Implementing a Diversity & Inclusion Strategy – A Case Study

Thesis submitted in accordance with the requirements of the University of Liverpool for the degree of Doctor of Business Administration by

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Abstract

Current scholar-practitioner literature demonstrates that diversity and inclusion (D&I) are necessary for organisational performance. All organisational members are needed for an inclusive corporate culture to be genuine.

The problem for a large global organisation with Swedish roots was that its D&I strategy had not been turned into action as expected. This was evident from discussions with the organisation's D&I manager and from the 2014 employee satisfaction survey.

The research question of this study was: How can the organisation turn its D&I strategy into action?

Using a purely qualitative case study design, the research objective of this study was to investigate how 18 very diverse middle managers and rank and file employees throughout this global organisation would turn the organisation's D&I strategy into practical action using existing D&I material. Key questions to be answered included how research participants view the D&I material provided by the organisation and how they would use it to promote the action change needed and avoid pitfalls.

Data collection and analysis through in-depth, face-to-face interviews coupled with document analyses in accordance with the case study methodology (Yin, 2003) provided a rich and thick description of the case.

Condensing emerging categories into four major themes relating to established theory as presented in extant literature provided the base for answering research questions. The four major themes were: The Need for D&I, Effective Awareness-Building, Effective Implementation, and Effective Conflict-Handling.

Identifying researcher bias, member checking, and triangulation established trustworthiness.

Key findings included that the organisation's D&I material were useful and globally valid. It could be used to build awareness and promote action change. Drawbacks with D&I can be handled. Middle management is the key employee group to turn strategy into practical action in the workplace.

Actionable knowledge derived from the findings was the detailed recommendation for turning the D&I strategy into practical action throughout the entire organisation. Implementing the recommendation could be swift, decentralised, and organization-wide. Middle managers, as the key change agents, would drive action and change in the D&I area to achieve a sustainable organisational inclusive culture. Other organisations could use the recommendation to achieve action change.

Dedication

This thesis is dedicated to my aunt Birgitta who passed away far too young some ten years ago. She whole-heartedly supported all the many educational endeavours that I engaged in over the years. She would have been proud to see that I have now reached the end of my University of Liverpool Doctor of Business Administration journey.

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1.   **Introduction**

This introductory chapter begins with a short review of the most important content-related issues at stake for this research study. It then presents the research problem, question, and objective. The chapter also briefly presents the Sandvik organization. This is the organization where this research intervention was conducted. It concludes with the context-related issues pertinent to the study and a brief overview of the thesis layout.

1.1   The Importance of Diversity and Inclusion (D&I)

As the global business world becomes increasingly competitive, businesses require enhanced abilities to innovate and to attract, develop, and retain the talent capable of serving their diverse customer base.

Procter & Gamble's CEO, A.G. Lafley (cited in Hyter and Turnock, 2005, p. 1) states that his '23 years at P&G have convinced [him] that a diverse organisation will out-think, out-innovate, and out-perform a homogeneous organisation every single time'.

Scholars largely agree with Lafley. Page (2007), for example, asserts that although diverse teams may not provide any benefit over homogeneous teams regarding routine tasks and simple problems, they certainly out-perform homogeneous teams regarding the complex problems that increasingly confront modern organizations.

Several research studies show that gender diversity on the company board and at the top management level increases organisational financial performance. Gender diversity is an often debated diversity aspect in media today. For example, Campbell and Vera (2009) studied short-term stock market impact on announcements of the appointment of female board members to Spanish company boards. They found that stock markets do indeed react positively and investors therefore seem to believe that appointing female board members add value. Francoeur, Labelle, and Sinclair-Desgagné (2008) studied the effect on firm performance based on the percentage of women managers. As opposed to Campbell's and Vera's research findings, stock performance was not influenced in Francoeur, Labelle, and Sinclair-Desgagné study. However, Francoeur, Labelle, and Sinclair-Desgagné found that firm performance did indeed increase when firms had a high percentage of women in management positions.

Cumming, Leung, and Rui (2012) studied how gender diversity on Chinese corporate boards correlate with lower incidents of fraud. They found that companies with higher percentages of women board members enjoy lower frequencies and less severe cases of fraud. In addition, these researchers found that stock market response to cases of fraud was less pronounced for companies having a high percentage of female directors.

Likewise, Brammer, Millington, and Pavelin (2009) studied how corporate reputation in UK firms correlated with female board member percentages. Their findings show that the firms' stakeholder environment influenced reputation. The researchers found that higher firm

reputation correlates with higher female board member percentages in industries that serve end customers but they found no such correlation in business-to-business industries.

Recent research studies indicate that when top management (corporate president and vice presidents, and board members) have diverse higher education backgrounds and different nationalities, the financial and non-financial company performance (employee turnover, company reputation, efficient governance, and ethics) will increase. For instance, Nielsen and Nielsen (2013) researched how top management diversity (other than gender diversity) affected corporate performance and found that diversity in nationality outperformed both tenure and firm internationalisation as a cause for higher organisational performance.

1.2   Definition of Diversity and Inclusion

Diversity and inclusion (D&I) are inexorably linked. Accordingly, Tapia (2009, p. 12) argues that, 'Diversity is the mix. Inclusion is making the mix work'. While diversity involves allowing people with diverse backgrounds to participate, inclusion is the actual act of participation. Furthermore, '[d]iversity can be mandated and legislated, while inclusion stems from voluntary actions' (Winters, 2014, p. 206). Diversity refers to the demographic compositions of teams whereas inclusion measures how well individuals feel appreciated as organisational members and participants (Robertson, 2006).

Based on Shorter-Gooden (2014, p. 453), I 'use the terms diversity and inclusion to address issues of composition and full engagement, respectively' and establish the following definitions for this research study:

Diversity regards the composition of teams whereas inclusion regards the engagement of the individual team members and the overall teams.

1.3   Innovation and Business Performance

Research indicates that diversity in organisational settings is critical because cognitive diversity embedded in an inclusive organisational culture gives rise to the innovation crucial for business success.

Already in 1998, Heunks explored the correlation between innovation and organisational performance. He found that there is a clear correlation between innovation and business performance.

Other examples of research studies confirming that successful innovation leads to better organisational performance include Yen's et al (2012) study which collected data from 312 Taiwanese companies to show that service innovation capabilities correlate with a firm's ability to create competitive advantage and increase organisational performance. The researchers found that, among other things, the ability to include new employees/ideas is a prerequisite for successful increase of service innovation capabilities.

Likewise, Cantantone, Cavusgil, and Zhao (2002) study how learning orientation affects organisational innovativeness and, thus, performance across a broad spectrum of US industries. The researchers found that knowledge sharing and open-mindedness affect firm innovation and that firm innovation affects firm performance. Their study supports that 'firm innovativeness is positively related to firm performance' (p. 522).

Love, Roper, and Bryson (2011) in their study of 1,100 UK-based service industries also found that innovation is linked to organisational performance. The researchers found that external (knowledge-seeking) and internal (team knowledge sharing) are important contributors to successful innovation. Business performance growth is then linked both to the success of innovation as well as to innovation diversity and the ability to change business processes. Wang's and Wang's (2012) research into 89 Chinese companies reveal that knowledge sharing has an impact on innovation which has an impact on profitability. In particular, the researchers found that explicit knowledge-sharing promotes profitability and tacit knowledge-sharing promotes innovation.

In their study of US and Australia firms, Salunke, Weerawardena, McColl-Kennedy (2013) second Love's, Roper's, and Bryson's findings that successful innovation leads to increased organisational performance. Specifically, they point to the fact that efficient use of existing resources in the form of teams that collaborate to come up with new out-of-the-box ideas foster innovation and thus better organisational performance.

Interestingly, Koellinger (2008) finds no correlation between innovative activity and higher profitability in his study of no less than 7,302 European enterprises. Nevertheless, he did indeed find a correlation between innovation and both turnover and employment growth. Knight and Cavusgil (2004) show that an innovative culture helps firms establish profitable internationalisation strategies.

Boons et al (2013) takes the concept of innovation leading to higher business performance one step further and argue based on their research that innovation is a requirement for sustainable development both inside firms and in the community around them.

Leung et al (2008) show that 'multicultural experience fosters creativity' (p. 169). Dezsö and Ross (2012) take us back to gender diversity but now from an innovation-enhancing perspective. According to their research into 1,500 S& P firms, high percentage women participation in management teams indirectly lead to increased business performance. Directly, however, this is due to the higher innovation created by high percentage female management.

Rammer, Czarnitzki, and Spielkamp (2009) argue based on their research in Germany that both in-house R&D as well as innovation management tools (such as HR processes and team work) lead to successful innovations. Takur and Hale (2013) also show a clear correlation between innovation and business performance in their study of US and Indian companies.

In conclusion and although a few research studies do not confirm a correlation between innovation and performance, there is substantial evidence in the extant literature that D&I leads to innovation which leads to higher business performance.

It is worth remembering that some researchers argue that diverse teams, as opposed to homogeneous teams, are important when solving complex problems which need innovative solutions. Only complex problem-solving and not routine tasks require cognitive diversity (Page, 2007). He argues that diversity improves the problem-solving skills and creativity that in turn lead to increased innovation but only when diverse teams convene to solve complex organisational problems. Page (2007) further argues that the most important diversity aspect for organisational performance is the cognitive aspect. Cognitive diversity and team composition/collaboration is the key, not diversity that can be readily seen (e.g. gender, race, etc.). Page's view is seconded by Harrison et al (1998) who examined how different kinds of diversity - mainly what they call surface-level/demographic as opposed to deep-level/attitudinal (p. 96) - affect team work. Their main finding was that teams who have had enough time to bond and find good ways to work together have more meaningful interactions. Also, cognitive diversity rather than surface diversity (e.g. gender, race, etc.) promoted meaningful interaction and problem-solving.

1.4   The Present Research Study

This research study addresses the importance that the Swedish company Sandvik attributed D&I for the innovation that it considers vital for sustainable business success. The company and why it was chosen for this research study is briefly described below under 1.6.2.

The problem that needed a solution is that Sandvik's D&I strategy is perceived by top management not to have been turned into the practical action change that was expected. The problem was not a problem of understanding what D&I represents in general or for Sandvik in particular. Neither was the problem a lack willingness to engage. The problem appeared rather to be a lack of a forum where change agents can come together and in a decentralised way help convert the D&I strategy into action throughout the organisation. This was evident in my discussions with my two organisational sponsors, Ms Anna Hedebrant and Ms Malin Rogström. The results of the 2014 company-wide employee satisfaction survey showed that D&I issues were not addressed satisfactorily at all levels of the organisation. Put in different words, it was evident that not all parts of the organisation felt that the strategy had indeed been turned into action

The research objective for this study was to find a practical approach of turning Sandvik's D&I strategy into workplace action change throughout the entire organisation.

Based on my literature review and my insider researcher status as an employee of Sandvik guided the following research questions which I considered helpful to investigate in order to be able to fulfil the research objective:

1. Is the Sandvik-provided D&I material useful for developing D&I awareness and action within the organisation?
2. Is the material valid globally throughout Sandvik?
3. How can the material best be used to provide support for change on the local level in different cultural settings?

4. Is something missing from the material?
5. How can Sandvik best spread the awareness of this strategic effort to rank and file employees and engage them in action change toward a more inclusive organisational culture?
6. How can disadvantages, such as the risk of conflict, be handled?

The projected action knowledge created by this research study is a detailed suggestion for how the D&I strategy is turned into action throughout the global organization and who would be the key players to achieve this. The global aspect was important as Sandvik's management (represented by my organisational supervisors) was of the opinion that its D&I strategy was valid trough-out the whole organisation. The recommendation given to the organisation based on this study must include the notion of global validity. The research study must answer questions 2 and 3 above in order for me to be able to make a suggestion that is valid in the whole Sandvik organisation. Global in this research study therefore means that my suggested problem resolution is valid throughout the entire organisation.

The D&I material was seen by Sandvik's management (Rogström, 2014) as an important vehicle to turn strategy into action. Unless this was validated by the research participants, any problem resolution relying heavily on the existing D&I material cannot be suggested. The validation by the research participants of the D&I material's usefulness for turning strategy into action was thus important in order to achieve the research objective. It was very possible that other tools than the existing material is needed for the conversion of strategy into action.

Once successfully implemented, the D&I benefits would lead to a more inclusive organisational culture across the whole organisation and the annual Sandvik employee engagement (SEmp) surveys as of 2018 would show a higher perception of Sandvik as an inclusive organization than what is currently the case.

1.5   The Importance of Diversity and Inclusion at Sandvik

My career at Sandvik and Sandvik documents leads me to recognize that innovation is essential for Sandvik (Sandvik, 2013).

Given the substantial body of research which indicates that D&I benefits innovation and that innovation has a positive effect on organisational performance, Sandvik must capture these benefits and use them to develop innovation to improve organisational performance.

Sandvik has a clearly defined policy regarding the need for D&I to increase creativity and innovation, and to also be seen as an employer of choice.

As stated in a company leaflet (Sandvik, 2013b), 'In accordance with Sandvik's Code of Conduct, the Group is committed to comply with applicable laws and regulations in the countries where we operate. Sandvik companies and their employees worldwide must observe and adhere to this policy.'

Furthermore, Sandvik is committed to 'a culture of inclusion in the workplace,' 'a diverse workforce at all levels and in all functions,' and 'a high-performance organization, capitalizing on D&I to remain competitive in the global marketplace' (Sandvik, 2013b).

Sandvik's definition of D&I is generally consistent with the literature. Sandvik defines diversity as 'our personal and cultural differences as well as our differences in work and life experiences' (Sandvik, 2013). Some of these differences may be easily discernible when they are visible, such as gender or age. However, more hidden differences are of equal or even higher importance regarding the improved performance gained from organisational D&I. These differences include skills and 'different ways of thinking and solving problems' (Sandvik, 2013).

Sandvik defines inclusion as 'everyone seeking to do their best and showing respect for one another' and enabling 'all people to contribute in line with their full potential and take advantage of that in our daily business' (Sandvik, 2013). Therefore, '[a]ll employees shall be given the opportunity to be recognised and valued for their contributions' (Sandvik, 2013).

Thus, Sandvik views all employees, not only human resources (HR) specialists and top management, as part of the D&I effort. One of Sandvik's long-term objectives is to achieve a diverse and inclusive 'workforce at all levels and in all functions' (Sandvik, 2013). Sandvik's former CEO links the organisation's definitions of D&I by stating that 'diversity is the mix and inclusion leverages this mix' (Sandvik, 2013).

Ultimately, all employment decisions, HR policies, and processes are designed to attract, develop, and retain diverse talent. Moreover, Sandvik considers 'individual needs at different career and life stages due to the employee life cycle' (Sandvik, 2013b).

As discussed, diversity and inclusion are closely allied phenomena, as articulated by Miller and Katz (2002, in Ferdman, 2014, p. 9): 'If an organisation brings in new people but doesn't enable them to contribute, those new people are bound to fail, no matter how talented they are [..] diversity without inclusion does not work'.

Therefore, it appears essential to not only have a diverse workforce, but also enable these diverse people to genuinely contribute to the workplace, especially when solutions to complex issues are needed. This is often the case in a research and development (R&D) driven company such as Sandvik.

1.6   Context of the Study

1.6.1   The General Context

The media, academic literature, and practitioner debate recognise the importance of D&I, not only for fairness and equality, but also for competitive advantage. D&I benefits creativity and innovation and that innovation increases organisational performance.

Considering the wider business context, and based on media reports and company websites, gender diversity is the primary focus for organisational policies. However, companies are increasingly becoming global and many face issues related to other aspects of D&I.

Most organisations work toward increasing diversity, specifically gender diversity. Sandvik, along with other organisations, consistently publishes information and key performance indicators on the number of women on the board and in management positions.

However, gender diversity is diversity that can be 'seen'. It is important to consider cognitive diversity, as well as the all-important inclusion of the diverse employees. Furthermore, and as will be discussed in Chapter 2, middle management and rank and file employees experience a lack of inclusion within Sandvik.

