009). Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences. Sage.
- Teo, S. T., Bentley, T. A., Nguyen, D., Blackwood, K. and Catley, B. (2022). Inclusive leadership, matured age HRM practices and older worker wellbeing. *Asia Pacific Journal of Human Resources*, 60(2), 323-341
- Terrell, S. R. (2012). Mixed-methods research methodologies. *Qualitative report*, 17(1), 254-280.
- Tessier, S. (2012). From field notes, to transcripts, to tape recordings: evolution or combination?. *International journal of qualitative methods*, 11(4), 446-460.
- Theodorakopoulos, N. and Budhwar, P. (2015). Guest editors' introduction: Diversity and inclusion in different work settings: Emerging patterns, challenges, and research agenda. *Human Resource Management*, 54(2), 177-197.
- Thompson, H. and Matkin, G. (2020). The Evolution of Inclusive Leadership Studies: A literature review. *Journal of Leadership Education*, 19(3).

- Thompson, S. (2017). Defining and measuring 'inclusion' within an organisation. UK Government Institute of Development Studies.
- Thomson, S. B., Wei, W. X. and Swallow, P. (2019). Equality and harmony: diversity management in China. *Chinese Management Studies*, 13(1), 113-127.
- Thoroughgood, C. N., Sawyer, K. B. and Webster, J. R. (2020). Creating a trans-inclusive workplace. *Harvard Business Review*, 98(2), 114-123.
- Tonkin-Crine, S., Anthierens, S., Hood, K., Yardley, L., Cals, J. W., Francis, N. A., ...and GRACE INTRO/CHAMP consortium. (2015). Discrepancies between qualitative and quantitative evaluation of randomised controlled trial results: achieving clarity through mixed methods triangulation. *Implementation Science*, 11, 1-8.
- Trejo, J. (2020). The burden of service for faculty of color to achieve diversity and inclusion: the minority tax. *Molecular biology of the cell*, 31(25), 2752-2754.
- Trepte, S. and Loy, L. S. (2017). Social identity theory and self-categorization theory. The international encyclopedia of media effects, 1-13.
- Trede, F. and Higgs, J. (2009). Framing research questions and writing philosophically: The role of framing research questions. In *Writing qualitative research on practice* (pp. 13-25). Brill.

- Triana, M. D. C., Gu, P., Chapa, O., Richard, O. and Colella, A. (2021). Sixty years of discrimination and diversity research in human resource management: A review with suggestions for future research directions. *Human Resource Management*, 60(1), 145-204.
- Triana, M. D. C., Jayasinghe, M., Pieper, J. R., Delgado, D. M. and Li, M. (2019). Perceived workplace gender discrimination and employee consequences: A meta-analysis and complementary studies considering country context. *Journal of management*, 45(6), 2419-2447.
- Turi, J. A., Khastoori, S., Sorooshian, S. and Campbell, N. (2022). Diversity impact on organizational performance: Moderating and mediating role of diversity beliefs and leadership expertise. *PloS one*, 17(7), e0270813.
- Turner, J. C. and Onorato, R. S. (2014). Social identity, personality, and the self-concept: A self-categorization perspective. In *The psychology of the social self* (pp. 19-54). Psychology Press.
- Turner, S. F., Cardinal, L. B. and Burton, R. M. (2017). Research design for mixed methods: A triangulation-based framework and roadmap. *Organizational research methods*, 20(2), 243-267.
- Tworoger, L. and Golden, C. (2010). Skill, deficiencies in diversity and inclusion in organizations: Developing an inclusion skills measurement. *Academy of Strategic Management Journal*, 9(1).

- Ueno, K., Jackson, T. M., Ingram, R., Grace, J. and Šaras, E. D. (2020). Sexual minority young adults' construction of workplace acceptance in the era of diversity and inclusion. *Social Currents*, 7(2), 91-108.
- Unzueta, M. M. and Binning, K. R. (2012). Diversity is in the eye of the beholder: How concern for the in-group affects perceptions of racial diversity. *Personality and Social Psychology Bulletin*, 38(1), 26-38.
- Uribeetxebarria, A., Martínez-Casasnovas, J. A., Escolà, A., Rosell-Polo, J. R. and Arnó, J. (2019). Stratified sampling in fruit orchards using cluster-based ancillary information maps: a comparative analysis to improve yield and quality estimates. *Precision Agriculture*, 20, 179-192
- Vallario, C. W. (2006). Creating an environment for global diversity: global diversity in the workplace is not just a human resources issue, but a business strategy that embraces many elements. Here's how 10 multinationals are successfully managing the process. *Financial executive*, 22(3), 50-53.
- Van Doren, S. R. (2023). *Rare Disease as a Social Identity: A Qualitative Inquiry With People With Ehlers-Danlos Syndrome*. Capella University.
- Van Knippenberg, D. and Schippers, M.C. (2007), "Work group diversity", *Annual Review of Psychology*, 58(1), 515-541

Van Khuc, Q., Pham, P., and Tran, D. T. (2021). Questionnaire design.

Van Wyk, B. (2012). Research design and methods Part I. University of Western Cape.

Vanoy, M. E. (2011). The impact of personal bias testing on middle management attitudes toward diversity training in healthcare: A case study (Order No. 3474286). Available from ProQuest One Academic; ProQuest One Business. (897548926).  
<https://www.proquest.com/dissertations-theses/impact-personal-bias-testing-on-middle-management/docview/897548926/se-2>

Vu, M. C. and Burton, N. (2024/04//). Beyond the Inclusion–Exclusion binary: Right mindfulness and its implications for perceived inclusion and exclusion in the workplace: JBE. *Journal of Business Ethics*, 191(1), 147-165. doi:<https://doi.org/10.1007/s10551-023-05457-2>

Vaughn, P and Turner, C (2015), Decoding via Coding: Analysing Qualitative Text Data through Thematic Coding and Survey Methodologies, *Journal of Library Administration*, V56 (1)

Vaughn, P. and Turner, C. (2016). Decoding via coding: Analyzing qualitative text data through thematic coding and survey methodologies. *Journal of Library Administration*, 56(1), 41-51.

Vedres, B. and Vászárhelyi, O. (2023). Inclusion unlocks the creative potential of gender diversity in teams. *Scientific Reports*, 13(1), 13757.

- Vehovar, V., Toepoel, V. and Steinmetz, S. (2016). Non-probability sampling (pp. 329-345). The Sage handbook of survey methods.
- Velasco, M. (2019). Resistance to diversity and inclusion change initiatives: Strategies for transformational leaders. *Organization Development Journal*, 37(3), 9-20
- Visram, Z. (2015). Evaluating the strengths and weaknesses of qualitative research methods. A study focusing on content analysis.
- Vito, R. and Sethi, B. (2020). Managing change: role of leadership and diversity management. *Journal of Organizational Change Management*.
- Vlachou, A. and Tsirantonaki, S. S. (2023). The importance of school principals' values towards the inclusive education of disabled students: Associations between their values and knowledge, beliefs, attitudes and practices. *Education Sciences*, 13(4),360.  
doi:<https://doi.org/10.3390/educsci13040360>
- Von Schrader, S., Malzer, V. and Bruyère, S. (2014). Perspectives on disability disclosure: the importance of employer practices and workplace climate. *Employee Responsibilities and Rights Journal*, 26, 237-255.