1.6.2   The Sandvik Context

Sandvik is a company in the mill town of Sandviken 200 kilometres north of Stockholm, Sweden. Although globally active from its founding in 1862 as the Sandviken Iron Works Limited, the board of the company and its management team has typically consisted of middle-aged Swedish men with an engineering background. In 1993, Sandvik's board consisted of eight middle-aged Swedish men with engineering backgrounds and top management was comprised of 13 middle-aged Swedish men who all lived in the small town Sandviken. 100 per cent of both the board and top management consisted of middle-aged Swedish men.

By 2006, the board consisted of seven Swedish men, one Swedish-speaking Norwegian man, one Swedish-speaking Finnish man, and one Swedish woman, and all board meetings were conducted in Swedish. Sandvik's top management consisted of five middle-aged Swedish men and one middle-aged Swedish woman. This means a board composition of 90 per cent Nordic men and 10 per cent Nordic women. Top management was composed of 100 per cent Swedes.

This was obviously not an optimal board composition compared to the current discussion of gender diversity in politics, education, and business. Additionally, Sandvik's employees could potentially feel the existence of a glass ceiling in that only Swedish men could reach the top echelons of the organisation. This could dissuade British women or young Asian men, for example, from pursuing top management or board membership.

In 2011, the Sandvik head office moved to Stockholm, the Swedish capital and Sweden's largest city, to gain access to a larger talent pool. Sandvik, now more than ever, defines itself as a global company with a highly diverse customer base and employees.

By the end of 2015, the board consists of eight middle-aged Swedish men, one non-Swedish man, and two non-Swedish women. The management team consists of four Swedish men, four Swedish women (one being below the age of 40), and three non-Swedish men. However, the focus was primarily on visible diversity and this is what was primarily measured and reported within Sandvik.

The fact that Sandvik was, till very recently, a mill-town company and possibly not as global as it claims to be, could be of importance to my research study. This is the peculiarity of the specific organisational context that could have a bearing on why the organisational D&I strategy has not yet been successfully turned into workplace action change. The first and second of the research questions presented above under 1.4 needed special attention considering Sandvik's Swedish mill-town heritage.

1.6.3   The Personal Context

There is evidence that Sandvik's middle-management and rank and file employees do not sufficiently understand the benefits of D&I for organisational performance and do not recognise D&I as key to innovation and business success. Problem-solving teams are not always established with diversity in mind. For example, until early 2016 I was a board member of Sandvik in Germany, Sandvik's third-largest market in the world after the United States and Australia. The board consisted exclusively of middle-aged white men, all but two being German (I and one other member were middle-aged Swedish white men). Further evidence of this could be seen in the Sandvik Employee Empowerment (SEmp) survey results for 2014 which will be described in more detail in Chapter 3.

Another, earlier, event also triggered my interest in how diverse people collaborate to achieve business benefits. From 2007 to 2012, a colleague and I participated in regular management meetings. My colleague was older than I am and has since retired. He had a different educational background, a different nationality, and a very different personality. I wanted action: the quicker, the better; he wanted reflection: the more, the better. Naturally, I would get frustrated as it took, in my mind, forever to reach decisions. He got frustrated as he probably felt that I was suggesting action and decisions before considering all of the issues at stake.

In 2011, we both attended team building training in Abu Dhabi. The aim of this exercise was to explore the strengths and weaknesses of our management team. During that training, we received feedback on how we work and what is important to us. I received a score indicating a 97 per cent action-oriented character, and my colleague received a score indicating a 90 per cent reflective character.

The two of us were then instructed to discuss what possible implications our differences might have on our collaboration in the management team. This was an insightful conversation, and I began to realise what motivates my colleague and vice versa. Our respect for and understanding of each other's viewpoints was significantly enhanced which led to improved collaboration in subsequent management meetings. Ultimately, the whole team's problem-solving skills improved.

Based on these examples, I am, therefore, interested in whether human and organisational values, especially as they relate to D&I, can indeed be global. I seek to determine whether Sandvik can 'dictate' D&I values throughout its global organization and expect full acceptance. Furthermore, if this is possible, how can we as an organisation and as individual

members best create the awareness and change required for enhancing our inclusive organisational culture?

1.7   Structure of the Thesis

Chapter 1 of this thesis details the importance of D&I for organisational performance from both scholarly and practitioner perspectives. It defines the concepts of D&I and also presents the organisational context and research objective.

Chapter 2 provides an in-depth review of scholarly and practitioner literature covering issues related to D&I.

Chapter 3 describes the methodology used in the research study and describes the ontological and epistemological background. It concludes with a presentation of the process used and reviews the ethical considerations related to the research study.

Chapter 4 presents the findings in terms of the D&I themes arising from my research.

Chapter 5 includes my recommendation for how Sandvik can turn its D&I strategy into action throughout the organisation with a detailed approach for middle managers to drive change towards a more inclusive organisational culture. It also addresses the research study's implications for future practise, contributions to extant literature, research limitations, and opportunities for future research.

Chapter 6 concludes the thesis with learning reflections from a scholar-practitioner perspective.

2.   **Literature Review**

2.1   Overview

There is much consultancy and internal work in different organisations to increase D&I, which is also true within Sandvik. However, there is a lack of scholarly research on how well these efforts translate into organisational improvement in workplace practice. Specifically, how strategy turns into action. As discussed, there is evidence within Sandvik that whilst top management perceives Sandvik's inclusive culture as well functioning, middle management and rank and file employees disagree.

Mor Barak et al (2016) argue that favourable perceptions as to how 'an organization manages diversity and encourages a climate for inclusion is positively associated with beneficial outcomes and negatively associated with detrimental outcomes' (p. 326). It is therefore important that the Sandvik Employee engagement survey (SEmp) shows a high perception as to its climate of inclusion. This is not fully the case today (see below under 3.1).

Mor Barak and her colleagues suggest that:

'researchers must continue to examine the effect of employee perceptions of organisational diversity efforts on worker and organisational outcomes. Understanding [..] may inform and facilitate the design of workplace interventions that improve the functioning of diverse workforces. Evidence-based diversity management practices will serve as powerful tools for managers [..] to improve organisational performance and the workplace experiences of employees. [..] Future studies would benefit the field by examining the mechanisms for fostering climate for inclusion through qualitative analysis in order to give voice and gain insight from all members of the workforce. By adding first-person insight from both nonmainstream and mainstream workers, qualitative findings will provide a more comprehensive description of these mechanisms. Additionally, future research could explore other potential factors and antecedents that may be relevant to our understanding of how to channel diversity into beneficial organisational outcomes' (p. 327).

My research very closely reflects Mor Barak's and her colleagues' recent suggestion for further research.

The present literature review introduces definitions and concepts of diversity vis-à-vis inclusion. It then covers aspects of D&I in the current literature. It concludes by placing my research study within this current literature.

Qualitative research in general and case studies in particular do not normally lend themselves to generalisations beyond the limits of the research study in question. However, Yin (2003) argues that analytic generalisations can be made from case studies, for example, comparing and contrasting case study findings to themes encountered during a literature review. This literature review is also aimed at establishing a platform for such an analytic generalisation. This platform can be seen as a research frame as provided by the extant literature. In doing so, it also provides guidance on interview questions to ask to achieve the research objective (the recommendation on how to turn strategy into action).

In summary, this literature review focuses on:

1. Finding current topics areas, trends, and issues presented in D&I literature
2. Guiding the development of research questions to position this thesis in the current literature
3. Providing an analytic generalisation where my research findings can be compared to and validated against topic areas, trends, and issues in the extant literature

My literature review reveals issues regarding the difference between the concepts of diversity versus inclusion. Therefore, the determinants of successful strategy implementation concepts for D&I were reviewed for a deeper understanding of possible pitfalls and risks.

Further, this literature review considers the scholar-practitioner debate regarding the need for a business case to emphasize the D&I benefits for organisational performance. It also sheds light on issues of conflict that may accompany D&I implementation efforts. Finally, my literature review describes issues to consider when implementing a D&I strategy for increased organisational performance in a global organisation, such as Sandvik.

After conducting the interviews and the document review, the literature was revisited in order for me to update my knowledge as far as Critical Diversity literature and recent contribution to knowledge is concerned. This was necessary, as some research findings did not fully correlate to what I had learned during the initial literature review. Authors belonging to the Critical Diversity movement had not been sufficiently reviewed and caused issues when interpreting the research findings.

In essence, Critical Diversity authors acknowledge that business performance cannot and should not be the main purpose of implementing diversity and inclusion in an organisation. Authors like Kandola (2009) argue that equality and fair play are more important drivers for diversity and inclusion than improved business performance. Authors like Mor Barak and Daya (2014) argue that true diversity and inclusion does not stay within the walls of an organization but must include stakeholders outside the organization as well.

2.2   Concepts of Diversity and Inclusion (Differences and Interrelations)

Based on the definitions of diversity and inclusion, my literature review reveals certain issues that must be understood for the success of any D&I strategy implementation.

In a widely-quoted article, Thomas and Ely (1996) state that companies should 'concern themselves with diversity' (p. 79) because 'there is a distinct way to unleash the powerful benefits of a diverse workforce [..] the desired transformation, however, requires a fundamental change in the attitudes and behaviours'. Furthermore, when supported by the organization, diverse members 'can help companies grow and improve by challenging basic assumptions about an organisation's functions, strategies, operations, practices, and procedures [..] they are able to bring more of their whole selves to the workplace and identify more fully with the work they do, setting in motion a virtuous circle'. Finally, a holistic view of diversity is necessary and organisations must 'stop assuming that diversity relates simply to how a person looks or where he or she comes from' (p. 80). Ultimately, only with inclusion can diversity succeed.

Thomas and Ely (1996) also argue that there are three views of D&I, but only one can achieve the holistic view essential for true D&I.

The first, the 'discrimination-and-fairness paradigm', is used to comply with legal demands, fair treatment of employees, and to provide equal opportunity. Under this paradigm, organisations attempt to achieve a colour- and gender-blind view of diversity, considering that we are all the same.

The second, the 'access-and-legitimacy paradigm', is used in organisations which realise that people are not all the same and accept and celebrate differences (p. 83). However, this paradigm is used mainly in times of crisis and when the organisation needs something from specific employees (e.g. employees of a specific race or ethnicity to help the organisation gain access to consumer markets dominated by their race or ethnicity.) This view can cause certain employees to feel exploited and not able to fully contribute to their own and organisational success.

The third, the 'learning-and-effectiveness paradigm', is recommended by Thomas and Ely and connects diversity to the work-place practice. Under this paradigm, all employees are valued and given full opportunities to contribute to an organisation's development and success. The organisation learns from the differences of its employees and consequently improves its performance (p. 86).

Other scholars lend credibility to Thomas and Ely's view that the full benefits of D&I can only be achieved if true inclusion is part of an organisational culture. Research shows that D&I training provided only to avoid lawsuits it is not an effective catalyst for sustainable organisational action change. Winters (2014), for example, affirms that there is a need to shift 'the paradigm from complying with legal mandates to the business case for diversity' (p. 205).

Although local law and other legal demands must be adhered to by any organisation, simply relying on satisfying legal aspects will not create the inclusive organisational culture necessary to achieve the business benefits of D&I. Stevenson (2016) argues that 'in a global environment, efforts to increase diversity through compliance alone does not work' (p. 175).

Furthermore, if organisations cannot create a genuinely inclusive culture, they risk losing tacit knowledge when organisational members leave and also face exaggerated costs for turnover and training. Clearly Thomas' and Ely's third paradigm is preferable for D&I implementation.

Related to the aspect of successful D&I strategy implementation, Anderson and Billings-Harris (2010) argue that organisational training focussing 'on leveraging inclusion and diversity for improved workplace climate and team building' (p. 116) should be kept strictly separate from training focusing on compliance with laws and regulations. Moreover, effective success measurements include 'learning transfer and behaviour change' (p. 117). Ultimately, they argue that employing 'underrepresented people without preparing the culture to effectively utilise diverse talent and create an environment of inclusion' is ineffective (p. 121).

Although it is not the focus of this research study to judge whether diversity leads to business benefits, many scholars believe that diversity without inclusion will not lead to business benefits. While organisations may avoid legal issues by adhering to all legal demands related to having a diverse workforce, unless the organisation ensures an inclusive culture, business benefits from D&I will not materialise.

In summary, inclusion is the key component for turning D&I into a sustainable organisational culture. Miller and Katz (2002, in Ferdman, 2014, p. 9) express this by stating that 'if an organisation brings in new people but doesn't enable them to contribute, those new people are bound to fail, no matter how talented they are. Diversity without inclusion does not work'. This is a powerful and, for this research study, important issue for successfully capturing the business benefits from D&I as described in Chapter 1.

Ferdman (2014) argues that inclusion works for all. "People – across cultures and across identities – resonate to inclusion' (p. 11). Ferdman argues that because of this 'inclusion can be less polemical and political than some other approaches – particularly those focussed on

ensuring representation, such as affirmative action, or those focussed on specific group identities or 'protected' groups' (p. 11).

Pless and Maak (2004) argue that too much emphasis has been put into the 'strategic dimension of diversity policies, systems, and processes' (p. 129). Instead they propose that inclusion is further built by emphasising the norms and values that serve as a base for inclusion. Pless and Maak argue that inclusion is best achieved by first 'raising awareness, building understanding and encouraging reflection' (p. 129). Once this is in place change will follow a vision for inclusion. Finally, the authors argue, change must be implemented, measured and followed. This would be the phase where the strategy turns into action.

In their comparison of two organizations and the results of their diversity management work, Gilbert and Ivancevich (2000) provide insights as to how a vision for inclusion steers the implementation of an organisational inclusive culture. The authors found that the organisation having the vision that inclusion will 'increase firm competitiveness' (p. 93) achieved a more fundamental cultural change than the organisation that only superficially addressed the diversity issue.

Mor Barak et al (2016) argue that 'diversity management efforts that promote a climate of inclusion are consistently associated with positive outcomes' (p. 305). The authors thus argue that only looking at diversity is not enough and that organizations must develop 'policies and practices that engender a climate of inclusion'.

In summary, although clearly linked, there are different aspects regarding diversity on the one hand and inclusion on the other that need to be considered for a successful implementation of a D&I strategy aiming at improved business performance.

2.3   Concepts of Diversity and Inclusion (Business Case and Participation of All)

Literature reveals various opinions concerning the need for a business case to justify implementing a D&I strategy. (For an example of a business case for diversity and inclusion, see the appendices section of this thesis).

Several scholars attest to the need for a business case to support the implementation of an organisational diversity and inclusion strategy (Winters, 2014; Robinson and Dechant, 1997; Kochan et al, 2003; Bleienbergh et al, 2010). These scholars argue that without a clear business case, any D&I strategy implementation risks failing as organisational members will not understand the real business need or will not prioritise it high enough.

Jonsen and Özbilgin (2014) argue that 'the key question gravitates toward what business value D&I brings, and how D&I supports the overall corporate objectives' (p. 378). Accordingly, they view is that a business case is required, especially when an organisation is implementing a D&I strategy globally. Jayne and Dipboye (2004) similarly argue that 'research suggests that areas requiring greater flexibility, creativity, and innovation are likely to experience the greatest benefits from a diverse workforce' (p. 416) and 'for meaningful change to occur in an organisation, employees must understand and embrace the business case

for change' (p. 417). Finally, Robinson and Dechant (1997) argue that 'the presentation of a solid business case increase the likelihood of obtaining the leadership commitment and resources needed to successfully implement diversity initiatives' (p. 21).

Despite this perspective, a business case as a prerequisite for successful D&I implementation efforts has not been universally endorsed.

Some scholars warn against relying solely on legal or business case aspects when implementing organisational D&I strategies (Niishi and Rich, 2014; Gallegos, 2014; Kandola, 2009). These authors argue that no D&I implementation can be based solely on a business case for organisational performance, and that fairness and equal opportunity must complement the business case. This opinion is mirrored by scholars adhering to the Critical Diversity school of thought as described above under 2.1.