- Vos, M., Çelik, G. and de Vries, S. (2016). Making cultural differences matter? Diversity perspectives in higher education. *Equality, Diversity and Inclusion: An International Journal*, 35(4), 254-266..
- Wagstaff, I. R. and LaPorte, G. (2018). The importance of diversity and inclusion in the forensic sciences. *National Institute of Justice Journal*, 279, 81-91.
- Waite, S. (2021). Should I stay or should I go? Employment discrimination and workplace harassment against transgender and other minority employees in Canada's federal public service. *Journal of homosexuality*, 68(11), 1833-1859.
- Walby, S. (2003). Policy developments for workplace gender equity in a global era: The importance of the EU in the UK. *Review of Policy Research*, 20(1), 45-64.
- Walker, K. (2018). Locating neighborhood diversity in the American metropolis. *Urban Studies*, 55(1), 116-132.
- Walters, T. (2018). A tripartite approach to accessibility, diversity, and inclusion in academic conferences. In *Accessibility, inclusion, and diversity in critical event studies* (pp. 230-241). Routledge.

- Wang, H. J., Le Blanc, P., Demerouti, E., Lu, C. Q. and Jiang, L. (2019). A social identity perspective on the association between leader-member exchange and job insecurity. *European Journal of Work and Organizational Psychology*, 28(6), 800-809.
- Wang, S. (2017, July). Research on the Cultivation of Business English Interpreting Ability Based on Schema Theory. In 2017 3rd International Conference on Economics, Social Science, Arts, Education and Management Engineering (ESSAEME 2017). Atlantis Press.
- Wang, Q., Wang, J., Zhou, X., Li, F. and Wang, M. (2020). How inclusive leadership enhances follower taking charge: the mediating role of affective commitment and the moderating role of traditionality. *Psychology research and behavior management*, 1103-1114.
- Wang, W., Dinh, J. V., Jones, K. S., Upadhyay, S. and Yang, J. (2023). Corporate diversity statements and employees' online DEI ratings: An unsupervised machine-learning text-mining analysis. *Journal of Business and Psychology*, 38(1), 45-61. doi:<https://doi.org/10.1007/s10869-022-09819-x>
- Warren, M. A., Donaldson, S. I., Lee, J. Y. and Donaldson, S. I. (2019). Reinvigorating research on gender in the workplace using a positive work and organizations perspective. *International Journal of Management Reviews*, 21(4), 498-518.
- Waters, J. and Silveira, E. (2017). Building blocks of workplace inclusion. American Society for Training and Development.



- Watkins, D. C. (2012). Qualitative research: The importance of conducting research that doesn't "count". *Health promotion practice*, 13(2), 153-158.
- Watson, R. (2015). Quantitative research. *Nursing Standard* (2014+), 29(31), 44.  
doi:<https://doi.org/10.7748/ns.29.31.44.e8681>
- Way, J. D., Conway, J. S., Shockley, K. M. and Lineberry, M. C. (2021). Predicting Perceptions of Team Process Using Optimal Distinctiveness Theory. *Small Group Research*, 10464964211044812.
- Weaver, M. D., Wang, H. E., Fairbanks, R. J. and Patterson, D. (2012). The association between EMS workplace safety culture and safety outcomes. *Prehospital emergency care*, 16(1), 43-52.
- Wedema, D., Wardenaar, K. J., Alma, M. A., Antoinette D I van, A., Korevaar, E. L. and Schoevers, R. A. (2023). A blended module (STAIRS) to promote functional and personal recovery in patients with a major depressive disorder in remission: Study protocol of a concurrent mixed methods randomized controlled trial. *BMC Psychiatry*, 23, 1-14.  
doi:<https://doi.org/10.1186/s12888-023-05213-w>
- Weil, S. (2017). The advantages of qualitative research into femicide. *Qualitative Sociology Review*, 13(3), 118-125.
- Weisberg, S. (2005). Applied linear regression (Vol. 528). John Wiley & Sons.

- Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C. and Johnson, J. C. (2018). Open-ended interview questions and saturation. *PloS one*, 13(6), e0198606.
- West, P. W. (2016). Simple random sampling of individual items in the absence of a sampling frame that lists the individuals. *New Zealand journal of forestry science*, 46(1), 1-7.
- Whipp, R. (2018). Qualitative Methods. Researching the world of work: Strategies and methods in studying industrial relations, 51.
- White, C., Louis, B., Persky, A., Howell, D. T., Griffin, L. M., Simmons-Yon, A. and Scolaro, K. L. (2013). Institutional strategies to achieve diversity and inclusion in pharmacy education. *American Journal of Pharmaceutical Education*, 77(5), 97.
- Wieslander, M. (2018). Marginalised voices in the inclusive recruitment discourse: a dilemma of inclusion/exclusion in the (Swedish) police. *European journal for Research on the Education and Learning of Adults*, 9(1), 61-77.
- Wilks, D. C. and Neto, F. (2013). Workplace well-being, gender and age: Examining the ‘double jeopardy’ effect. *Social Indicators Research*, 114, 875-890

- Wijeratne, D., Dennehy, D., Quinlivan, S., Buckley, L. A., Keighron, C. and Flynn, S. (2022). Learning Without Limits: Identifying the Barriers and Enablers to Equality, Diversity, and Inclusion in IS Education. *Journal of Information Systems Education*, 33(1), 61-74.
- Wikina, S. B. (2011). Diversity and inclusion in the information technology industry: relating perceptions and expectations to demographic dimensions (Doctoral dissertation, Indiana State University).
- Wilkes, N., Anderson, V. R., Johnson, C. L. and Bedell, L. M. (2022). Mixed methods research in criminology and criminal justice: *A systematic review*. *American Journal of Criminal Justice* : *AJCJ*, 47(3), 526-546. doi:<https://doi.org/10.1007/s12103-020-09593-7>
- Williams, H. E., Bowman, S. W. and Jung, J. T. (2019). The limitations of government databases for analyzing fatal officer-involved shootings in the United States. *Criminal Justice Policy Review*, 30(2), 201-222.
- Wilson, B. M. (2016). Engaging diversity: Best practices to create an inclusive work environment (Order No. 10141726). Available from ProQuest One Academic; ProQuest One Business. (1807413499). <https://www.proquest.com/dissertations-theses/engaging-diversity-best-practices-create/docview/1807413499/se-2>
- Winters, M. F. (2013). From diversity to inclusion: An inclusion equation. *Diversity at work: The practice of inclusion*, 205-228.

- Yadav, S. and Lenka, U. (2020). Workforce diversity: From a literature review to future research agenda. *Journal of Indian Business Research*, 12(4),577-603.  
doi:<https://doi.org/10.1108/JIBR-08-2019-0243>
- Yahaya, Z. S. (2020). Employee inclusion during change: The stories of middle managers in non-profit home care organizations. *Home Health Care Management & Practice*, 32(3), 165-171.
- Yang, D. A. and Laven, R. A. (2021). Design-based approach for analyzing survey data in veterinary research. *Veterinary Sciences*, 8(6),105. doi:<https://doi.org/10.3390/vetsci8060105>
- Ye, Q., Wang, D., & Li, X. (2018). Promoting employees' learning from errors by inclusive leadership: Do positive mood and gender matter?. *Baltic Journal of Management*, 13(1), 125-142.
- Ye, Q., Wang, D. and Guo, W. (2019). Inclusive leadership and team innovation: The role of team voice and performance pressure. *European Management Journal*, 37(4), 468-480.
- Yermolayeva, Y. (2023). The Impact of Diversity and Inclusion on Organizational Performance. *Kuwait Journal of Management in Information Technology*, 1(1).
- Yin, R. K. (2018). Case study research and applications.
- Yong, A. G. and Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in quantitative methods for psychology*, 9(2), 79-94.

- Yoon, D., Jang, J. and Lee, J. (2016). Environmental management strategy and organizational citizenship behaviors in the hotel industry: The mediating role of organizational trust and commitment. *International journal of Contemporary hospitality Management*, 28(8), 1577-1597.
- Young, H. P. (2020). *Equity*. Princeton University Press.
- Yousaf, M., Khan, M. M. and Paracha, A. T. (2022, November). Effects of Inclusive Leadership on Quality of Care: The Mediating Role of Psychological Safety Climate and Perceived Workgroup Inclusion. *In Healthcare* 10(11), 2258). MDPI.
- Zaffron, S., Poulton, M., Loffredi, O. and Seedorff, E. (2019). The New Face of Mining; Breakthroughs in results leveraging the people factor. *Mining Engineering*, 71(10).
- Zeng, H., Zhao, L. and Zhao, Y. (2020). Inclusive leadership and taking-charge behavior: roles of psychological safety and thriving at work. *Frontiers in psychology*, 11, 62.
- Zhang, B., Mildemberger, M., Howe, P. D., Marlon, J., Rosenthal, S. A., & Leiserowitz, A. (2020). Quota sampling using Facebook advertisements. *Political Science Research and Methods*, 8(3), 558-564.
- Zhang, W. and Watanabe-Galloway, S. (2014). Using mixed methods effectively in prevention science: Designs, procedures, and examples. *Prevention science*, 15, 654-662

- Zhao, E. Y. and Glynn, M. A. (2022). Optimal distinctiveness: On being the same and different. *Organization Theory*, 3(1), 26317877221079340.
- Zhongming, Z., Linong, L., Xiaona, Y., Wangqiang, Z. and Wei, L. (2020). Mining Association of Canada and its Members Commit to Take Action Against Discrimination, Racism and Sexism.
- Zimmer, M. (2020). “But the data is already public”: on the ethics of research in Facebook. In *The Ethics of Information Technologies* (pp. 229-241). Routledge.
- Žnidaršič, J., Bogilović, S., Černe, M. and Gupta, R. K. (2021). Leadership-promoted diversity climate and group identification. *Leadership & Organization Development Journal*, 42(7), 1018-1036. doi:<http://dx.doi.org/10.1108/LODJ-09-2020-0418>
- Zungu, L. (2011). Women in the South African mining industry: an occupational health and safety perspective. *Inaugural lecture. January 12, 2012.*
- Zungu, T. (2016). Cultural values and happiness of leaders in mining companies: implications for diversity and inclusion (Doctoral dissertation)