Kandola (2009) argues that social justice should in itself be a sufficient reason for organisations and its members to engage in D&I efforts. Jayne and Diboye (2004) question whether attempting 'in a multicultural society [..] to increase workforce diversity [..] simply the right and ethical thing to do as corporate citizens, regardless of the economic implications?' (p. 410).

It is indeed the Critical Diversity point-of-view that business cases are not needed for D&I purposes. Nevertheless, there are quite a few authors (see above) who warn against not using a business case when implementing a D&I strategy. This difference of opinion is thus important for my research study and I need to carefully establish my research participants' view on it.

D&I are imperative in today's global labour market. While D&I reflect current societal values, a solid business case can help diffuse an organisation's D&I strategy and vision to all members of the organisation. Nonetheless, care should be taken to not over-shadow the social justice of D&I by focusing too much on the business case. A skilful combination of economic and justice arguments may be the best solution to convince all organisational members of the benefits of increased D&I.

According to Rogström (2014), a permanent inclusive culture depends on the entire organization being involved. At Sandvik, 22 per cent of employees are leaders or managers. Therefore, D&I initiatives will fail and action change will not occur if only 22 per cent of the organisational members support the efforts.

Mor Barak et al (2016) support Rogström and argue that 'attention to inclusion should focus on all levels of the organization from workers, to supervisors, to middle managers, and to top management' (p. 328)

Several scholars attest to the belief that only middle management can effectively turn a top management strategy into an organisation-wide culture. Some argue that only a good business case can persuade middle managers to devote sufficient time required for D&I implementation efforts. Thus, middle managers must fully understand and agree with the business benefits of D&I.

Middle management is the key hierarchical level for implementing an organisational strategy and turning such strategy into actionable change. Guillaume et al (2014) argue that middle management commitment and leadership style are keys to transferring top management strategy and vision decisions to all levels of an organisation. Rogström (2014) describes the central importance of middle management in moving a top management strategy decision to the core of the organisation and ensuring that action supporting the strategy is initiated and sustained.

Although managers display "a variety of individual behavioural styles or backgrounds" (Mulqueen et al, 2012), the managers' level of versatility is the defining skill needed to turn a D&I strategy into action. The authors furthermore argue that 'managers can learn to be more versatile' (p. 48).

Ryan and Kossek (2008) study why 'practitioners and researchers often overlook' (p. 295) variations in policy implementation and how different stakeholders use these variations. They conclude that an organisational work/life balance policy must be part of its D&I policy (or business case) in order for the D&I policy to be accepted and turned into sustainable action.

Based on the necessity of middle management involvement in turning strategies into action, it is important to consider how to handle middle managers who do not support or work against a D&I implementation effort. Several scholars and practitioners argue that it is imperative that all organisational members are involved. Therefore, organisational members who are not willing to help create or enhance an organisation's inclusive culture must be properly managed. For example, Kandola (2009) describes how IBM, a forerunner in creating an organisational culture based on D&I, actually demoted 'managers who demonstrated poor behaviours relating to diversity issues' (p. 30).

Based on this literature review, any D&I implementation effort that does not involve all organisational members and provide them with an understanding of the business case for D&I will be difficult to achieve and sustain.

Finally, Goodman (2013) argues based on his consultancy experience that 'it is critical for diversity leaders to localise initiatives to avoid the appearance of an irrelevant [..] headquarters- based diversity mandate. This starts with a clear understanding of the business imperatives for D&I' (p. 181).

Therefore, to which extent organisational D&I strategies can be valid globally must also be discussed.

2.4   Concepts of Diversity and Inclusion (Global Implementations)

My research fell squarely in the area of turning strategy into action within a global organization. It aims at providing Sandvik and readers of this report insights as to how a D&I strategy can be turned into action throughout a global organization. My hope was that these insights coupled with my recommendation would help Sandvik achieve action change within D&I and thus its goal of enhancing its business performance through diversity and an

inclusive organisational culture. A second aim was to allow readers from other organizations to use some or all of my findings to help their own organizations turn D&I strategies into action.

Many organisations are global and Sandvik is a prime example with roughly 98 per cent of its invoicing being conducted outside Sweden (Sandvik, 2013).

The global perspective addresses whether diversity strategies and actions can indeed be global, in that 'one-size-fits-all', or if they must be locally customized to be effective.

Ascertaining whether a headquarter-developed D&I strategy can be implemented in a global organisation is necessary to secure a sustainable inclusive organisational culture. Bertoni (2010) offers a study on 'misconceptions about the nature of culture—particularly in oversimplifying, and making strange assumptions about, non-western cultures' (p. 178). She argues that 'cultures change over time' and that on-going cultural changes lead to different cultures approaching each other to form new, cohesive ones. Goodman (2013) warns that a 'global implementation of a Western-centric approach to diversity and inclusion is a guarantee of failure' (p. 180). He argues that global D&I implementations must be accompanied by an awareness of 'the ways the dimensions of diversity vary in scope and importance across cultures'.

Hofstede's (1983) seminal work on global cultural dimensions provides a solid foundation for questions about global values. Based on value surveys within IBM in the late sixties and early seventies, Hofstede identified the following four basic cultural dimensions that vary depending on geographies:

1. 'Power distance,
2. Uncertainty avoidance,
3. Individualism versus collectivism,
4. and masculinity versus femininity' (p. 46).

Differences according to these dimensions affect how organisations are best structured, how employees are best motivated, and how organisations fit into the surrounding society.

Hofstede argues that different nationalities or 'country clusters' (p. 68) put more or less importance on the values within certain dimensions relative to other nationalities.

For example, Hofstede (1984) argues that the United States is a 'very individualist country' (p. 86) and that the employee-employer relationship is 'a business relationship' (p. 87). Japan, on the other hand, is described as 'the most collectivist among the wealthy countries' (p. 87) and the employee-employer relationship is based on more than just business where the employer protects and sides with the employees, developing their high sense of loyalty towards the company.

This was likely true in the sixties and seventies when Hofstede conducted this research. However, almost 50 years later, countries' value systems may have changed due to globalisation and international competition.

Hofstede states that the 'U.S.A. and Germany are examples of performance societies with a masculine pathos; Sweden and the Netherland (sic) of welfare societies with a feminine ethos' (p. 96). Although I find using the expressions masculine and feminine to differentiate along the value priorities in the cultural dimension objectionable, Hofstede argues that masculine countries favour performance over welfare and competitiveness over solidarity (p. 96).

Therefore, these geographies can typically be grouped as masculine/performance-oriented/competitive and feminine/welfare/solidarity-oriented societies. My take on this is that the need for a business case may be higher in masculine/performance-oriented/competitive societies and, hence, less important in feminine/welfare/solidarity-oriented societies where the fairness and equal opportunity argument could be a sufficient driver for D&I initiatives.

Uncertainty avoidance is another cultural dimension that has important implications for organisational behaviour. In countries where corporate members do not tend to avoid uncertainties, risk-taking and innovation are part of the organisational goals. In countries where 'security and stability' (Hofstede, 1984, p. 97) are significant cultural values, risk-taking and innovation tend to be less favoured as organisational goals. Such countries also discourage deviant behaviour.

Power distance is the cultural dimension that helps form organisational structures. In cultures where there is an acceptance of high power distances, decision-making tends to be centralised and top-down.

I interpret this as if risk-taking and innovation are discouraged, the business benefits of D&I may not be realized. Similarly, the acceptance of a large power distance may undermine middle management's willingness to voluntarily help implement an organisation's D&I strategy and turn it into action. Middle management may simply await orders from the top and then execute these orders without any excitement or even understanding of the business need for the strategy.

Bennett (2014) provides another viewpoint on whether 'inclusion initiatives' can be 'exported globally' (p. 161). She believes that there is a risk that the content of inclusion efforts 'may be alien to other environments and cultures'. She argues that the 'training design and implementation' are 'ill-suited to the learning patterns in other societies' (p. 162).

My experience as a high school teacher causes me to disagree with Bennett. My view is that learning patterns are individual and not culture-based. In my experience, individual learning styles are different but they are not necessarily based on cultural differences. More so, they are based on individual differences such as personality, education, experience, and cognitive predispositions.

Kandola (2009) supplements Hofstede's cultural value dimensions on why D&I is valuable and why there is a need to eliminate bias in organisations. He concludes that the dimension that is most important for diversity is individualism-collectivism. Kandola's somewhat surprising argument is that 'team-based, communal societies are actually less open to diversity than individualistic societies' (p. 213). This is due to the tendency for collective

societies to focus on one group and exclude anyone who does not fit the values of this group. These societies have strict norms as to who belongs to the collective and the collective is homogeneous. Still, Kandola believes that an organisation's D&I policy can be global, despite how global value differences influence different cultures' openness to D&I.

In her interview with Dr Fiona Bartels-Ellis (Head of Equality and Diversity in the British Council), Jackson (2011) describes how Dr Bartels-Ellis works with 'equality and diversity at a global level' (p. 75) giving the reader valuable and hands-on knowledge as to which strategies and change efforts have a higher chance to work and under which specific organisational and cultural circumstances. One of Dr Bartels-Ellis' main messages when it comes to the successful implementation of diversity and inclusion is that 'power and resources' must be distributed much more evenly 'for the greater benefit of all of us' (p. 83).

Katz and Miller (2016) argue that 'regardless of culture most people want to be included, contribute, and have an environment in which they can do their best work'. They conclude that 'inclusion is [..] an outcome organizations strive for, regardless of geography' (p. 45).

In summary, Ferdman's comments as mentioned in Chapter 2.3 emphasize one aspect of this literature review that then guided this research study, especially when considering the global validity of a D&I implementation. Agreeing with Ferdman (2014), I argue that if scholars and practitioners move the focus from diversity to inclusion (as per the definitions in Chapter 1), friction and conflict might be less provoking and could become positive and helpful change agents. Inclusion is easier to understand and accept globally. Thus, the inclusion concept should be more eagerly accepted by the middle management levels of any organisation to ensure that any global and organisation-wide D&I strategy can be turned into action.

In summary, the literature review shows through several authors that inclusion, as opposed to diversity, is a concept easier to relate to no matter which culture individual organisational members belong to. People of all cultures want to be included. This is important to remember from a global implementation point-of-view and from a gender diversity as opposed to an all other diversity point-of-view.

2.5   Concepts of Diversity and Inclusion (Friction and Conflict)

The risk of friction and conflict addresses one of the main disadvantages of increased diversity, as friction and conflict risk destroying D&I strategies and actions. Friction and conflict are the main hurdles to overcome when building an inclusive organisational culture (Blumberg and Pringle, 1983; Jackson, 2011; Harrison et al, 1998).

Gotsis and Kortezi (2015) claim that 'impaired communication and intra-group conflict appear to be a major challenge for culturally diverse work teams' (p. 3).

Mor Barak et al (2016) claim that 'if a climate for inclusion does not exist' in an organization, individual organisational members may become separated and this could lead to distrust, 'increased conflict, disengagement, and turnover' (p. 309).

Although friction and conflict are not necessarily problematic, since healthy friction and conflict can spur even better problem-solving ability, care must still be taken to prevent implementation derailment due to friction and conflict. To avoid this, leadership training can be provided by organisations prior to implementing a D&I strategy. Nevertheless, and as Chavez and Weisinger (2008) detail, 'while training may provide knowledge, it does not necessarily result in learning unless a behavioural change occurs' (p. 335).

Anderson and Billings-Harris (2010) discuss how to enhance D&I efforts and point to the use of internal facilitators to spread an organisation's D&I message across the whole group. There are both disadvantages and advantages to using internal facilitators. While they know the organisation, its history, strategy, and culture, internal facilitators can also distort the D&I message by not being aware of their own biases and presumptions which can be demonstrated through facial expressions, comments, and body language. It is essential that internal facilitators 'remain neutral while allowing participants to explore their own beliefs' (p. 109). External facilitators, however, are 'detached from internal politics [and] they bring the experience and insights of working with several organisations' (p. 110).

Therefore, the use of facilitators or moderators should be considered as a way to handle friction and conflict. They can enhance the positive effects of healthy friction and conflict and manage the unhealthy friction and conflict that threatens to negatively impact the team.

Another limitation to friction and conflict is 'time'. Watson et al (1993) found that there is a time factor associated with when diverse teams outperform homogeneous teams. According to their research, diverse teams initially perform less efficiently than homogeneous teams, but catch up after a few months (17 weeks), and eventually become more effective at identifying problems and generating solutions (p. 590). Thus, friction and conflict at the early stages of a project involving a diverse team might be mitigated by a skilful facilitator as well as by the passing of time.

There are limited findings in literature that reveal D&I disadvantages relating to time. Authors appear to agree that implementing an effective D&I strategy takes a significant amount of time, but no apparent scholar-practitioner advice exists for how to prioritise between different strategic initiatives. Perhaps researchers assume that organisations have sufficient resources to run several concurrent strategic initiatives and that time considerations are not as important as I originally expected. I consider it a likely disadvantage for a global organization during a D&I strategy implementation that employees may feel overwhelmed with yet another 'project' in addition to their existing work. If this is true, it is important to determine how this dilemma could be mitigated.

Facilitating skills could overcome these 2 time considerations, as supported by Chua (2013). Chua found from his research of culturally diverse teams that cultural diversity in teams can lead to 'ambient cultural disharmony' (p. 1545). He argues that disharmony (anxiety or outright conflict) in such teams can and will spill-over to organisational members not on the team but close to it. He questions if creativity is worth the conflict. In particular, Chua argues that this spill-over effect is most prone to affect self-described open-minded organisational members outside of but close to the culturally diverse team experiencing the disharmony. He

suggests that this is due to their surprise that disharmony exists since they consider themselves open-minded. Any 'ambient cultural disharmony' would, according to Chua, cause a lower level of creativity due to the organisational members not considering the creativity worth the conflict. They would rather avoid the conflict and accept the loss of the possible added creativity coming from diverse cultural points of view.

Chua's research points to a possibly disastrous side-effect of the already possibly negative effects of friction and conflict, namely that organisational members working outside the diverse team can be affected by the friction and conflict inside the diverse team and thus become less productive. Clearly this possible negative effect must be mitigated, but Chua does not propose any fool-proof mitigation method.

Cox and Blake (1991, p. 51) argue that in order to mitigate unnecessary conflict, team members better share norms and values as 'the need for heterogeneity, to promote problem-solving and innovation, must be balanced with the need for organisational coherence and unity of action'.

During his speech at Sandvik in Sandviken, Page (2014) suggested encouraging different opinions during meetings by separating the ideas from the individuals. As such, an idea could be presented by someone other than the one coining the idea. This way, conflict and friction due to interpersonal issues, such as power or jealousy, can be avoided. Katz and Miller (2016) suggest another practical way to allow organisational members whose native tongue is not the language of the meeting to stand up whilst presenting their contribution, taking their time and pause when needed. Other meeting participants would not interrupt as long as someone was standing (p. 46).

Stevenson (2016) presents the 'Thomas-Kilmann Conflict Mode Instrument' as an example of how to bring about awareness of different conflict-handling styles. The same exact model is used by Sandvik's main leadership programme as a base for discussions around individual conflict-handling styles and when it is appropriate to use each one of them.

2.6   The Present Research in Light of Previous Research

My literature review yielded a significant amount of literature relating to D&I, for example the definitions, benefits, pitfalls, and recommendations for how to build the strategy and business case. In an effort to summarise this literature, I contrasted the major D&I implementation themes discovered during the literature review with the purpose of this research study in Figure 1.

Figure 1 – Synopsis of Literature Review and Research Purpose

My research investigates how Sandvik can turn its D&I strategy into action for the benefits outlined above in terms of organisation inclusion for creativity, innovation, and business performance.

Previous research, whilst recognising the issues in implementing an organisation-wide D&I strategy for business performance benefits in a global organisation, has, to the best of my knowledge, not reviewed a D&I implementation strategy from the users' perspective. By users, I mean the organisational members responsible for turning strategy into action.