## Appendix A

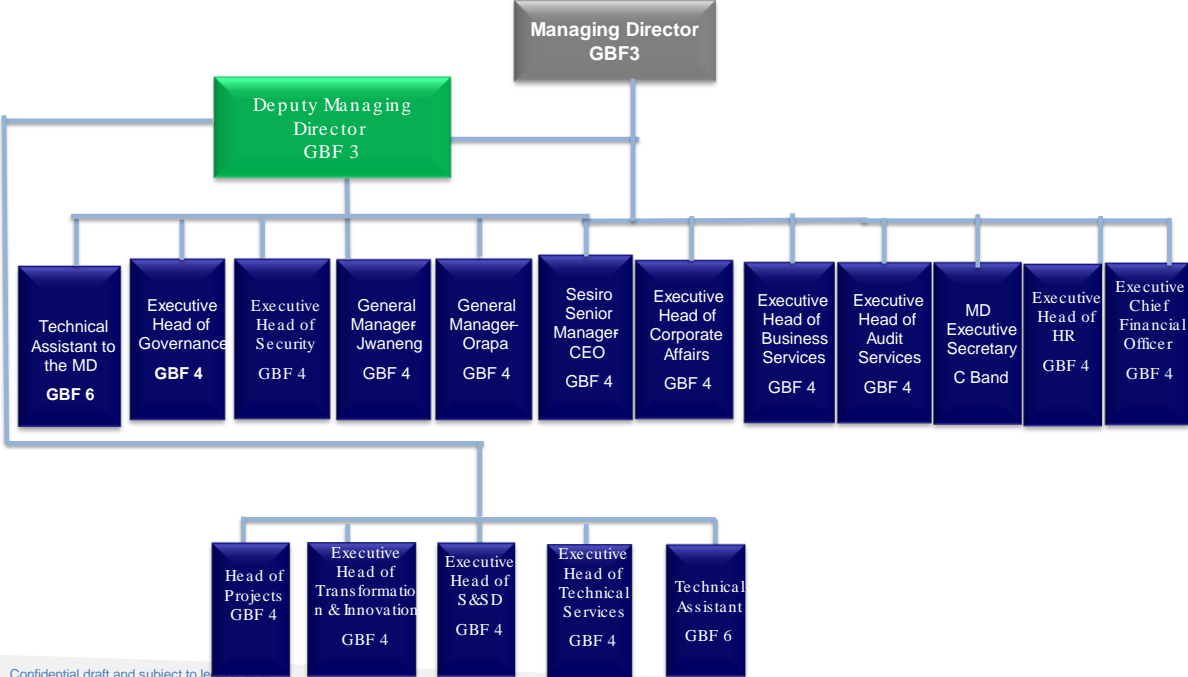
**HIGHLY CONFIDENTIAL**



# DEBSWANA STRUCTURES

July 2024

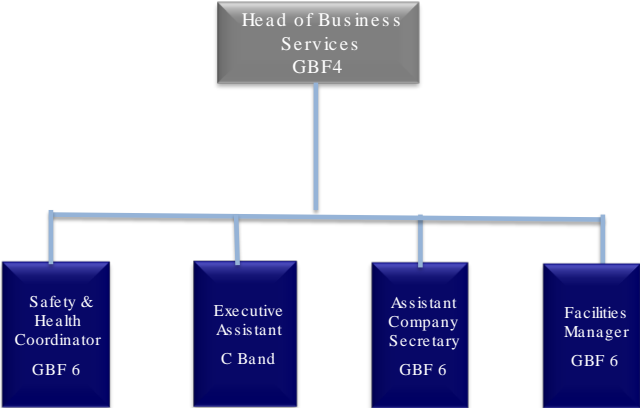
# MANAGING DIRECTOR'S STRUCTURE

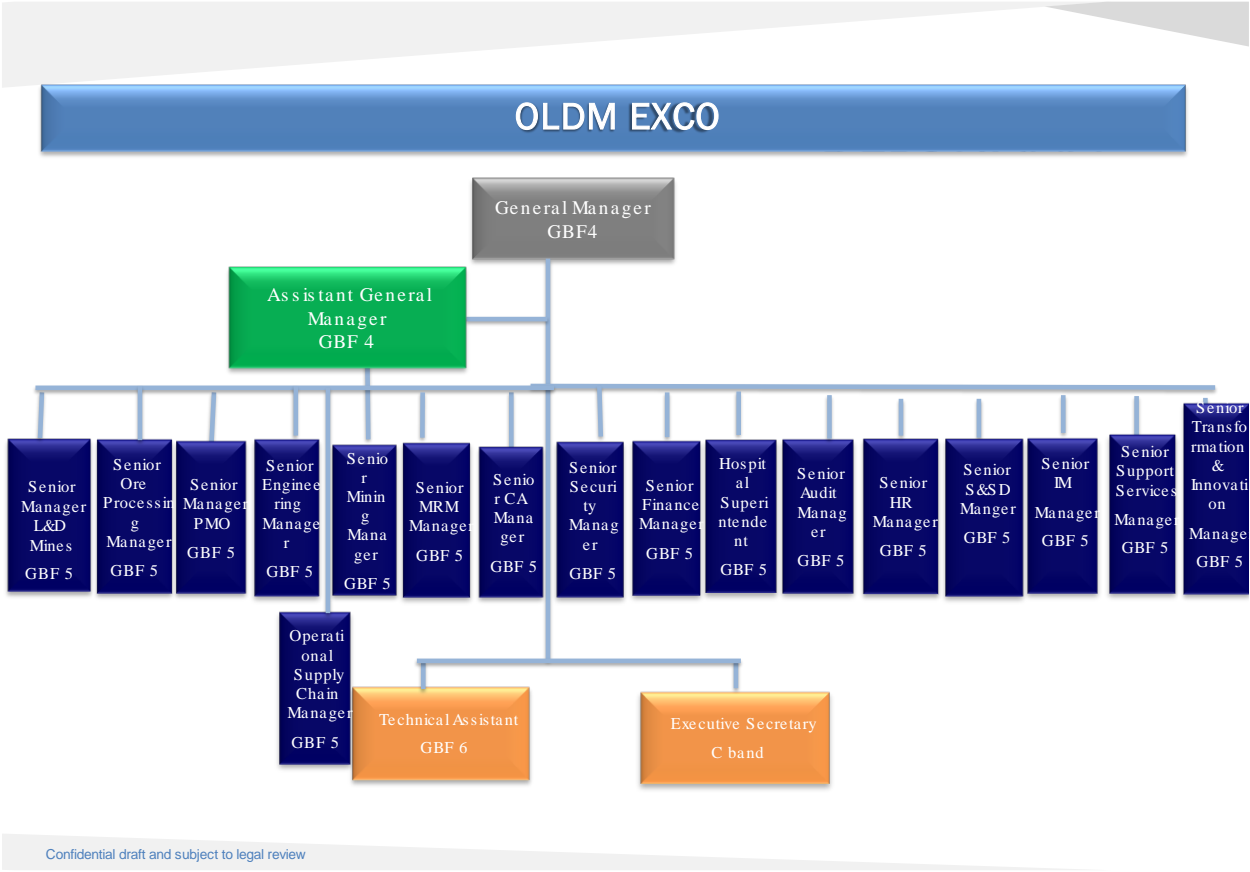


Confidential draft and subject to legal review

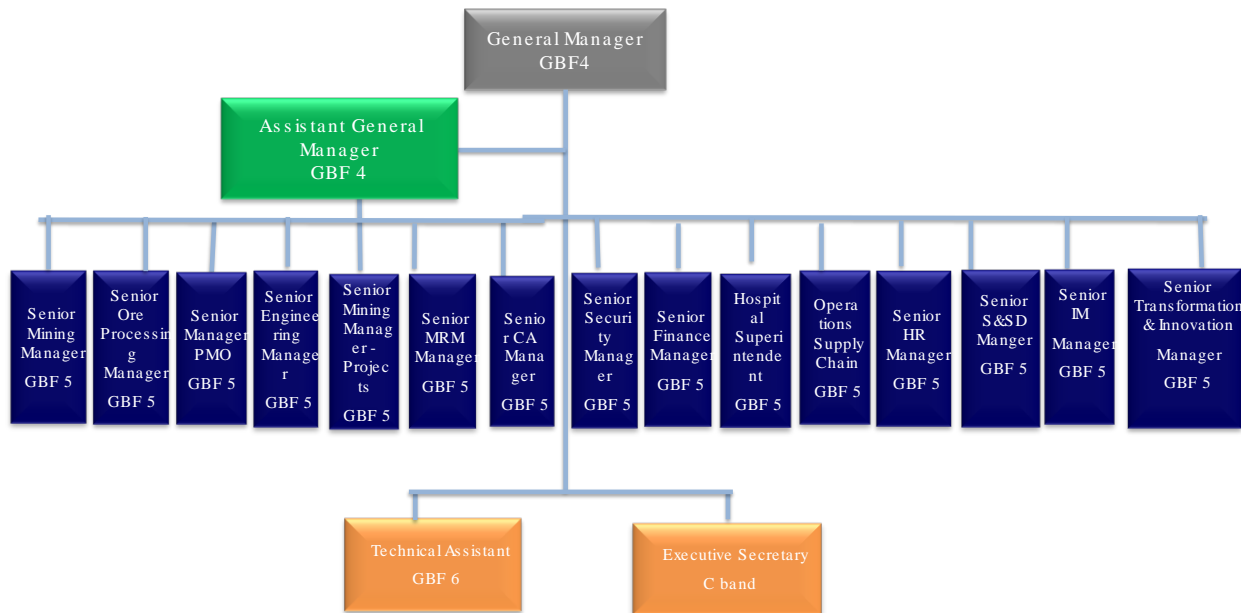


# Corporate Services & Company Secretary



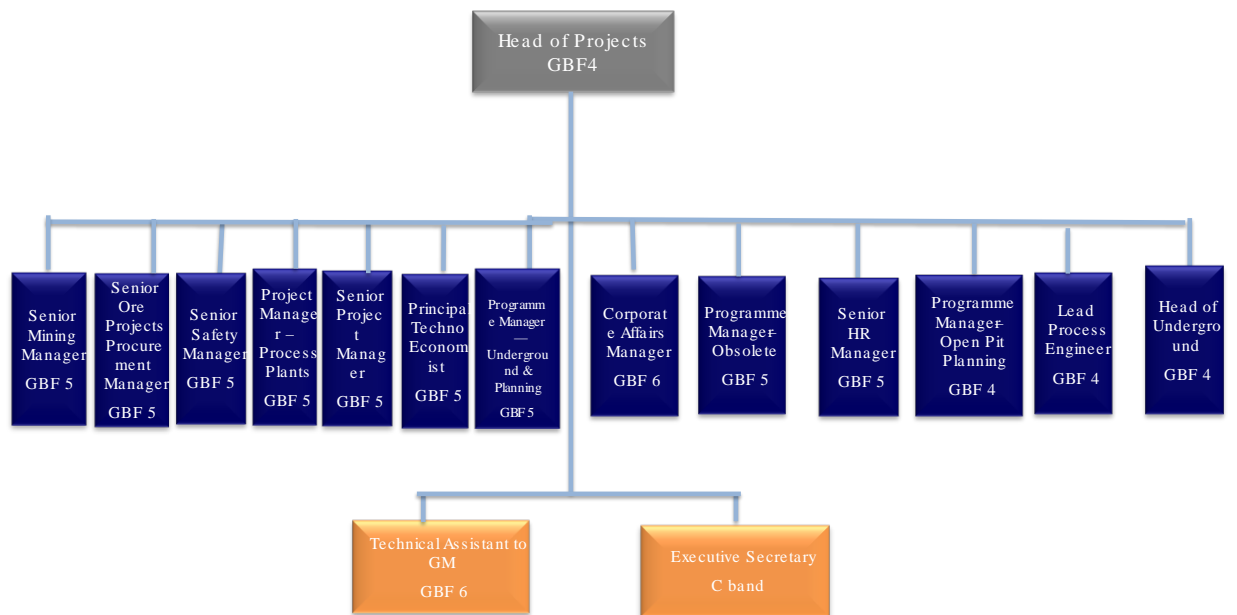


# JWANENG EXCO





## H2 Projects



## **Appendix B**

### **Online questionnaire**

#### **Diversity and Inclusion Survey**

**Title: EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS  
ON THE IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND  
DEMOGRAPHICS ON DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND  
INDUSTRY**

You are invited to complete the following questionnaire which aims at examining employees' perception on the impact of leadership, organizational practices and demographic attributes on diversity and inclusion at a leading diamond company in Botswana.

The questionnaire should only take 10 minutes to complete, and it includes 20 questions. Your responses are anonymous and confidential thus, will not be identified with you in any way.

By participating in this survey, you are indicating consent and that you understand that your responses are anonymous and will not be identified with you in any way. You may skip any question that you find intrusive or offensive, but it will help me if you respond to as many questions as you feel comfortable with.

You have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In this case, the data will be deleted.

Please complete all questions and make sure you follow the instructions for each question.

Which function do you belong to?

1. Human Resources,
2. Finance,
3. Sustainability,

4. Corporate Affairs,
5. Support Services,
6. Security,
7. Audit,
8. Legal,
9. Mining,
10. Ore Processing,
11. Engineering,
12. Mineral Resource Management,
13. Management,
14. Health Services,
15. Information Management,
16. Supply Chain Management,
17. H2 Projects,
18. Project Management Office
19. Technical Services
20. Transformation & Innovation

Age (state your age)

Gender      1. Male                  2. Female                  3. Other                  4. Prefer not to say

Employment status    1. Permanent   2. Fixed term contract

Education level (select highest attainment)

1. O level/BGCSE

2. Certificate

3. Diploma

4. Associate Degree

5. Degree,

6. Master's Degree

7. PhD

Position level                : (optional)

Years of experience    (state your years of experience)

Operation                    1. Corporate Centre

2. H2 Projects

3. Jwaneng

4. Orapa, Letlhakane & Damtshaa Mines

**Choose one option for each question presented in the table below. Circle or mark against the number that represents your opinion.**

Please indicate your level of disagreement or agreement with the following statement by selecting one answer on a scale of 1 to 5. (1 being strongly disagree, 2 somewhat disagree, 3 neutral, 4 somewhat agree, 5 strongly agree)

No.	Objectives	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	<b>I. Examine the perception of Debswana employees on inclusive leadership impact on workplace diversity and inclusion</b>					