Furthermore, I have not discovered any qualitative case study or phenomenological study aimed at understanding and describing (Creswell, 2007) how middle management and rank and file employees experience and work with a top management strategy for implementing D&I. Specifically, for business performance gains in a global firm and recommendations for a systematic approach to implement the strategy to enhance the inclusive organisational culture. Therefore, I argue that my research study offers a meaningful contribution to the study of possible D&I implementation concepts.

In summary, my research contributes to a better understanding of how a D&I strategy can be turned into action in a global organisation, specifically Sandvik. The literature review points to the importance of D&I for business performance, even though some scholars belonging to the Critical Diversity group of authors argue that social equality should suffice as reason for

implementing D&I, a core part of any organisational culture. My opinion is that by educating employees to truly understand why D&I is important for business success, an organization can encourage those responsible for turning the D&I strategy into action to expend the time and effort required to enhance the organisations' inclusive culture. According to my literature review, these employees would mainly be the middle managers in line functions as they are primarily responsible for recruiting new employees, conducting performance reviews, and setting goals for new and existing employees.

Kahnemann (2011) describes two approaches people use to form their thoughts and decisions. The first is a 'lazy' and mainly unconscious method requiring minimal effort and is based primarily on feelings. This way of thinking presumably poses a high danger for incorrect decisions. The second is conscientious and logical. Although requiring much more thought, this way of thinking normally ensures that issues are well thought through before decisions are made.

Essentially, organisations must ensure that their members apply Kahnemann's second way of thinking so middle managers' D&I decisions are as sound as possible and contribute to the enhancement of an inclusive organisational culture.

3.   **Methodology**

This research study can be seen a qualitative supplement to the quantitative SEmp survey conducted in the autumn of 2014 and employs a case study research approach (see below for further details on how the SEmp survey was administered).

This chapter describes the background of the study, provides rationale for using the case study research approach as opposed to a quantitative or mixed method approach, and details the research setting and research participants. Finally, this section highlights the ethical considerations related to the study and describes the data collection and analysis processes.

3.1   Background

Sandvik conducts an annual employee engagement (SEmp) that asks each employee to rate the degree of certain aspects, for instance Sandvik's inclusive culture. SEmp stands for Sandvik Employee Empowerment. Jayne and Dipboye (2004) argue that 'employee surveys [..] can be particularly useful in uncovering the often subtle and systemic issues facing the organisation' (p. 416).

The survey is administered by Sandvik's head office in collaboration with IBM. The SEmp survey is Sandvik's 'foundation for identifying gaps needed to act upon in the organisation' (Sandvik, 2014a). The survey tales place during the month of September and can be taken via tablet, computer, smartphone, or paper.

Several dimensions of employee engagement, including D&I, are addressed in the survey. Health and welfare, fair play, collaboration, performance management, and future vision and leadership are examples of other dimensions.

Once the survey is completed, team performance dialogues are held during October and action plans are created and included in the budget for the following year.

By the end of 2014, Sandvik had roughly 47,500 employees and the 2014 SEmp survey response rate was 85 per cent. Specific D&I responses included in the 2014 SEmp survey exhibited a gap between how Sandvik's leadership viewed D&I within the organisation and how middle managers and rank and file employees experienced the organisational D&I culture.

Table 1 shows the responses to five D&I statements in Sandvik's 2014 SEmp survey (Rogström, 2015). Sandvik employees responded and rated the statements according to a five-point Likert scale (Ranging from 1, Strongly Disagree, to 5, Strongly Agree Table 1 shows the percentage giving 'Agree' or 'Strongly Agree' responses.

The sample was comprised of 12 members of Sandvik's executive management team and roughly 39,400 other Sandvik employees.

	Sandvik Group executive management Agree or Strongly agree	All other Sandvik Group employees Agree or Strongly agree
This organisation has a climate in which diverse perspectives are valued.	75%	63%
Leadership in my company is genuinely committed to attracting, developing, and keeping a diverse workforce.	83%	59%
Our company is committed to providing equal opportunity for all employees.	75%	57%
I am appropriately involved in decisions that affect my work.	83%	69%
My immediate manager treats me with respect.	83%	84%

Table 1 – Response Rating Sandvik Employee Engagement Survey 2014 – D&I-Specific Questions

As shown in Table 1, the members of the executive management team responded very favourably to the D&I related statements. However, other organisational members, such as the middle managers and rank and file employees, were less convinced. For two statements in the survey, the 'Other Employees' group responded far less favourably as compared to the executive management group.

The SEmp 2014 survey results showed that the 'Other Employees' group did not fully agree with the 'Executive Management' group regarding whether Sandvik's leadership genuinely wants to attract a diverse workforce or whether Sandvik provides equal opportunity for all employees.

Based on the survey results, and not ignoring the sample size factor and possible comparison errors, by 2014 Sandvik appeared to have not yet included all employees in its D&I strategy. The 'Other Employees' ratings were almost consistently below the ratings given by 'Executive Management'. Thus, Sandvik must move its strategic D&I initiatives throughout the organisation in a more efficient way. During an interview with Sandvik's D&I manager (Rogström, 2014) it was clear to me that she shared my perception.

This supports Nishii and Rich's (2014) claim that 'in the field of diversity and inclusion [..] it is not uncommon to hear employees complain that management does not "walk the talk"' and that 'espoused practices do not necessarily translate into actual practices' (p. 338).

Furthermore, the 2014 SEmp survey results indicate that there were different perceptions of the level of inclusiveness within Sandvik. Management was notably more positive about the level of organisational inclusiveness than were all other organisational members. Roughly 60 per cent of all non-top management organisational members agreed that Sandvik was an inclusive organisation, while 85 per cent of the 12 top managers agreed that Sandvik was an inclusive organisation.

The D&I scholar Ferdman (2014, p. 18) argues that inclusion must exist on all organisational levels, geographically and hierarchically. Individuals must 'feel safe, trusted, accepted, respected, supported, valued, fulfilled, engaged, and authentic in their working environment'.

Therefore, reaching out to all Sandvik employees and, especially, middle management is of the utmost importance if Sandvik wants to turn its D&I strategy into sustainable action to build the platform for enhancing its inclusive organisational culture.

The resolution of this issue was indeed the topic of this research study. I intended to provide rich and thick (Creswell, 2007) descriptions and understanding of middle managers' and rank and file employees' views of experiencing a D&I implementation effort in a real-world setting.

This description and understanding would form the foundation for my recommendation aiming at being a catalyst for change with the goal of implementing a D&I strategy throughout a large, global corporation. It was my intention that this research study provide a bottom-up perspective on a top-down approach for policy implementation and change in a global setting.

I believe this research study contributes to scholar-practitioner knowledge, advances the field of D&I strategy in business organisations, suggests change within Sandvik, hopefully inspiring D&I initiatives in other organisations, and recommends areas for further scholar-practitioner research.

I explore the variety of ways that research participants view the top-down implementation effort of an organisational strategic initiative, namely D&I. Repeating from the introductory chapter, a number of D&I issues were uncovered during the literature review and guided the following research questions:

1. Is the Sandvik-provided D&I material useful for developing D&I awareness within the organisation?
2. Is the material valid globally throughout Sandvik?
3. How can the material best be used to provide support for change on the local level in different cultural settings?
4. Is something missing from the material?
5. How can Sandvik best spread the awareness of this strategic effort to rank and file employees and engage them in change toward a more inclusive organisational culture?
6. How can disadvantages, such as the risk of conflict, be handled?

3.2   Choosing Between a Quantitative and a Qualitative Research Methodology

Generally, quantitative or qualitative approaches are considered for research depending on the goal of the research. The goal of my research was to propose a practical approach to turn Sandvik's D&I strategy into action.

More specifically, this research examines how Sandvik's middle management and rank and file employees perceive the group D&I strategy and its organisation-wide global implementation. The 2014 SEmp survey results indicated a need for additional and deeper knowledge as to why top management and middle management or rank and file employees had different perceptions regarding the state of inclusion within Sandvik.

As part of the research objective, this research investigates which of the Sandvik D&I materials could be used for global D&I awareness-building and action initiation.

To accomplish the overall research objective, a research method with open questions that allow research participants to think about their responses was required. This way, underlying motivations and fears might be discovered and discussed. Furthermore, a method that can investigate respondents' views on the D&I material provided by Sandvik was required. For example, if anything was missing or too simplistic, too much or too complex, or if it was faulty in any other way. The selected research method must determine if the whole concept of D&I for business benefits is understandable and accepted.

Therefore, interviews with research participants and a review of the Sandvik D&I material seemed a reasonable way forward. Interviews can be anything from 'highly structured and guided by open-ended questions' to more 'conversational' exchanges (Ben-Eliyahu, 2014) often referred to as semi-structured. Although qualitative research is not suitable for generalisations, it can 'serve as a spring board for larger studies and deeper understanding that can inform theory, practice, and specific situations' (Ben-Eliyahu, 2014).

Easterby-Smith et al (2008) narrow down the difference between qualitative and quantitative research to 'the former involves collecting data that is mainly in the form of words' (p. 82) and that 'the latter involves data which is in the form of [..] numbers' (p. 83).

A quantitative research study using a survey is not well suited for achieving the objective of this research. First, this research study was meant to supplement the existing quantitative 2014 SEmp survey. This research study was not aimed at gathering more numbers. Furthermore, conducting another survey to understand issues from an earlier survey would have been an unconventional way forward. In addition, surveys and other quantitative research methods use a random selection of respondents, where the SEmp survey uses the entire population of Sandvik employees as the sample. This would be difficult to accomplish with yet another quantitative survey, since Sandvik employees with some degree of interest in turning a D&I strategy into action were required for this study. With a random sample of Sandvik employees, it would have been impossible to ensure that the participants possessed the needed selection criteria.

Finally, surveys using predefined questions or statements and, for example, a Likert-scale type response structure carry the risk of missing potentially important information that can

unexpectedly surface during face-to-face, in-depth interviews. Therefore, limiting data collection to pre-defined questions and a tight response-giving structure could threaten this important and unexpected information. 'Although qualitative research can be thought of as anecdotal, when pooled across a number of participants it provides a conceptual understanding and evidence that certain phenomena are occurring with particular groups or individuals' (Ben-Eliyahu, 2014).

Creswell (2007) argues that qualitative research originates in the researcher's worldview and aims at capturing how human beings view a social or human issue. He furthermore distinguishes between five main types of qualitative research:

1. Narratives
2. Phenomenology
3. Case studies
4. Ethnography
5. Grounded theory

3.3   Choosing Between the Case Study Method and a Phenomenology

Based on recommendations made by Creswell (2007) the two qualitative research methods that would mostly cater for the needs of this research study were the Case Study method and the Phenomenology.

The narrative approach was dismissed as its main goal is to present a story told by an individual. This was not the case in my research study as it involved 18 research participants, written and audio-visual documents, and an observation.

Furthermore, the grounded theory approach was likewise dismissed, as grounded theory is mainly concerned with creating new theory through analysis of field data collected. Although my research does indeed analyse data collected in a field setting, the primary focus is not to create new theory but rather to understand how research participants view a specific organisational strategy implementation effort. There is plenty of theory in the extant diversity and inclusion literature including a lot of practitioner recommendations on how to implement a D&I strategy. My research juxtaposed its findings to extant literature to attempt an analytic generalisation (Yin, 2003). This does not happen in grounded theory as it is concerned with creating new theory, not comparing to existing theory.

Finally, the ethnography as research method was also discarded as it is mainly designed to explore and describe the culture of a specific group of people. It does not aim to change the culture explored. This is not the case for my research study, as it aims at understanding how research participants view an organisational implementation attempt. My research goal was to propose a practical approach to turn Sandvik's D&I strategy into action which is indeed a major change in the organisational culture. It should not only affect but also improve workplace-based practice.

Both the case study approach and the phenomenological approach allow me, as an insider action researcher, to partake in the research much more than, for instance, a grounded theory approach would have. As an insider action researcher, I wanted to interact with my fellow organisational members.

Patton (2002) argues that both the case study method as well as the phenomenological method allows the researcher direct and close contact with the research participants as well as the issue under investigation. Furthermore, he argues that the workplace-based researcher's personal experiences and insider knowledge form an important part of the research study. Being able to be familiar with the detailed data allows the insider researcher to discover patterns and interrelationships between themes. An insider researcher normally understands the complex interrelationships that cannot be simplified into a few independent variables or any cause-and-effect connections.

Phenomenology primarily uses interviews for data gathering and the researcher must then distil the essence of an experience out of interview transcripts. Case studies, on the other hand, use a multitude of data sources and are not concentrated on in-depth interviews to the extent that phenomenology is.

According to Patton (2002), case studies basically depend on three kinds of data collection:

1. In-depth, open-ended interviews
2. direct observations
3. written documents

Creswell (2009, p. 190) agrees but adds a fourth data collection method, namely audio-visual material.

In consequence and considering the importance for my research study to investigate research participants' views on the D&I material provided by Sandvik in the form of short videos, a written business case, and suggested discussion topics and questions, I chose the case study research method as the most appropriate for this D&I research study.

Further helping me decide was Yin's (2003) argument that case studies, although not suitable for generalisations beyond the studied case, can prove useful for what he calls analytic generalisations: research findings compared to themes and trends in current literature concerning D&I implementation. This corresponds well with my wish to link the literature to my research findings. Here, a case study provides better possibilities than a phenomenological method (Creswell, 2007; Yin, 2003). Eisenhardt (1989) agrees with Yin (2003) and Creswell (2007) when regarding when and how case studies can be used for generalisations. She suggests that the 'essential feature of theory building is [..] comparison of the emergent concepts [..] with the extant literature' (p. 544) and in doing so internal validity and generalizability is enhanced.

Furthermore, other authors emphasise certain aspects where case studies offer advantages over other qualitative research methods. As an example, Ivancevich and Gilbert (2000) argue that a 'detailed case study [..] could uncover rare, remarkable, or atypical insights; confirm

logically formed theories of how diversity management effectiveness evolves in a natural setting; and establish a pool of knowledge to be used for some future course of practitioner action' (p. 86).

Creswell (2007) argues that specifically what he calls a 'advocacy/participatory' case study focus should be that the researcher gives research participants a voice and suggests 'an action agenda for reform that may change the lives of the participants [and/or] the institutions in which they live and work' to 'create a [..] discussion so that change will occur' (p. 21). This was the precise objective of my research.

In conclusion, it is worth remembering Eysenck's (1976, p. 9, in Flyvbjerg, 2006, p. 7) rationale for using a case study: Case studies 'look carefully at individual cases – not in the hope of proving anything, but rather in the hope of learning something'. This is in itself a compelling justification for using this research methodology.

3.4   Drawbacks when Using a Case Study Method

Apart from the fact that any choice of research method involves some degree of trade-off between advantages and disadvantages as compared to other research methods, this part of my research report highlights some of the main drawbacks of using the case study method and how I chose to mitigate these drawbacks.

The drawbacks of using the case study research method include that we cannot generalise any cause and effect relationship from case studies apart from what Yin (2003) calls analytical generalisations (see above under 3.3). But the ability to generalise was never a priority for my research study. Much more of a priority was to gain an understanding of the participants' experiences with implementing a D&I strategy within a specific organisation.

Bogdan and Biklen (1998) explain that qualitative research, and especially data collection, can be rather time-consuming and there are often issues with the sorting and reducing of the data collected. Obviously, it is very difficult to study a large population. I have tried to mitigate these problematic issues by strictly following the standardised case study method as recommended by Yin (2003). Eisenhardt suggests that case study researchers should be aware of when to 'stop iterating between theory and data' which, according to her, would be at the point where 'incremental learning is minimal' and that case study researchers must include 'pragmatic considerations such as time and money' (p. 545). In clustering my collected data first into 69 categories under four major themes and afterwards - through an iterative process – coming up with a workable number of sub-categories to guide my data analysis responded to these authors' words of warning.

Qualitative research methods do not yield the same type of validations that quantitative ones do. Creswell (2009) argues the necessity of effective and consistent coding systems to achieve the needed reliability during and after the analysis of the collected data. My approach to clustering data collected allows readers of this report to understand how I came up with my conclusions. Creswell mentions several ways to achieve reliability in qualitative research, for instance, through researcher bias clarifications, triangulation, allowing for sufficient time in

the field, member checking, context descriptions, and the presenting of opposing views. I argue that I have followed his advice. This will describe in more detail throughout this report. For instance, following Creswell (2004, 2009), I have made a conscious effort to identify my bias as related both to the topic of my research as well as to the research participants. In addition, I took a few steps back at different points in time to reflect upon how my bias affected the way I interpreted and analysed the data that I had collected.

Creswell further argues that case study research - as all other qualitative research - in the human and social settings have no firm guidelines or specific procedures. It changes and evolves and the case study researcher must be able to handle this and integrate it into his/her research. Report-writing becomes complex and difficult but the researcher must anyway do his/her utmost to convey to the reader how the handling of the constant change was done in order to help these readers understand and judge the completed study report. I have made a conscious effort to relay as openly as possible all twists and turns that I encountered during my research. I have juxtaposed differing perspectives and used many quotes either verbatim or translated providing original language verbatim quotes in an appendix in order not to discourage readers by making the thesis too long and cumbersome.

I used semi-structured interview questions in an effort to make my interviews efficient whilst simultaneously not unduly restrict the voice of the research participants. Therefore, I argue that the use of time was efficient but not to the detriment of allowing research participants to express themselves the way they wanted. I further argue that the two rounds of member checking confirm that research participants were at ease with me in the interview situation as well as with the themes emerging from the transcribed interviews. The final comparison (what Yin, 2003, calls analytic generalisation) of these themes with the extant literature showed no big surprises. Erickson (1986) reminds us, however, that it is the reader of the research study report who decides what, if anything, is applicable in his/her situation; it is not up to me as the researcher to presume to know whether the reader can or cannot use my findings and apply them in their organizations.

Finally, Stake (2005) lists five decision-points as guidance for the case study researcher:

"1. How much to make the report a story,
2. how much to compare with other cases,
3. how much to formalise generalizations or leave such generalising to readers,
4. how much description of the research to include in the report,
5. whether and how much to protect anonymity."

As I am not a story-teller, I resisted the attempt to make this report a story. Neither did I compare with other cases. The only case study reports reviewed pertain to other organisations' implementing strategic decisions that were either not related to diversity and inclusion strategies or not peer-reviewed case study reports. Apart from Yin's (2003) analytic generalization (i.e. comparing research findings to extant literature), I did not attempt any generalizations.

However, I have included enough pertinent information about myself as the insider researcher and scholar-practitioner to allow readers to judge whether my bias and presumptions may have affected my data collection and analysis.

From the onset of this research study, it was my intention to fully protect the anonymity of research participants (see below under 3.8). The anonymity of the organisation in which I performed my research study was not considered important, as I have been granted written permission to use company documents as is (see below under 3.5)

3.5   Ethical Considerations

Organisational research approval, access to sites, and access to research participants was provided, in writing, on 9 July 2014 by the then CEO of Sandvik, Mr Olof Faxander. No limitations on using Sandvik logos or the Sandvik company name were required. However, Mr Faxander explicitly requested that the anonymity of the research participants be upheld throughout the research phase and in the thesis. Access to documents and other materials was given through access to the Sandvik Intranet. My first organisational sponsor, Ms Anna Hedebrant, provided me with written permission to use the Sandvik-branded D&I material and to present it as appendices in this thesis despite it being marked 'for internal use only'. My second organisational sponsor, Ms Malin Rogström, provided me with written permission to use the results from the 2014 SEmp survey. Finally, ethical approval was given by the University of Liverpool on 22 September 2014.

My assumption were that there was no negative researcher relationship and power issues affecting this research study. To confirm this, I conducted two rounds of member checking that involved sending the interview transcripts and the synopsis of the common themes that emerged from the interviews to the research participants. Although I did not specifically ask the research participants if they felt insecure or threatened by me in my role as a researcher or by me in my leadership capacity at Sandvik, both rounds of member checking gave no indication that participants felt uneasy in their relationship to me. They all confirmed orally during or after the interviews and/or in writing during the member checking that they enjoyed the D&I discussion experience. This reciprocity is an important aspect of ethical considerations when doing insider action research. Research participants should feel that they receive something useful and valuable in return for their participation in a research study (Creswell, 2007).

Based on the Research Participant Information Sheet (Appendix A) and the Research Participant Consent Form (Appendix B), potential research participants knew what to expect before they agreed to participate. The two documents also clearly informed potential research participants that their participation was voluntary, that they could withdraw from the research study at any time during the research phase, and that anonymity and confidentiality would be guaranteed. The consent form also asked for participants to approve the use of audio-recording devices during the interviews.

The rigour of the data collection and analysing techniques provides the platform for the validity and reliability of the case study. In quantitative research, statistical methods provide these measures and depend on the exact research method used. However, statistical methods cannot be used in a case study or in any other qualitative research methodology. Even though qualitative research methods do not provide statistically robust research findings, this was not a priority of this research. Presumptions and biases that could potentially influence my ability to present truthfully and correctly interpret the experiences of the research participants had to be limited. To achieve this, I employed skilful interviewing techniques, avoided leading questions, bracketed my biases and presumptions, and disregarded the conclusions from my literature review during the interviews to the fullest extent possible.

Member checking ensured that I correctly transcribed and interpreted the participants' views on the different D&I aspects. As a novice case study researcher, I followed Yin's (2003) advice, as it gives a detailed guide for how to conduct a rigorous and reliable case study.

Finally, I published the following statements using Creswell's (2007) recommendations on disclosing the philosophical assumptions underlying researcher identity:

- From an ontological point-of-view, reality is in the eyes of the beholder. For this case study, the research participants created the reality and there is no definite reality 'out there' (p. 248). Reality emerges from the verbatim quotes and perspectives given by the research participants.
- From an epistemological point-of-view, I prefer researching 'in the "field", where the participants live and work' (p. 18). It is my role, as an insider researcher and scholar-practitioner, to interpret what the research participants say about the research study issues while bracketing my prior knowledge, biases, and presumptions. Therefore:
- From an axiological point-of-view, I must be aware of how biases and presumptions influence my values which I can bring into the research study through my educational history, experience, culture, emotions, and ethics.
- From a rhetorical point-of-view, I prefer informal and persuasive writing, using the pronoun 'I' instead of the noun 'the researcher' to help the reader experience 'being there' (p. 46) throughout the research report.
- From a methodological point-of-view, I have a clear preference for inductive research where I am close to the research participants and the action, letting the data collection inform my knowledge through a sense-making process taking me from particular issues to more general patterns and themes. During the research process, I was centre-stage and my 'interpretation "plays a major role"' (p. 232) although mediated through two rounds of member checking to ensure that my research findings are in line with the research participants' input.
- Emancipatory research aiming at organisational action change and empowering organisational members is close to my heart and a core tenet of extant D&I theory and practice.

3.6   Sampling and Selecting

Patton (2002) describes purposeful sampling as selecting respondents because they are "information rich" and illuminative, that is, they offer useful manifestations of the phenomenon of interest. The selection is small and not random. The selection may or may not be representative of the larger population.

I selected a convenience sample of nine Sandvik employees whom I knew personally. This was a purposive sampling method based on my judgement of their suitability to conduct D&I discussions and their willingness to take interest in my research study. The disadvantage of this sampling method could be that my presumptions or biases may negatively impact the selection. However, I consider this sampling method the most appropriate for my intended type of case study. Specifically, I did not need to control the research participants, but I did need to feel comfortable that they would provide their views on how to turn a D&I strategy into workplace-based action change. Also, I needed to feel comfortable that the research participants would go through the D&I material in order to give me their feed-back on its usability to turn the strategy into action.

Discussion leaders were mostly middle managers within Sandvik and they have all had some exposure to Sandvik's D&I strategy. This kind of sampling is a subgroup within the purposive sampling method called criteria sampling (Creswell, 2007, p. 126).

3.7   Recruitment and Participant Instructions

Out of the nine people initially contacted (via encrypted e-mail), two declined to participate, citing time constraints, but they specifically mentioned that they would have been interested had they had more time. These two were replaced by two others whom I also know personally. The final nine research participants were middle managers or HR experts within the organization and were assigned a discussion leader or mentoring role due to their seniority. They had assumed previous partial exposure and knowledge of Sandvik's D&I strategy and programme.

Each discussion leader was then asked to find a discussion partner who was a Sandvik employee and not in a management or formal leadership position. The discussion leaders were further asked to ensure that the discussion partner was as diverse from themselves as practically possible, not only based on gender, age, or nationality, but also personality and way-of-thinking. This procedure is what Creswell (2007) calls 'maximum variation sampling' (p. 126).

The 18 research participants were asked to use D&I material from the Sandvik Intranet in three to five face-to-face dialogue discussions. The material was split into several D&I related topics and the discussions each hinged on six short videos as discussion starters. The videos were part of the Sandvik D&I material as presented on the Intranet. The sessions were held at roughly three week intervals to avoid overloading the research participants or taking too much time away from their daily tasks.

Documents, such as Sandvik's Business Case for Diversity & Inclusion (appendix D), were also used in the sessions as a base for the discussions. The participants were asked to keep journals, noting ideas stemming from the discussions and other reflections before, during, and after the discussions.

For convenience, I downloaded the videos and discussion material (in English) from Sandvik's Intranet onto USB sticks and sent identical material by mail or courier to the nine discussion leaders. They were also made aware of where the material was located on the Sandvik Intranet should the need arise to access it directly. All research participants either spoke English as their native language or proficiently enough to understand the material.

3.8   Research Participant Backgrounds

This subchapter presents a brief summary of the participants' backgrounds. It is brief to balance providing sufficient information to judge the quality of this research with maintaining participant anonymity and confidentiality. Each participant was given a pseudonym, and their real names are known only to me. I decided on pseudonyms rather than 'Participant 1', 'Participant 2', etc. as I could better visualise each participant when using a pseudonym.

The participants were a diverse group of Sandvik employees with different genders, ages, nationalities, corporate functions (marketing, sales, production, finance, human resources), and organisational seniority ranging from being relatively newly employed to being with the company for over twenty years.

Due to the topic of my doctoral thesis, it was important to have diverse research participants to capture differences in opinions between age groups, gender, nationalities, organisational seniority, and functions within Sandvik.

The research participants were as follows:

Peter is a man originally from South America, now living in South East Asia, who also has experience in northern Europe. I do not know Peter's age, but he works in sales and has been with the organisation for more than ten years.

Lukas is a man who is over 50 years old who lives and works in South East Asia. He works in Information Technology and joined Sandvik well over ten years ago from a computer software company. Lukas has extensive knowledge of Sandvik, having worked in different business areas and travelled for business.

Steven is a roughly 30-year old man originally from the Indian subcontinent who now lives in the Middle East. He works in accounting and has been with the company for approximately four years.

Penelope is a 30-year old woman who works in HR. She has lived in the Middle East for all her life but her parents are of South Asian origin. Penelope has worked for Sandvik for approximately six years.

Susan is around 30-years old. She lives and works in India. She works in controlling and has been with the company for at least five years.

Bill works in technical service, such that he visits customers and is seldom in the office. He is approximately 35 years old and of Indian origin. He has been with Sandvik for approximately five years.

Tim grew up in Central Europe and is around 30 years old. He works in HR in the country where he was born and raised. Tim has been with Sandvik for approximately five years.

Melanie is relatively new to the Sandvik organisation. She joined the company straight out of university approximately two years ago. She lives in Central Europe and works as a controller at Sandvik. She is around 25 years old.

Anne is roughly 30 years old and lives and works in Central Europe. She has been with Sandvik for at least five years and works in communications.

Doris is roughly 25 years old and lives and works in Central Europe. She joined Sandvik approximately three years ago and her work tasks include project management.

Helen lives and works in Western Europe. She is approximately 40 years old and has been with Sandvik for at least ten years. Helen works in HR.

Paige has been with Sandvik for approximately three years. She is roughly 25 years old and works in administration. She lives and works in Western Europe.

Betty is roughly 35 years old from Western Europe. She has been with Sandvik for at least ten years and currently works as a controller.

Daniela is approximately 40 years old and works in a production unit in Western Europe. She has been with the Sandvik organisation for over 20 years.

Daniel lives and works in Northern Europe. He is roughly 30 years old and has been with Sandvik for approximately five years. He works in a production facility where he is responsible for sales support.

Patrick works in a production entity in Northern Europe. He is roughly 25 years old and has been with Sandvik for approximately four years.

David is from the United States and is newly employed at Sandvik. David is roughly 25 years old and works in sales support.

Ethan is 45 years old and originally from Northern Europe. He works in finance in North America. He has been with Sandvik for roughly 15 years.

The nine discussion pairs were located at Sandvik sites in the United States, Europe (England, France, Germany, and Austria), the Middle East (United Arab Emirates), India, and Singapore. For this research study, I visited eight of the research sites personally. I had previously visited the remaining site several times before the research study and knew it to

have excellent audio-visual equipment and state-of-the-art conference rooms, ensuring a superb discussion atmosphere during the dialogues and subsequent interviews.

Pseudonym	Gender	Nationality	Position	Seniority	Age
Peter	Male	South American	Sales	10+	Unknown
Lukas	Male	Southeast Asian	IT	10+	50
Steven	Male	Indian subcontinent	Accounting	4	30
Penelope	Female	Indian / Middle East	HR	6	30
Susan	Female	Indian subcontinent	Controlling	5+	30
Bill	Male	Indian subcontinent	Technician	5	30
Tim	Male	Central European	HR	5	30
Melanie	Female	Central European	Controlling	2	25
Anne	Female	Central European	Communications	5	30
Doris	Female	Central European	Project manager	3	25
Helen	Female	West European	HR	10+	40
Paige	Female	West European	Administration	3	25
Betty	Female	West European	Controlling	10+	35
Daniela	Female	West European	Production	20+	40
Daniel	Male	North European	Sales	5	30
Patrick	Male	North European	Production	4	25
David	Male	North American	Sales	1	25
Ethan	Male	North European	Controlling	15	45

Table 2 – Research Participant Demographics

3.9   Interview Process

Creswell (2007, p. 133) suggests several practical interviewing techniques. For instance, he suggests that researchers 'design and use an interview protocol' where the 'central questions' can be narrowed down to more specific questions and to also pilot test the interview structure on a few interviewees. Creswell, similar to Easterby-Smith et al, advise against influencing the respondent too much and to merely 'offer few questions and advice' (p. 134).

Easterby-Smith et al (2008, pp. 144-150) give insight into what insider action researchers must consider when collecting data through in-depth interviews. The researcher must decide how much structure to apply to the interview situation. If too structured, an in-depth interview might not be valuable and a survey might collect the data needed more efficiently. Semi-structured and unstructured interviews are more suitable for in-depth face-to-face interviews.

Researcher interview skills are essential to make the interviewee feel comfortable providing their opinions and feelings. Researchers should be not only able to understand the views of

the interviewee, but also able to help them understand their feelings. This can be done through a technique called probing and laddering.

According to Easterby-Smith et al (2008, p. 148), probing is the use of questions, statements, or simple silence to help the interviewee further explore their opinions. Examples include asking the respondent 'what did you mean by that', 'what happened then', or 'have you tried'. Laddering is a similar concept that helps the respondent not only respond to interview questions, but also reveal their values. Often this is achieved by the researcher asking 'why' questions or asking for examples and illustrations.

Another area that must be thoroughly checked is interviewer or researcher bias. It is crucial that such bias is put aside to not unduly affect any discussion situation or data collection process. Researchers can influence the interview and the data collection process both directly through the way questions are asked and indirectly in the way responses are interpreted.

My interviews, therefore, were semi-structured, open-ended, and face-to-face with 16 people and used Go-To-Meeting with two people. Go-To-Meeting is a Web conferencing software. I have known one of the people interviewed over the Web for 14 years and felt confident it would go well. I was more worried about the Web interview with the second person, whom I had never met. As a general rule, I very much prefer face-to-face meetings and the opportunities those include, such as establishing personal rapport through physical proximity and eye contact. However, my fears were not substantiated and the Web interview was, according to both of us, excellent. The interviewee and I felt very comfortable talking to each other over the Web and interesting data emerged from that dialogue.