1	Leadership promotes diversity and inclusion initiatives	1	2	3	4	5
2	leadership encourages employees to be open	1	2	3	4	5
3	Leadership recognizes the unique contribution of employees	1	2	3	4	5
4	Leadership ensures that Diversity and Inclusion programmes are implemented fairly across the company	1	2	3	4	5
5	Leadership ensures that employees are not being disadvantaged on account of being different	1	2	3	4	5

	<b>II. To comprehend the views of employees on the Inclusive leadership impact on creating diverse and inclusive workforce</b>					
6	Leaders create a safe space for all employees to unleash their potential	1	2	3	4	5
7	Leaders provide equal opportunities for all	1	2	3	4	5



8	leaders create awareness on the value of diversity and inclusion in the workplace	1	2	3	4	5
9	leaders discourage discriminatory practices targeting those that are unique and hold minority view	1	2	3	4	5
10	leaders promote changes in policies and procedures that support the creation of diverse and inclusive workplace	1	2	3	4	5
	<b>III.</b> To assess the relationship between Inclusive leadership and a diverse and inclusive workplace					
11	There is an association between inclusive leadership and a diverse and inclusive environment	1	2	3	4	5
12	Inclusive leadership has a positive impact on the state of diversity and inclusion in the workplace.	1	2	3	4	5
13	Inclusive leadership drives diversity and inclusion in the performance management system in the business	1	2	3	4	5
14	Inclusive leadership facilitates the incorporation of diversity and inclusion in the career development process of minority groups in the company	1	2	3	4	5
15	Inclusive Leadership ensures that training interventions are put in place to create knowledge on the benefits of diversity & inclusion	1	2	3	4	5
	<b>IV.</b> To identify Organizational policies that could optimize diversity and inclusion					
16	Debswana should adopt affirmative action as a policy to drive diversity and inclusion	1	2	3	4	5
17	Debswana should adopt diverse and inclusive policies that are fair to all employees	1	2	3	4	5
18	Debswana should promulgate policies and processes that are enabling different employee groupings to feel included	1	2	3	4	5
19	Debswana should develop an easily understood diversity and inclusion frameworks that provides for amongst others, flexibility, remote work & alternative contracting options	1	2	3	4	5

20	Debswana should create policies that enable a supporting infrastructure to achieve an inclusive workplace	1	2	3	4	5
----	---	---	---	---	---	---

## Appendix C

### Diversity and Inclusion Interview

**Title: EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS ON THE IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND DEMOGRAPHICS ON DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND INDUSTRY**

You are invited to participate in this interview whose purpose is “Examining employees’ and executive leaders’ perception on the impact of inclusive leadership, organizational policies and demographic attributes on diversity and inclusion at a leading diamond company in Botswana.”

This interview should only take 20 minutes to complete, and it includes 18 questions. Your responses are anonymous and will not be identified with you in any way.