All 18 interviews were audio-recorded, transcribed, and the transcripts were sent to each participant for member checking (Yin, 2003). Follow-up questions were asked via e-mail or telephone (without transcription; only notes). In two instances, I conducted face-to-face follow-up interviews (without transcription; only notes) with the discussion leaders and their discussion partners together.

My interviews were conducted as what Yin (2003) calls 'guided conversations' (p. 89). The median interview length was 45 minutes, with the shortest being 18 minutes and the longest being 59 minutes. I gave the research participants no forewarning of the interview questions. The interviews were rather unstructured to avoid limiting responses.

I offered to conduct the interviews in each research participant's language of choice. As I speak multiple languages, only one translator was engaged as the participant understood written and spoken English but felt more comfortable expressing himself in his language. Furthermore, I have lived in 11 different countries and been exposed to various global and local cultural values. I am confident that I was able to interview the research participants with respect for and an understanding of their worldviews and perspectives.

I used two taping devices (Sony and Phillips) to allow both me and the interviewee to concentrate fully on the interview rather than on note-taking.

Before beginning each interview, I re-confirmed the willingness of each research participant to have the interview audio-recorded. All interviewees specifically, both orally and in writing,

agreed to the recording of the interviews. A Philips transcription software was used for easier transcribing using headphones and foot pedals. The interview transcriptions cover well over 100,000 words.

During the interviews, I used prompting, asking for examples, and clarification techniques to ensure that all critical elements were accurately understood and captured. Each interview started with my repeating the research purpose and the purpose of my visit. In addition, I provided a summary of the informed consent letter that was earlier presented and signed. Finally, as an introduction, I briefly discussed the topic of reciprocity and that it was my hope that participating in my research study would prove useful for the research participants.

As the researcher, I made a conscious attempt to avoid dominating the interview or asking leading questions. I offered few questions and little advice, and rather attempted to listen carefully and maintain eye contact (Creswell, 2007). I made a serious attempt to park my presumptions and biases so the interview would not serve me as the researcher or contain hidden agendas (Kvale, 2006, in Creswell, 2007, p. 140).

During the interviews, I attempted to transition from broad to specific topics, starting by asking the interviewees about their general experience of the D&I discussions with their discussion partner and the Sandvik material provided. I used the laddering technique as suggested by Easterby-Smith et al (2008) and asked many 'why' questions.

I made few notes during the interviews. Instead, I made notes immediately following the interviews to capture any thoughts that were not included in the discussions.

According to Yin (2003), to increase 'the reliability of case study research' (p. 67), a case study protocol should be prepared that outlines the steps of the case study research, the intended audience, and the format of the research report. The protocol should preferably be reviewed by peers and research participants.

I had my initial protocol suggestion reviewed by a scholar-practitioner peer, one of my fellow doctoral students. In addition, the Research Participant Information Sheet (Appendix A) outlined the case study research approach and was validated through the participants agreeing to take part in the research study.

To help maintain the research study focus and prevent interviews from being too time-consuming, my line of inquiry, both mental and verbal (Yin, 2003, p. 75), was outlined in the interview protocol. Table 3 provides a brief overview of the questions included in this interview protocol (see also Appendix C).

Introductory question	General feeling?
Questions relating to Sandvik's D&I strategy and its implementation	Content of sessions and Sandvik material?
	Does the Sandvik material cover all D&I aspects important to you?
	What could be missing?
	Collaboration with discussion partner? Authenticity, openness, learning from each other?
	Dialogue effectiveness for awareness-building and action change planning?
	Global validity of Sandvik material?
	Usefulness of Sandvik material?
	D&I advantages vs. disadvantages?
	Diversity vs. conflict? Possibility? Mitigation options?
	Diversity vs. inclusion? Does one work without the other?
	Fairness and equal opportunity aspect vs. business case for organisational performance?
	How to bring about organisational change?
	The need to involve all organisational members?
Concluding questions	Suggestions based on notes taken during dialogue sessions?
	Anything to else add?

Table 3 – Interview Questions

3.10   Data Collection

The main data collection was conducted through the interviews as described above. As the sole researcher, I personally collected all the data.

In addition, I performed a document review of the Sandvik D&I material used within the group and one participant observations. All confidential data collected were stored on a USB-stick kept in the safe of my personal home. This data will be stored according to the University of Liverpool retention guidelines. As mentioned earlier, I am the sole person who knows the identity of individual research participants.

Other data collection efforts included documents in the form of the videos that Sandvik provides on the Intranet that were used as discussion starters. In addition, certain relevant written Sandvik documents, such as the business case document used during the discussion sessions, were also collected during this phase of my research.

Finally, and for triangulation purposes (Flyvbjerg, 2006; Creswell, 2007; Yin, 2003), I included participant observation as a data collection method. I assumed that I could collect non-verbal behaviour and participant interaction through this method before I conducted the interviews. However, I only performed one observation before the interviewing activity. My perception was that my presence made the research participants somewhat uncomfortable in that they felt a need to 'perform' in a certain way, as if they were being 'examined'. Instead, I asked participants during the interviews how they experienced the items such as the physical setting, the audio-visual equipment, and the time factor influence.

After the interviews, the observation, and the document review, I began the data analysis phase of this research study.

3.11   Data Analysis

The first step of the data analysis was the transcription of the 18 interviews. I transcribed all 18 interviews myself; I did not use an external transcription service, as I wanted to stay in full control of the data throughout the analysis phase of my research study.

When the transcription process was complete, each transcript was sent to the respective research participants for the first round of member checking (Yin, 2003).

Once I received confirmation that the transcript of each interview was accepted by each research participant as a true rendering of what they said during the interview, I printed hard copies of the transcripts.

Then, I used an iterative process to distil the common themes that emerged through these interviews. Using different colour pens, I highlighted words and statements throughout the 18 interview transcripts that appeared to correspond. Upon saturation, whereby I felt that no more discussion topics could be extracted from the interviews, I put all categories into Microsoft Visio, a software generally used for flow descriptions and organisation charts but that also contains a useful mind-mapping functionality. Selecting the highlighted statements or words from the 18 interview transcripts gave me 69 categories of different thoughts considered during the discussions and in the documents reviewed and presented in Chapter 4.

By doing this process manually rather than using a computer software programme such as Atlas.ti, I was able to become intimately familiar with each interview transcript. Furthermore, no data software tools were used due to interviews taking place in four different languages. I also found it rather time-consuming to learn how to use such software, even if it could have handled four different languages simultaneously.

As their main disadvantage, Creswell argues that computer software might 'put a machine between the researcher and the actual data' (p. 165). The advantage of software to create 'data displays – flowcharts [...]' (Yin, 2003, p. 111) was partly achieved by using a Microsoft Visio brainstorming map. I also deliberately avoided another advantage mentioned by Yin, namely 'tabulating the frequency of different events' (p. 111) to keep the research study purely qualitative and prevent venturing into quantitative numbers, frequencies, or percentages.

Once captured in the brainstorming map, I began to group the categories into clusters of themes. The themes were intended to group the categories established from the highlighted words and phrases in the transcripts into a few areas of interest to my D&I research study. The result of this iterative process is the topic of Chapter 4.

Theme Interpretation

Information Accuracy Validation (member checking)

Code Generation (data reduction and clustering)

Information Accuracy Validation (member checking)

Initial Transcript Reading

Interview Transcription

Raw Data Collection (interviews)
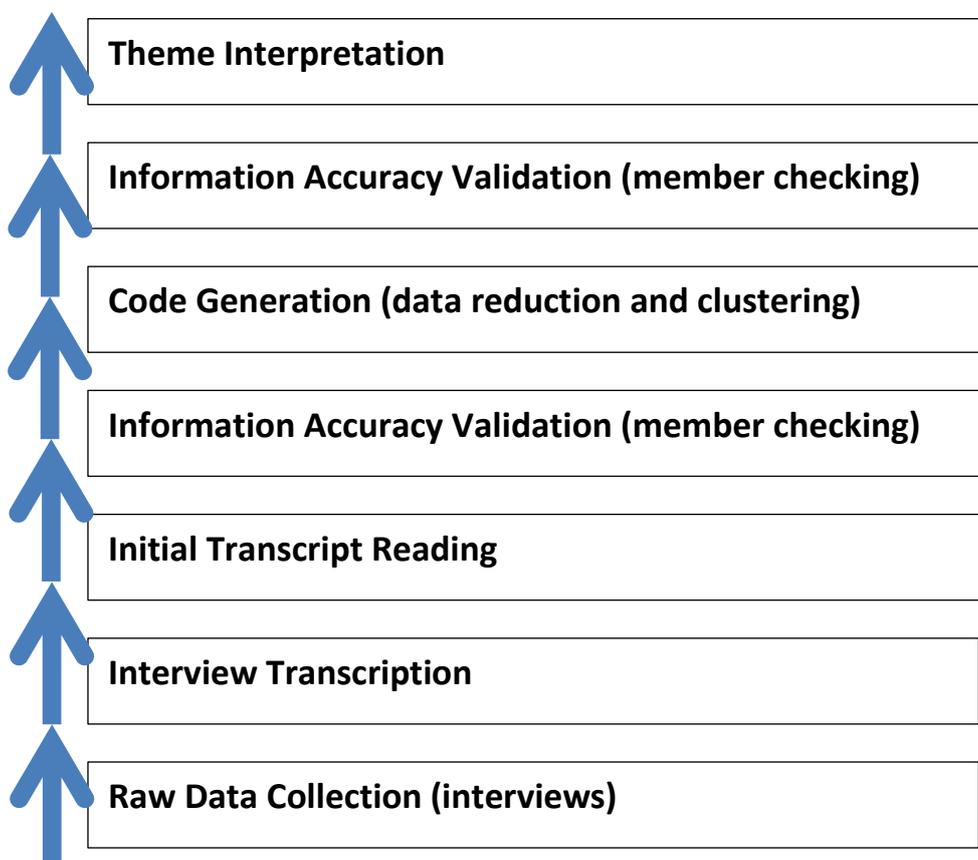
Figure 2 – Simplified Data Analysis Model (Adapted after Creswell, 2009, p. 185)

3.12   Action Research Aspects on Choosing a Research Methodology

One definition of action research is that "the researcher takes on a project, or intervention, with the dual purposes of solving an identified problem and generating new, actionable knowledge" (University of Liverpool, 2010).

As the principal (and only) researcher I was "fully engaged" with Sandvik and that helped me to closely examine this organization (University of Liverpool, 2010).

Choosing the case study methodology including performing interviews, documents reviews, and a participant observation enabled me to fulfill the tenets of action research as described above. Only in using a qualitative research methodology would I be allowed to "fully engage" with my organization.

The use of action research in combination with the Case Study methodology that allowed a "rich and thick" description of the problem to be solved, was a necessity for my reflection as described in Chapter 6. Using a quantitative research methodology or any other qualitative research methodology than the Case Study one would have inhibited or at least made this reflection much more difficult.

3.13   Summary

The case study methodology best suited the aim of my research study. It allowed for different data collection methods and gave me the opportunity to understand and describe in a 'rich and thick' (Creswell, 2007) manner how a diverse sample of Sandvik employees experienced the Sandvik D&I strategy initiative, the material provided, and their role within the implementation process (i.e. the turning of the strategy into organisation-wide action). Selecting a research methodology that gave me the best opportunity to understand these issues provided the platform for the final part of my research study, namely to recommend a systematic implementation approach. Figure 3 shows a schematic overview of the steps of my research.
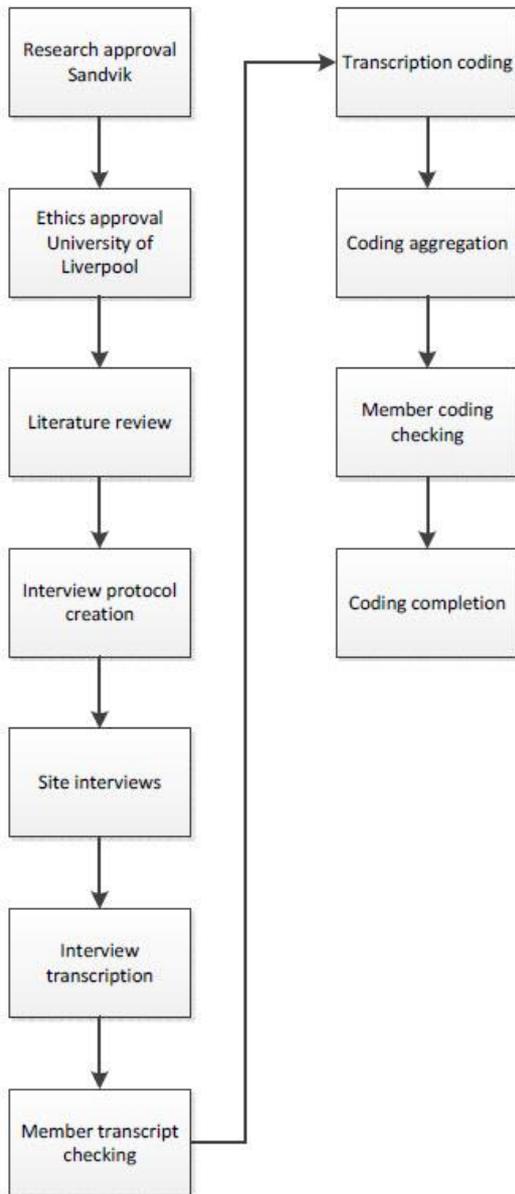
Figure 3 – Research Steps Towards Forming the Major Themes of Interest to the D&I Study

4   **Research Findings**

Employing qualitative research following a quantitative study is quite common within social research (Creswell, 2007). Often, quantitative research measures how certain things are and qualitative research provides an understanding of why. According to Creswell, a case study approach to a business issue should be employed if the research objective is to gain a deep understanding and a 'rich and thick' description.

My research findings offer scholars and practitioners internal and external to Sandvik the opportunity to understand how an organisation might struggle with turning strategy into action and, through my recommendation as presented in Chapter 5, a method to mitigate this struggle and instead achieve the aimed for change.

As described in Chapter 3, I organised my findings into what turned out to be four major themes. This was based on words and phrases (categories) emerging from interview transcripts and documents:

1. Need for D&I
2. Effective Awareness-building
3. Effective Implementation
4. Effective Conflict-handling

In the end, I grouped has used 64 categories to create the four major themes. There were five categories that I considered important (as several research participants, independent of each other, had mentioned them) but which I could not fit into any of the four major themes. These were:

1. Exclusion of handicapped people
2. D&I discussion in ONE SGL (Sandvik's main leadership development programme)
3. Adding of cultural / nationality diversity into ONE SGL
4. Involvement of the community outside the Sandvik organisation
5. Sandvik employees represent the company at customer sites

When I had a picture that I was reasonably satisfied with, I sent the 64 (+ 5) categories which I had by then re-grouped into four major themes (apart from the aforementioned five categories) to the 18 research participants for a second round of member checking using encrypted e-mail and asked for their feed-back. A few gave feed-back, but most simply confirmed that they agreed with the themes that emerged through my data analysis.

Figures 4a through 4e show the 64 words / phrases (the categories) collected from the interview transcripts and how I grouped them into the four major themes. This is the final state after the second round of member checking with adjustments based on the participants' feedback.
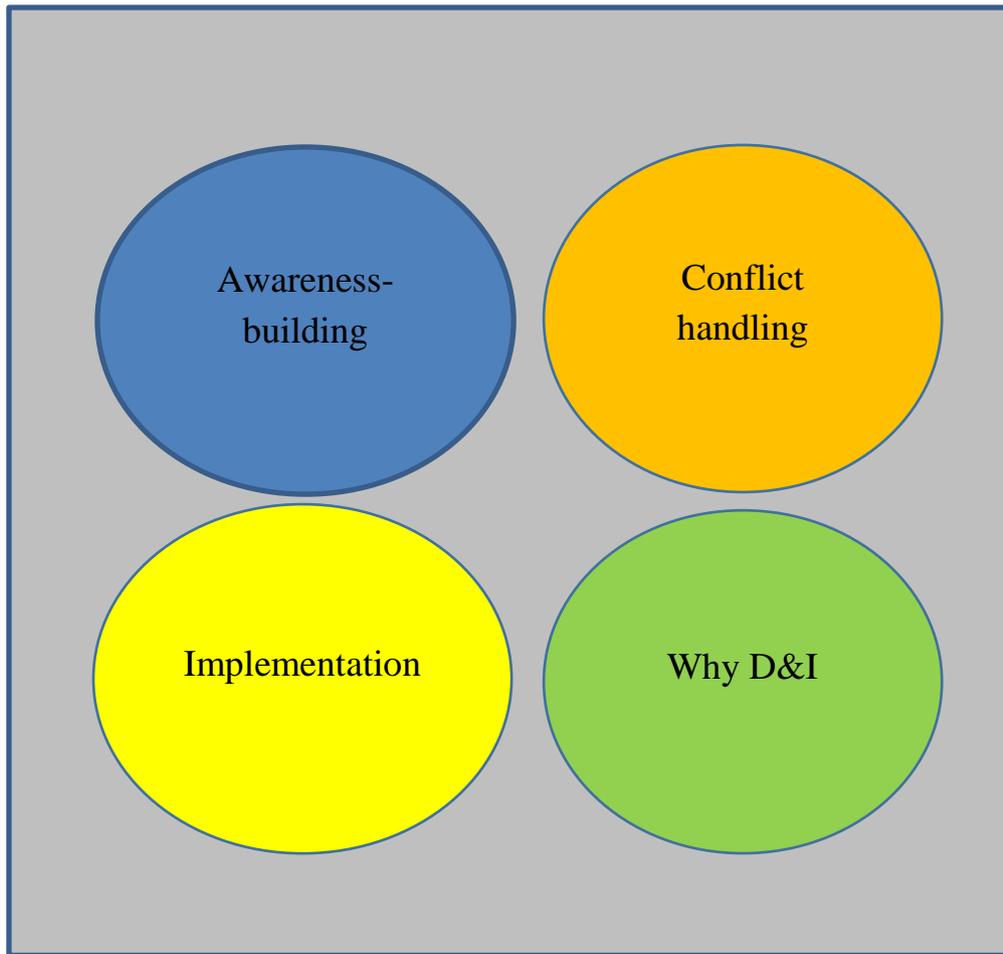
Figure 4a – Major Themes

Awareness-building

1. Not a Sandvik invention
2. D&I self-evident
3. Media D&I debate
4. Already more D&I in Sandvik than five or ten years ago
5. SEmp results show need for improvement
6. New impulses
7. Break from day-to-day activities
8. Participation in research study in itself inclusion and appreciation
9. Pride to participate
10. Time to reflect
11. Easy to understand materials
12. Videos as thought-provokers
13. Personal touch
14. Discussion topic repeat in later sessions
15. Fewer sessions
16. Bigger (diverse) discussion groups

Figure 4b – Awareness-Building Categories

Conflict Handling

17. Conflict handling as leadership skill
18. Giving effective feed-back
19. Factual issues vs emotions
20. Team building
21. Knowing team participants' personalities
22. Team rules
23. Establish common ground
24. Respect
25. Professionalism
26. Pro-actively discuss future problem solutions
27. Put bias and prejudice aside / open mind
28. Need for facilitator
29. Keep goal in mind
30. 80/20 rule when time constraints

Figure 4c – Conflict-Handling Categories

Implementation
31. Awareness-building, yes! But what comes next?
32. Embed into organisational culture
33. Middle manager focus
34. Walk the talk
35. Long-term
36. Step-by-step
37. Habit-forming
38. Recruitment tools – good or bad
39. Recruitment for diversity – or – affirmative action
40. Positive discrimination
41. Gender focus vs overall focus
42. Need for social equality
43. Social culture vs local/individual culture
44. Globalisation forces D&I
45. What does D&I mean to me / in my country?
46. Fair play vs D&I organisational culture
47. Onboarding
48. Top management understanding of rank & file employee views and ideas
49. Publish success stories
50. Individual action plan
51. What can I do?
52. Incentives
53. Key Performance Indicators
54. Time-consuming
55. Project overload
56. D&I seen as a separate light-house project

Figure 4d – Implementation Categories

Why D&I

57. Company policy
58. Guideline/framework
59. Organisational performance
60. Understand vs accept
61. Resistance from current in-group
62. Need for business case
63. Invest money
64. Better problem-solving skills with diverse teams
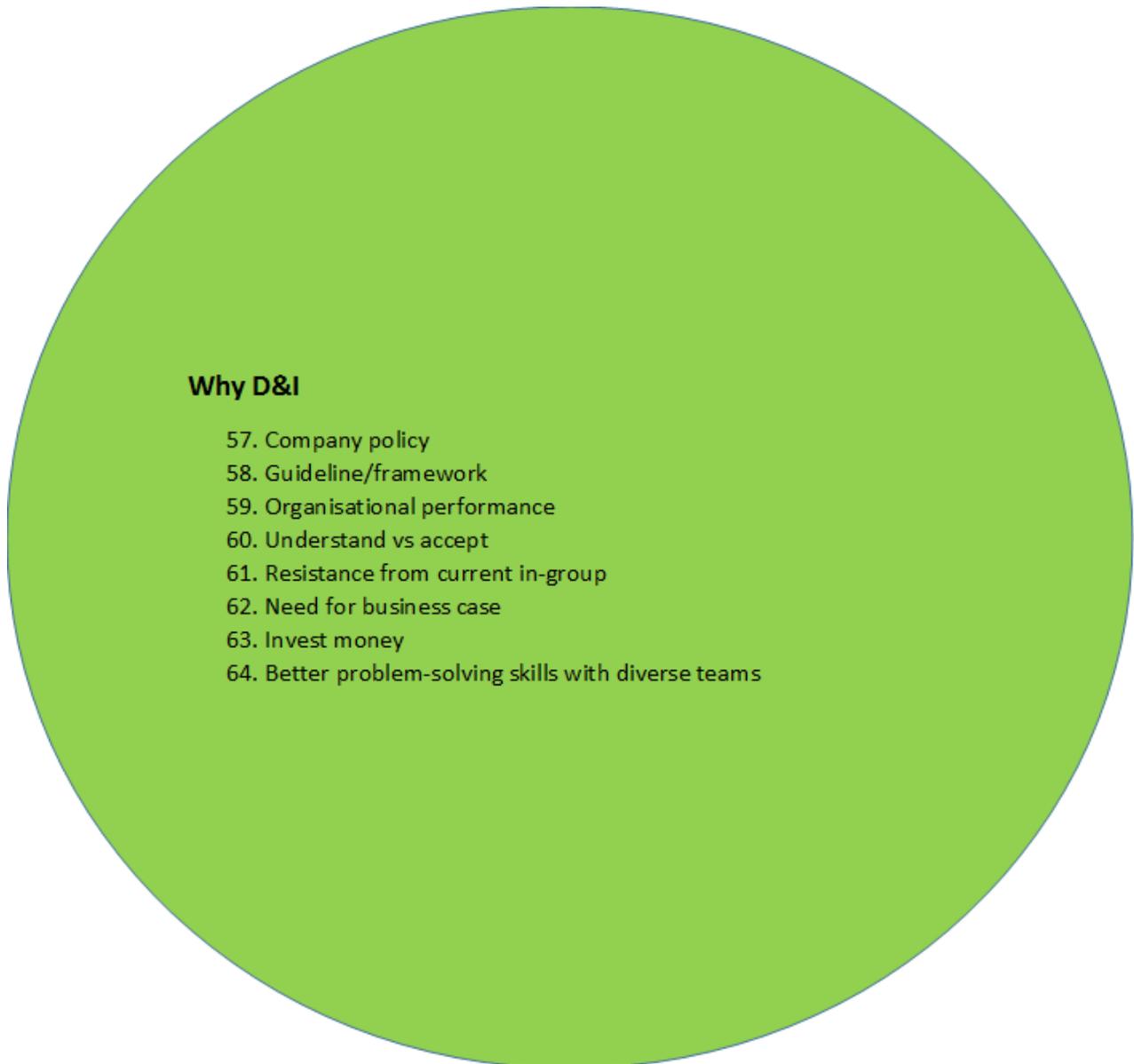
Figure 4e – Why D&I Categories

My own reflection as well as two comments from the member checking made me realise that the four major themes were too general to serve as a backdrop for my data analyses. Similarly, using the 64 categories provided too much details for an efficient data analysis.

As a mitigation effort, I decided to find a middle-way in the form of common sub-themes. I would hinge my data analysis on these sub-themes in order to provide what I hope is a structured data analysis providing the aimed for "rich and think" (Creswell, 2007) description of research participants' views on how to turn the Sandvik D&I strategy into action.

The reminder of this chapter is structured according to the four major themes and details how I developed common sub-themes within each major theme. For each common sub-theme, I selected verbatim quotations from the transcribed interviews or the documents reviewed to

illustrate the origins of my research findings in as much detail as possible and, therefore, provide a better foundation for my research findings.

In Appendix G, all quotations not originally in English are presented in their original language (French, German, or Swedish). The original language is presented so the quotes exactly correspond to what each research participant said in their native language. As I suspected that having the original language quotes in the Chapter 4 text might be distracting and confusing for the reader, I chose to only present the English translation or quotes originally expressed in English in this chapter.

Discussing complex topics in English can be daunting for non-English speakers. To achieve as much diversity and authenticity as possible, it was important that I allow the participants to express themselves in their native language. A further, related, reason for including the original language quotes in an appendix is to retain a close distance between the data collected and the data presented. So, in order to maintain research study quality, I did not translate the full interview transcripts into English but retained the quotes in their original language in Appendix G and provided readers with a translation of the quotes used.

To prepare for an action recommendation within my organisation, I found it imperative to reduce the vast amount of data gathered through the interviews, the document review, and the observation to achieve a lucid and manageable report. Keeping this report short and concise, while still providing clear links between my research findings and previous theory and research, necessitated reducing the data into themes. Still, it is a delicate balancing act to reduce the nuances that transpired during the interviews into manageable common themes. There is a clear risk that performing such a reduction or standardisation could reduce the 'rich and thick' description (Creswell, 2007) of research participants' views that is the base for conducting a case study.

It might be more common in case study research to arrive at major themes only after first pulling common subthemes from words and statements in interview transcripts and documents. However, for my iterative process, it seemed natural to first group words and statements into major themes and only then arrive at the common subthemes. After pulling all important statements and words from the interview transcripts, member checking the grouping of these words and statements into four major areas, and through another round of reflective and comparative thinking, the common subthemes emerged within each major theme.

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Need for D&I

- Self-evidence of D&I
- Usefulness of the Sandvik D&I material
  - Global validity
    - The need for a global Sandvik standard
      - Risk of exclusive culture
      - Misunderstanding of the global standard
- Gender diversity vs overall D&I
- Performance aspects
  - Business case
    - Lever

Effective awareness-building

- Enjoyment
  - Break
- Creation of inclusion
- Discussion group size
- Separate project vs part of everyday life

Effective implementation

- Involvement of all
  - Middle management driven
  - Dealing with dissidents
- Clear action plan
- Use of discussion groups
- Need for implementation time
- Copy of EHS (Environment, Health, Safety) implementation
  - Targets, KPI's (Key Performance Indicators)
- Problem-solving exercises

Effective conflict-handling

- Use of facilitators
- Benefits of conflict
  - Need of threat / crisis for action
- Use of feedback techniques
- Need for additional decision time

Figure 5: Subthemes Within the Four D&I Major Themes

Using the software programme Microsoft Word, I organized the four major themes and their common subthemes emerging from my interviews, the document review, and observation. Figure 4 shows the result of this continued iterative process. The main reason for this continued iterative process was that there were simply too many categories to serve as

scaffolding for the presentation of the research findings. The four common themes did not provide enough detail for this presentation and, hence, there was a need to create sub-themes to function as headings for the analysis chapter.

As mentioned already in Chapter 1, Sandvik is a company in the mill town of Sandviken 200 kilometres north of Stockholm, Sweden. Although globally active from its founding in 1862, the board of the company and its management team has typically and even into the 21ˢᵗ century consisted either exclusively or mainly of middle-aged Swedish men with an engineering background. As recently as 2011, the Sandvik head office moved from the mill-town Sandviken to Stockholm, the Swedish capital and Sweden's largest city, to gain access to a larger talent pool. Sandvik, now more than ever, is truly a global company with a highly diverse customer base and employees and almost all of its turnover outside Sweden.

Nevertheless, the fact that Sandvik was, till very recently, a mill-town company and possibly not as global as it claims to be, could be of importance to my research study. It might be one aspect of why it is perceived that the organisational D&I strategy has not been turned into workplace action change and an enhanced organisational culture to the degree that was expected and hoped for.

4.1   Major Theme 1: Need for D&I

4.1.1   Common Subtheme 1: Self-Evidence of D&I

Research participant interviews and the document review indicated evidence of D&I being an accepted part of Sandvik's business activities and today's world in general. Nevertheless, the evidence also showed that organisational members struggle with how to work with D&I.

The participants Betty and Daniela argued the self-evidence of D&I. During their interviews, I had some trouble understanding their argument. I therefore arranged for a face-to-face follow-up discussion with them together in April 2015 where we discussed in detail what they argued during their original individual face-to-face interviews in December 2014. The second interview provided me with a deeper understanding of their views, especially regarding the need for a business case and the need for further awareness-building and actions, which were rather at odds with the opinions of the other 16 research participants and the views of most scholars and practitioners presented in the literature review (except scholars of the Critical Diversity line of thought).

Although at odds with the views of other research participants, Betty's and Daniela's view resonates with a minority of the scholar and practitioner literature. Ferdman (2014), for instance, argues that inclusion 'is not limited to workplaces or to particular groups or types of diversity […] it is a concept that intuitively makes sense to people' (p. 31).

During the follow-up interview, both Betty and Daniela reiterated that based on their individual experiences in their organisation in the country where they live and work, they had never felt any discrimination or seen any vis-à-vis colleagues. They both argued that the culture (based on history, legislation, education, and public debate) in the country where they

live and work does not allow for exclusion. They further argued, as they did already during the initial interviews in mid-December 2014, that new employees are recruited to Sandvik with the advantages of diversity in mind and with the active help and support from the HR department. Once employed, the on-boarding process is guided toward inclusion.

However, while informally discussing the SEmp survey results for 2014 with the HR manager, I noticed that the responses for Betty's and Daniela's company and country to the SEmp inclusion statements were not 'better' than the Sandvik averages. Therefore, I conclude that there is ambiguity when comparing the findings from my interviews with Betty and Daniela and the data from the Sandvik SEmp survey results.

Contrary to what Betty and Daniela argue, Patrick stated that 'it was quite eye-opening for me; I did not realise how important diversity could be'. He specifically mentioned the video with Scott Page and the ensuing discussion on how diverse teams outperform more intelligent, albeit also more homogeneous, teams when it comes to solving complex organisational problems. His discussion partner, Daniel, also reflected on this debate: 'I would have thought where the high measure of talent across the board would have been better than a team of varied talent; that was a shock for me'. So, for him, D&I is definitely not self-evident. Although D&I are currently mainstay issues, my research findings point to not only a definite need for D&I in general but more awareness-building in particular.

4.1.2   Common Subtheme 2: Usefulness of the Material and its Global Validity

The general trend from the interviews was that Sandvik's D&I material was easy to use and it covers the research participants' understanding of what must be accomplished for D&I awareness-building and implementation strategies.

According to Penelope, 'the topics were not very complex and they were easy to relate to and understand'. For Melanie, the D&I sessions were illuminating. She stated that her impression of D&I was limited to notions of man/woman or light skin or dark skin. For her, the D&I dialogue sessions using the Sandvik D&I material made her realise how many aspects D&I encompass. She confessed that she had never before given any thought to D&I. Her discussion partner, Tim, argued that the first two or three sessions show a broad spectrum of D&I aspects – and that one has plenty of useful discussion material.