By participating in this survey, you are indicating that you understand that your responses are anonymous and will not be identified with you in any way. You may skip any question that you find intrusive or offensive, but it will help me if you respond to as many questions as you feel comfortable with.

You have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In this case, the data will be deleted.

Which function do you belong to?

1. Human Resources,
2. Finance,
3. Sustainability,

4. Corporate Affairs,
5. Support Services,
6. Security,
7. Audit,
8. Legal,
9. Mining,
10. Ore Processing,
11. Engineering,
12. Mineral Resource Management,
13. Management,
14. Health Services,
15. Information Management,
16. Supply Chain Management,
17. H2 Projects,
18. Project Management Office)

Age (state your age)

Gender 1. Male 2. Female 3. Other 4. Prefer not to say

Marital status 1. Married 2. Single 3. Widow 4. Divorced 5. Prefer not to

state

Employment status    1. Permanent   2. Fixed term contract

Education level (select highest attainment)

1. O level/BGCSE

2. Certificate

3. Diploma

4. Associate Degree

5. Degree,

6. Master's Degree

7. PhD

Position level                : Position Title

Years of experience    (state your years of experience)

Operation                    1. Corporate Centre

2. H2 Projects

3. Jwaneng

4. Orapa, Letlhakane & Damtshaa Mines

What is your view with regard diversity and inclusion in the company?
---

In your opinion, should diversity and inclusion initiatives be prioritized?
Do you believe that diversity and inclusion is well understood by employees?
What is your standpoint around the implementation of diversity and inclusion programmes in the business?
Are there any benefits that you can relate to the execution of diversity and inclusion?
To what extent are policies and procedures enabling diversity and inclusion in the workplace?
What is your opinion on affirmative action to achieve diversity and inclusion targets?
To what extent would you say employees are free to express a unique view without any fear of reprisals?
Would you say Debswana leadership is doing enough to inculcate diversity and inclusion?
In your opinion are there any short comings that could potentially hamper the realization of a diverse and inclusive workplace?
In your view are employees' content with the status quo of diversity and inclusion landscape?
Do you believe that there is a relationship between inclusive leadership and an inclusive environment?
What do you believe are some of the successes related to diversity and inclusion objectives
In your opinion, are employees recognized for being unique?
In your perspective are the leaders taking accountability for the realization of diversity and inclusion aspirations?
Any leading practice that you can adopt to mainstream diversity and inclusion practices in the workplace?
What changes can Debswana employ to optimize its diversity and inclusion environment?
What policies can the company adopt to improve its diversity and inclusion offerings that meet the needs of employees?
What is your pledge on diversity and inclusion

## Appendix D



---

Unicaf Research Ethics Committee (UREC)  
UNICAF UNIVERSITY

### Gatekeeper letter

This correspondence serves to inform the University that Boitumelo Senyane is an employee of Debswana Diamond Company and has been granted permission to study for Doctorate of Business Administration (DBA). As part of the fulfilment of the requirements of this degree, he will be undertaking research on the using Debswana Diamond Company as a case study whose focus is on: Examining employees' perception on the Impact of leadership, Organizational practices and Demographic attributes on diversity and inclusion at a leading diamond company in Botswana.

His proposed study will be using on-line questionnaires, face to face as well as telephonic interviews. The latter will be deployed in instances where the participants and the researcher are not in the same geographic location.

However, Senyane will be expected to comply with the requirements of data protection act as well as the training and development procedure by lodging the final study report with the Head of Department and Talent, Learning and Development function.

Regards


A handwritten signature in black ink, which appears to read "M. Mponang", is positioned above a horizontal line.

Matlhogonolo Letsopa Mponang

Executive Head of Human Resources

# Appendix E

## Research Ethics Application Form



REAF\_D5 - Version 3.1

**UNICAF UNIVERSITY**  
**RESEARCH ETHICS APPLICATION FORM**  
**DOCTORAL STUDIES**

**UREC USE ONLY:**  
Application No: \_\_\_\_\_  
Date Received: \_\_\_\_\_

**Student's Name:** Boitumelo Senyane  
**Student's E-mail Address:** bsenyane@debswana.bw  
**Student's ID #:** R2001D10154519  
**Supervisor's Name:** Dr Shilpa Jain  
**University Campus:** Unicaf University Zambia (UUZ)  
**Program of Study:** UUZ: DBA Doctorate of Business Administration  
**Research Project Title:** EXAMINING EMPLOYEES' & EXECUTIVE LEADERSHIP PERCEPTIONS ON THE IMPACT OF LEADERSHIP, ORGANISATIONAL POLICIES AND DEMOGRAPHICS ON DIVERSITY AND INCLUSION IN BOTSWANA'S DIAMOND INDUSTRY

**1. Please state the timelines involved in the proposed research project:**  
Estimated Start Date: 06-Sep-2022 Estimated End Date: 31-Dec-2024

**2. External Research Funding (if applicable):**  
**2.a. Do you have any external funding for your research?**  
☐ YES ☒ NO  
If YES, please answer questions 2b and 2c.  
**2.b. List any external (third party) sources of funding you plan to utilise for your project. You need to include full details on the source of funds (e.g. state, private or individual sponsor), any prior / existing or future relationships between the funding body / sponsor and any of the principal investigator(s) or co-investigator(s) or student researcher(s), status and timeline of the application and any conditions attached.**  
N/A  
**2.c. If there are any perceived ethical issues or potential conflicts of interest arising from applying or and receiving external funding for the proposed research then these need to be fully disclosed below and also further elaborated on, in the relevant sections on ethical considerations later on in this form.**  
N/A

1



REAF\_D5 - Version 3.1

**3. The research project**  
**3.a. Project Summary:**  
In this section fully describe the purpose and underlying rationale for the proposed research project. Ensure that you pose the research questions to be examined, state the hypotheses, and discuss the expected results of your research and their potential.  
It is important in your description to use plain language so it can be understood by all members of the UREC, especially those who are not necessarily experts in the particular discipline. To that effect ensure that you fully explain / define any technical terms or discipline-specific terminology (use the space provided in the box).

This study is motivated by the events that demonstrate that, despite acknowledging that diversity and inclusion are crucial for enhancing organizations' competitive advantage(Ashikali and Groeneveld, 2015), on the other hand, extant literature reveals that businesses are struggling to ensure that minority groups have a sense of belongingness and that their uniqueness is recognized, Michael- Mahader, (2021). Additionally, as attested to by, Paolillo et al., (2017), the majority of studies on examining issues of diversity and inclusion are predominantly based in the United States of America and other developed countries but in other jurisdictions as a Botswana, this type of research is insufficient (research gap). Consequently, on the basis of the foregoing scenario, the proposed research study desires to:

1. To explore the perception and experience of employees on workplace diversity and inclusion
2. To comprehend the views of employees on the impact of quality leadership on creating diverse and inclusive workforce
3. To assess the association between quality leadership and an inclusive workplace
4. To identify strategies that could optimize diversity and inclusion

Subsequently, the study, hypotheses for Objective 1 are:  
Ho: There are no efforts to integrate diversity & inclusion in the workplace  
H1: There are efforts to integrate diversity & inclusion in the workplace.  
Objective 2: Ho:There is no difference in how males and females employees perceive diversity and inclusion practices.  
H1:There is a difference in how males and females employees perceive diversity and inclusion practices.  
Objective 3: Ho: There is no relationship between quality leadership and an inclusive environment.  
H1: There is a relationship between quality leadership and an inclusive environment. It is anticipated that, this research will reveal the state of workplace diversity and inclusion practices. Furthermore, depending on the results of this study, there is scope for Debswana leadership to use study recommendation to devise strategies on how they can optimize diversity and inclusion initiatives in the workplace.

Boitumelo Senyane

R2001D101545

2

### 3.b. Significance of the Proposed Research Study and Potential Benefits:

Outline the potential significance and/or benefits of the research (use the space provided in the box).

The changing global demographic trends are showing that, it is imperative for businesses to reevaluate their diversity and inclusion strategies (Shore, Cleveland & Sanchez, 2018) in order to make them truly inclusive. So, since this is the first empirical study on workplace diversity and inclusion conducted at Debswana, at a practical phase, the insights gained from this enquiry will be helpful to influence the design of diversity and inclusion strategies that will ultimately enhance employees' experience on the basis of evidence from the research thus enhancing confidence and value of the resultant discussions. Relatedly at a theoretical level, the findings of this study will be beneficial in contributing towards knowledge creating in relation to diversity and inclusion in the mining industry. Furthermore, since, employees would have had an opportunity to air their views regarding the state of workplace diversity and inclusion at Debswana, it is anticipated that, there will be a significant buy in of the improvement initiatives that they have recommended by the study. Similarly, the outcome of this study will facilitate genuine conversations on work place diversity and inclusion as well as how leadership can support initiatives aimed at creating an inclusive workplace and eventually enhance the company's employee value proposition.

### 4. Project execution:

#### 4.a. The following study is an:

- ☒ experimental study (primary research)  
☐ desktop study (secondary research)  
☐ desktop study using existing databases involving information of human/animal subjects  
☐ Other

If you have chosen "Other" please Explain:

N/A

### 4.b. Methods. The following study will involve the use of:

- | Method        | Materials / Tools   |
|---------------|---|
| Qualitative:  | <input checked="" type="checkbox"/> Face to Face Interviews |
|               | <input checked="" type="checkbox"/> Phone Interviews        |
|               | <input type="checkbox"/> Face to Face Focus Groups          |
|               | <input type="checkbox"/> Online Focus Groups                |
|               | <input type="checkbox"/> Other *                            |
| Quantitative: | <input type="checkbox"/> Face to Face Questionnaires        |
|               | <input checked="" type="checkbox"/> Online Questionnaires   |
|               | <input type="checkbox"/> Experiments                        |
|               | <input type="checkbox"/> Tests                              |
|               | <input type="checkbox"/> Other *                            |

\*If you have chosen "Other" please Explain:

### 5. Participants:

#### 5.a. Does the Project involve the recruitment and participation of additional persons other than the researcher(s) themselves?

- ☒ YES If YES, please complete all following sections.  
☐ NO If NO, please directly proceed to Question 7.



#### 5 b. Relevant Details of the Participants of the Proposed Research

State the number of participants you plan to recruit, and explain in the box below how the total number was calculated.

Number of participants: 3390

To achieve a representative sample, an on-line questionnaire will be deployed to the target population of 3390 targeting a sample size of 3293 respondents excluding the executive leadership. Subsequently from the executive leadership cadre, 30 participants will be purposively sampled to be interviewed with a view to obtain their perspective and in-depth knowledge concerning the research issue.

Describe important characteristics such as: demographics (e.g. age, gender, location, affiliation, level of fitness, intellectual ability etc). It is also important that you specify any inclusion and exclusion criteria that will be applied (e.g. eligibility criteria for participants).

Age range From 21 To 65

Gender ☒ Female ☒ Male

#### Eligibility Criteria:

- Inclusion criteria Participants will only be Debswana employees. They should be on a two year or more fixed contract or pensionable. They should have access to information management platforms because the questionnaires will be online.
- Exclusion criteria Employees on short contracts and casuals will be excluded because in terms of company policies there are not perceived as employees. employees with less than 2 year experience

Disabilities Any employee with mental disability will be excluded

Other relevant information (use the space provided in the box):

N/A

Botumelo Senyane

R2001D101545

5

#### 5 c. Participation & Research setting:

Clearly describe which group of participants is completing/participating in the material(s)/ tool(s) described in 5b above (use the space provided in the box).

All employees who have access to comp

#### 5 d. Recruitment Process for Human Research Participants:

Clearly describe how the potential participants will be identified, approached and recruited (use the space provided in the box).

#### 5 e. Research Participants Informed Consent.

Select below which categories of participants will participate in the study. Complete the relevant informed consent form and submit it along with the REAF form.

Yes	No	Categories of participants	Form to be completed
<input type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) above the maturity age	Informed Consent Form
<input type="checkbox"/>	<input type="checkbox"/>	Typically Developing population(s) under the maturity age	Guardian Informed Consent Form

**5 f. Relationship between the principal investigator and participants.**

Is there any relationship between the principal investigator (student), co-investigator(s), (supervisor) and participant(s)? For example, if you are conducting research in a school environment on students in your classroom (e.g. instructor-student).

☒ YES ☐ NO

If YES, specify (use the space provided in the box).

The researcher is an employee of Debswana Diamond Mining Company, therefore, he is potentially known to some of the prospective participants as a colleague. Vtally, the researcher has got no direct reports in his current role thus, there is no hierarchical relationship. Consequently, he cannot exert any influence on any of the potential participants.

**6. Potential Risks of the Proposed Research Study.**

**6 a. i.** Are there any potential risks, psychological harm and/or ethical issues associated with the proposed research study, other than risks pertaining to everyday life events (such as the risk of an accident when travelling to a remote location for data collection)?

☐ YES ☒ NO

If YES, specify below and answer the question 6 a.ii.

**6 a.ii** Provide information on what measures will be taken in order to exclude or minimise risks described in 6.a.i.

**6 b. Choose the appropriate option**

	Yes	No
i. Will you obtain written informed consent form from all participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Does the research involve as participants, people whose ability to give free and informed consent is in question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Does this research involve participants who are children under maturity age? If you answered YES to question iii, complete all following questions. If you answered NO to question iii, do not answer Questions iv, v, vi and proceed to Questions vii, viii, ix and x.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Will verbal assent be obtained from children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Will all participants /data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### c. b. Choose the appropriate option

	Yes	No
i. Will you obtain written informed consent form from all participants?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ii. Does the research involve as participants, people whose ability to give free and informed consent is in question?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Does this research involve participants who are children under maturity age? If you answered YES to question iii, complete all following questions. If you answered NO to question iii, do not answer Questions iv, v, vi and proceed to Questions vii, viii, ix and x.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Will the research tools be implemented in a professional educational setting in the presence of other adults (i.e. classroom in the presence of a teacher)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Will informed consent be obtained from the legal guardians (i.e. parents) of children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vi. Will verbal assent be obtained from children?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Will all data be treated as confidential? If NO, explain why confidentiality of the collected data is not appropriate for this proposed research project, providing details of how all participants will be informed of the fact that any data which they will provide will not be confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Will all participants /data collected be anonymous? If NO, explain why and describe the procedures to be used to ensure the anonymity of participants and/or confidentiality of the collected data both during the conduct of the research and in the subsequent release of its findings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Bokumelo Senyane

R2001D101545

5

	Yes	No
ix. Have you ensured that personal data and research data collected from participants will be securely stored for five years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
x. Does this research involve the deception of participants? If YES, describe the nature and extent of the deception involved. Explain how and when the deception will be revealed, and who will administer this debrief to the participants.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### c. i. Are there any other ethical issues associated with the proposed research study that are not already adequately covered in the preceding sections?

☐ Yes ☒ No  
If YES, specify (maximum 150 words).

### c.c.ii Provide information on what measures will be taken in order to exclude or minimise ethical issues described in c.c.i.

The researcher endeavors to be truthful, trustworthy and transparent during his interaction with research participants as well as meet all the commitments and promises made. All the documents relating to the research participants will be kept in a locked safe whose access passwords are only known to the researcher. Furthermore, the identity of participants will be removed and assigned codes for identification. The researcher undertakes to provide full disclosure of the nature, purpose, aims and objectives of a study.

### c d. Indicate the Risk Rating.

### 7. Further Approvals

Are there any other approvals required (in addition to ethics clearance from UREC) in order to carry out the proposed research study?

☐ YES ☒ NO

If YES, specify (maximum 100 words).

### 8. Application Checklist

Mark ✓ if the study involves any of the following:

- ☐ Children and young people under 18 years of age, vulnerable population such as children with special educational needs (SEN), racial or ethnic minorities, socioeconomically disadvantaged, pregnant women, elderly, malnourished people, and ill people.
- ☐ Research that foresees risks and disadvantages that would affect any participant of the study such as anxiety, stress, pain or physical discomfort, harm risk (which is more than is expected from everyday life) or any other act that participants might believe is detrimental to their wellbeing and / or has the potential to / will infringe on their human rights / fundamental rights.
- ☐ Risk to the well-being and personal safety of the researcher.
- ☐ Administration of any substance (food / drink / chemicals / pharmaceuticals / supplements / chemical agent or vaccines or other substances (including vitamins or food substances) to human participants.
- ☐ Results that may have an adverse impact on the natural or built environment.

### 9. Further documents

Check that the following documents are attached to your application:

		ATTACHED	NOT APPLICABLE
1	Recruitment advertisement (if any)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Informed Consent Form / Guardian Informed Consent Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Research Tool(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Gatekeeper Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Any other approvals required in order to carry out the proposed research study, e.g., institutional permission (e.g. school principal or company director) or approval from a local ethics or professional regulatory body.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Boitumelo Senyane

R2001D101545

10

### 10. Final Declaration by Applicants:

- (a) I declare that this application is submitted on the basis that the information it contains is confidential and will only be used by Unicaf University for the explicit purpose of ethical review and monitoring of the conduct of the research proposed project as described in the preceding pages.
- (b) I understand that this information will not be used for any other purpose without my prior consent, excluding use intended to satisfy reporting requirements to relevant regulatory bodies.
- (c) The information in this form, together with any accompanying information, is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- (d) I undertake to abide by the highest possible international ethical standards governing the Code of Practice for Research Involving Human Participants, as published by the UN WHO Research Ethics Review Committee (ERC) on <http://www.who.int/ethics/research/en/> and to which Unicaf University aspires to.
- (e) In addition to respect any and all relevant professional bodies' codes of conduct and/or ethical guidelines, where applicable, while in pursuit of this research project.

☒ I agree with all points listed under Question 10

Student's Name: Boitumelo Senyane

Supervisor's Name: Dr Shilpa Jain

Date of Application: 07-Sep-2022

#### Important Note:

Save your completed form (we suggest you also print a copy for your records) and then submit it to your UU Dissertation/project supervisor (tutor). In the case of student projects, the responsibility lies with the Faculty Dissertation/Project Supervisor. If this is a student application, then it should be submitted via the relevant link in the VLE. Please submit only electronically filed in copies; do not hand fill and submit scanned paper copies of this application.

## Appendix F

### Informed Consent Form



UU\_IC - Version 2.1

#### Informed Consent Form

##### Part 1: Debriefing of Participants

1111 Student's  
Name:

Boitumelo Senyane

Student's E-mail Address: bsenyane@debswana.bw

Student ID #: R2001D10154519

Supervisor's Name: Dr Shipa Jain

University Campus: Unicaf University Zambia (UUZ)

Program of Study: DOCTOR OF BUSINESS ADMINISTRATION

Research Project Title: Exploring the perception of Debswana Diamond Mining Company employees on workplace diversity and inclusion and the role of quality leadership in creating an inclusive environment

Date: 03-Nov-2022

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

Diversity and inclusion are topical issues dominating leadership debates because of their perceived benefits in the workplace but at the same time literature point out that businesses are struggling with diversity management (Kansake, Sakyi-Addo & Dumakor-Dupey 2021). However, none of the studies were conducted in Botswana. Consequently, this study aims to explore the perception of Debswana employees on workplace diversity and inclusion and the role of inclusive leadership in creating an inclusive work environment. This study is significant because it will expose the views of employees on the state of diversity and inclusion. Furthermore, it will contribute towards creating to a new body of knowledge. Vitality, if the results reveal the need for improvement, this research will advance strategies on how to optimize diversity and inclusion. This participant is selected using purposive sampling approach as well as being a leader with access to the Internet and information management platform. Equally, this research will serve as a basis for more research in the area such as the impact of inclusive leadership on diversity and inclusion beyond Debswana.

The above-named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.



UU\_IC - Version 2.1

#### Informed Consent Form

##### Part 1: Debriefing of Participants

I, Boitumelo Senyane

, ensure that all information stated above

is true and that all conditions have been met.

Student's Signature: B Senyane

**Informed Consent Form****Part 2: Certificate of Consent**

**This section is mandatory and should be signed by the participant(s)**

**Student's Name:** Boitumelo Senyane

**Student's E-mail Address:** bsenyane@debswana.bw

**Student ID #:** R2001D10154519

**Supervisor's Name:** Dr Shipa Jain

**University Campus:** Unicaf University Zambia (UUZ)

**Program of Study:** DOCTOR OF BUSINESS ADMINISTRATION

**Research Project Title:** Exploring the perception of Debswana Diamond Mining Company employees & leadership on workplace diversity and inclusion and the role of inclusive leadership in creating an inclusive environment

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss it. I have received satisfactory answers to all my questions, and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

**Participant's Print name:** Mpopi Moatlhodi

**Participant's Signature:** Mpopi Moatlhodi

**Date:** 23-Nov-2022

**If the Participant is illiterate:**

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.