As a complement to Melanie's comments, Susan argued that 'earlier it was just a word and now when you start to think about it and you start to put yourself in it' many questions arise. Patrick mirrored Melanie's comment when he confessed that 'it was never something that I have been particularly involved with in the past so it was fairly new'. Penelope touched on the gap that informed this research study and argued that 'although [D&I] is discussed at the top level, it is not a subject that's discussed among employees'. Betty said that she had found the short videos quite enjoyable and some of them perfectly depicted the core of the issue.

Anne saw the discussion dialogues as a welcome break in the office stress. She felt allowed to watch a short, funny film and just put everything else aside and reflect without any pressure or need to write meeting minutes. Anne also mentioned that the material includes almost all

aspects relative to this topic that she could think of. Daniel seconded Anne's view stating that 'it is quite a well-rounded set of discussion topics; each session is very different and the material is engaging'.

Peter suggested a slight change to the material provided by Sandvik. He said that the material is 'more than enough… I only think maybe we could add more information… I do not ask to extend, I'm just saying… maybe we can review the package [..] and maybe add a little bit more on inclusion… maybe when we talk about diversity and inclusion, maybe we go much more on the conversation of diversity and we forget a little bit talking about inclusion… I think we need to maybe put some… OK, maybe this session, we only talk about inclusion, so maybe it's going to help the discussion'.

In summary, the general usefulness of the Sandvik-provided D&I material was confirmed by almost all research participants. They specifically appreciated the short videos used as discussion starters for each session. Several participants mentioned that the two video clips with handicapped people led to intense discussions as to how well Sandvik includes disabled people and what the research participants could do to better include handicapped people. Doris stated that these two videos strangely enough extremely stuck with her because they are so unusual.

The video content and what I believe they present for discussions are provided in detail in Appendix I.

Regarding whether the Sandvik D&I material can be used globally throughout Sandvik, Anne argued that one can definitely create diversity and inclusion within the existing culture. Her opinion was that you can specify a particular frame that defines the corporate stance on D&I and apply it throughout the global Sandvik organisation. Patrick complemented Anne's idea of a global organisational frame for D&I by arguing that 'you have to be fairly strict on how you adapt your approach because if you get it too loose [..] the message can end up maybe jumbled up as it spreads further round the globe, like Chinese whispers kind of a thing'.

Tim argued a slightly different point and found it good if Sandvik states: These are our standards; this is how we would like to see things and anyone who works against this must contemplate if he is in the right company. He concluded that he would find it totally wrong if there was a separate D&I interpretation valid only for South America.

Similarly, Daniela thought that one could have the same message everywhere because inclusion and diversity to a certain extent are universal values. Paige, too, was convinced that the message can be understood everywhere the way it is. Finally, Betty agreed with Paige stating that she thinks that the message is quite clear independent of which cultural background you have.

However, Daniel was somewhat sceptical and argued:

'I think that it would be challenging to facilitate a global roll-out of such a thing. I think that … you do need to take into account the diversity of the target countries, sales areas, territories… it is not in my opinion a "one size fits all"… I think that you should have perhaps

an overarching message but when you get into specifics, you need to tailor-make it per area in my opinion [..] I mean that in itself is inclusion almost; being aware of the local factors'.

Lukas concluded our global values discussion by saying that 'we should not try to change the culture that the employee comes from but rather to build on it – that within Sandvik this is the way we work [..] these are the guidelines and how we do our work here [..] but of course we need to respect different cultures [..] as far as [..] contribution in the work [..], in the company, that can be global'. When clarifying with Lukas if our company organisational values are indeed global and could be implemented globally, his response was: 'yes, definitely yes'.

When asking Peter if the Sandvik D&I could be implemented the same way globally, he answered 'I definitely would say yes'! Discussing the global validity of Sandvik's D&I material with Ethan, he argued that he does not believe that there would be any resistance at all but he does believe that the result of two individuals and their interpretation of it and the way that they use it in practice to achieve success at work might be nuanced. As long as two thirds or three fourths of the contents are carried by the Sandvik culture, the organisational culture that Sandvik wants, then he only sees advantages of letting outlying opinions in both directions come into play or else we would have a diversity and inclusion culture that is almost like a religious sect and then Sandvik would not be inclusive at all but only excluding the world around. Helen was of the opinion that the ideas behind diversity and inclusion are specific core values that a lot of people would share.

In conclusion, the global validity of the Sandvik-provided D&I material was confirmed by almost all research participants. Thus, this research study determined that the material is indeed valid and useful throughout Sandvik's global organisation.

4.1.3   Common Subtheme 3: Gender Diversity versus Full D&I

Gender diversity led to many discussions during the interviews with the research participants.

It is an important topic, as it might provide a clue as to why turning Sandvik's D&I strategy into action is not perceived to progress according to plan. As for instance Ethan argues, if the current in-group is not on-board when it comes to turning the strategy into action, then there will inevitably be delays or even inaction. A perception that gender diversity is the main focus of Sandvik's D&I strategy might scare members of the current in-group (white men) away if they feel that turning the strategy into action will lead to themselves losing their jobs. As seen in the literature review, the concept of inclusion is a more pertinent one when it comes to moving a D&I strategy into action. The perception of the D&I strategy having its main focus on gender diversity risk alienating some of the key change agents. Obviously, gender is an important part of diversity. This can be seen almost daily in the media debate. Still, it is only one part of the story and as can be seen from the research participants' comments often tend to obscure other important D&I aspects, like cognitive diversity.

The discussions focused on topics of whether gender diversity is perceived to be over-represented as a topic in Sandvik's D&I effort. If so, there is a possibility that this perception must be invalidated and allow for other and all diversity aspects to come into focus. Also

discussed was whether gender diversity leads to friction that could harm the effort of turning Sandvik's D&I strategy into action. Several research participants argued along the line that if diversity is expressed in numbers (i.e. the number or percentage of women in different positions), there is a risk that diversity could be viewed negatively, creating resentment among the in-group and making them resistant to the change towards more diversity and an inclusive organisational culture within Sandvik.

Steven argued that 'diversity does not only mean gender diversity [..] it also means diversity of thinking'.

Although it is important during any D&I implementation to define diversity and all the complexities and possibilities associated with the concept, an organisation's gender diversity development is often the easiest Key Performance Indicator (KPI) to monitor. D&I-related KPIs are used by Sandvik to monitor how its D&I is being converted into numbers, such as more women in leadership roles and a healthy mix of ages on teams. It is important to follow such KPIs in order to observe how well or fast diversity is received in the organisation. Thus, the importance of gender diversity KPIs should not be under-estimated.

Gender diversity KPIs send an important signal to the organisation. Tim saw the tracking of the number of women in leadership positions as a good signal but there has to be more to it. Tim continued and stated that, in his view, we still ignore the inclusion topic. Daniel warned about that 'positive discrimination can be encouraged which I do not think is a good thing'. He argued that employment must not 'become a box-ticking exercise to ensure you maintain .... an equal demographic within a workforce; I do not think that anyone should ever be given a role because of how they look, their religion…'

Further, Ethan believed in the general disadvantage of affirmative action in the form of quotas for minority representation that lead to the perception that the minority people who are replacing the former in-group are less legitimate, less knowledgeable, and less experienced. In conclusion, Ethan gives the example of his answer to a question posed by Sandvik's Group Assurance unit. They asked if Ethan's business unit planned to improve the gender balance. His response was that they 'are promoting a diverse workforce in all aspects'. For Ethan, it is important that a diverse workforce exists in all aspects, and not simply as gender or minority diversity. He implies that he considers Sandvik's approach to be too narrowly focussed on gender diversity at the expense of diversity in all aspects.

Therefore, gender diversity as well as overall diversity must be emphasized, measured, and monitored with other diversity KPIs to eventually broaden the diversity scope from a focus on gender to overall diversity. In parallel, a genuinely inclusive culture based on this added diversity must be developed.

As stated, some research participants argued their opinion that Sandvik emphasises gender equality (diversity) much more than overall D&I. However, this does not appear to be an issue only within Sandvik.

I was involved in the 'Future Days' event at the Swedish Chamber of Commerce on 7 May 2015 in Frankfurt, Germany. The main reason for my participation was in order to obtain a

peer review to enhance the quality of my research study and a general rehearsal of what to put into the abstract of this research report. During my presentation of this at that time still work-in-progress research study, I brought the matter of too much focus on gender diversity to the discussion table and it was clear that this issue is somewhat divisive within many other organizations.

Participants in the 'Future Days' included high-level representatives from Scandinavian companies in Germany such as IKEA, Danske Bank, and Sandvik. Consultants working on D&I issues and advising both the Swedish and the German governments were also present.

The 'Future Days' discussion consensus was that gender diversity is but one aspect of diversity and that overall diversity, including cognitive diversity, is needed for effective organisational performance. Gender diversity is considered more from the perspectives of fairness and equality (one of the two main Critical Diversity themes). There was also a consensus that inclusion is even more important than diversity.

4.1.4   Common Subtheme 4: Performance Aspects of D&I

Different opinions emerged from the interviews regarding whether D&I is a business performance or an equality issue. Moreover, the documents showed evidence of this.

In Betty's view equality is the most important aspect when it comes to a business case for organisational performance versus social equality. On the contrary, to Helen, as well as many other research participants, Sandvik's business case for D&I is necessary as it is the lever to convince organisational leaders to address this topic. In her opinion, a business case convinces leaders and managers to put in the time and effort needed into Sandvik's D&I effort.

Fairness and equality aspects are simply not enough to quite a few of the research participants. Paige argued that especially today when there is so much focus on figures and performance and profit, a business case can indeed provide the basis for arguments in favour of D&I. To Ethan, a business case as far as money is concerned, could enhance the understanding of the answer to the question 'why' and overcome the resistance that he believes exists among middle-aged white men who could feel threatened. Furthermore, he argues that a business case could lead to more investments in diversity and inclusion and that one, in individual cases, with the help of a business case can ensure that people who perhaps might feel excluded at least understand what the issue is all about. Ethan concluded that he believes that using a business case is an approach to convince middle management of the vast advantages of D&I. Sandvik as an organisation is forced to specify in the business case why the organisation thinks that D&I is good, put it on paper, and stand by it.

In summary, although there is evidence that equality is important to some research participants, on the whole the research group believed in the need for a business case to convince middle management to put time and effort into turning Sandvik's D&I strategy into action.

Reflecting on the somewhat divergent views of the research participants, I had to revisit the literature and dive more into specifically the Critical Diversity literature. This in order to better understand the issue of why diversity is important for individuals, organisations, and society at large.

Critical Diversity authors argue along with Betty's view and highlight one of the five categories that I could not attribute to any of the four major themes that I distilled out of my interview transcripts and my document review. It concerns whether true inclusion can be attained if stakeholders outside an organisation are not included. Customers and suppliers come to mind but Critical Diversity authors view society at large to be possibly the most important stakeholder for D&I efforts by individuals and organisations.

4.2   Major Theme 2: Effective Awareness-Building

4.2.1   Common Subtheme 1: Enjoyment

All of the 18 research participants clearly mentioned how they enjoyed the discussion session and their engagement with their discussion partners. They unanimously and repeatedly testified to the benefits that came from participating in my research study. Every participant felt that the dialogue sessions increased their knowledge of D&I and how the Sandvik organisation can continuously work to improve the inclusive culture. Several participants mentioned during the interviews and afterwards through e-mails and phone conversations that their participation in my research study was an excellent experience for them. Though time consuming, they found participating in this research study rewarding and an opportunity to remove themselves from daily office or work-floor stress to consider and discuss an important issue. Further, they found the topic important not only in their daily workplace practice with colleagues, but in life in general with family, friends, and the community around them.

Ethan stated that he thinks that the discussions had been very worth-while. He explicitly stated that they made him think and philosophise about D&I much more than previously, not only concerning work but also in connection with his relationships with family and friends. Betty agreed and stated that she had found the discussions to be very interesting. She stated that the discussions provided her time to step back and reflect on what is important in life and in our organisation. Helen said that in any case, it was fun. For her, it was an opportunity to discuss D&I with someone who is rather diverse from herself and she stated that she learned a great deal from her discussion partner. This is a rather significant statement coming from Helen as she is considered an expert on D&I due to her role within Sandvik. Doris agreed that the experience was fun and added she found the dialogues a very, very good way to address the D&I topic.

Doris specifically liked how she and her discussion partner started each session with a short video or two and then commenced an unstructured discussion. At the end of our interview, Lukas confirmed that 'it has been quite [..] interesting discussion [..] this has never been done by myself before'.

In summary, there was a clear and important enjoyment factor associated with the knowledge-building that occurred during the discussion sessions. This is important from the perspective of reciprocity, meaning that both I as the researcher as well as the research participants benefitted from the research project.

4.2.2   Common Subtheme 2: Creation of Inclusion

The document review showed clear evidence of Sandvik's belief that without inclusion, the full business performance benefits of diversity cannot be achieved. The interview results indicate the same evidence.

When discussing why D&I is needed within Sandvik, Penelope argued that 'diversity is there but it needs to be made use of more'. It was Steven's opinion that 'we need to create it' where 'it' meant inclusion. In his opinion, inclusion does not occur only because there is diversity.

In summary, some research participants clearly stated that inclusion does not occur automatically, implying that Sandvik must work to build inclusion.

4.2.3   Common Subtheme 3: Discussion Group Size

Almost all research participants agreed that the one-on-one discussions, although enjoyable, were not optimal and that small groups of four to five participants would be more efficient.

Specifically, interviewees argued that a one-on-one discussion would be time-consuming and, ironically, restrict diversity in the discussions.

When asked about the optimal size for a discussion group, Ethan suggested a smaller group, roughly four to five people. Betty reflected on awareness-building and stated that this kind of discussion dialogue or in small groups is in any case the best way to build awareness and communicate the ideas of diversity and inclusion. Paige added that a group discussion has advantages in that new perspectives would probably surface. Anne mentioned that the debates can be made in a somewhat bigger group, not with ten people but possibly with four or five.

In conclusion, Doris advanced the point that not only new perspectives will emerge if the discussion groups have more than two members, but also discussion groups would be of benefit mainly due to time constraints. She pointed out that if we want to spread D&I awareness through face-to-face discussions, there is simply not enough time to conduct one-on-one dialogues and that larger discussion groups would be necessary.

4.2.4   Common Subtheme 4: Separate Project versus Part of Daily Life

Some research participants warned against treating D&I as a 'project' and urged that Sandvik ensure that D&I is an integral part of its organisational culture.

When prodded, a technique favoured by Easterby-Smith et al (2008), the participants acknowledged that it was up to them and other organisational members to ensure that D&I is

not treated as a separate, time-bound 'project' but rather as part of Sandvik's organisational culture and a fully-fledged part of daily life within Sandvik.

Tim argued that he would not want to show it as any lighthouse project meaning that D&I must be a part of all aspects of organisational life and not depicted as a separate project that shines like a lighthouse light through the night. Betty seconded Tim's point-of-view and argued that it is something that must be done every day because the necessary mind-set really comes from everyday gestures.

Therefore, care must be taken to avoid giving D&I a 'project' status; it must have a natural place in the daily activities of an organisation.

4.3   Major Theme 3: Effective Implementation

4.3.1   Common Subtheme 1: Involvement of All

The document review and most interviews confirmed the common thought that all organisational members must be part of the D&I implementation effort within Sandvik.

Bill argued that 'if you just leave it at the top level, that is not where all the action happens, the action also happens at the ground and it is important that it should go down to the ground level so that everybody feels included and is bonded well and works together as a team in the same direction'. Ethan argued similarly that the trick is to on-board middle management.

In contrast, when it comes who should drive D&I within Sandvik, Betty thought there are certain organisational functions that should be more knowledgeable about the subject than others, for instance, Human Resources.

As a final remark regarding this common subtheme, the research findings were inconclusive in that a few research participants argued for specialists, in particular HR specialists, to turn Sandvik's strategy into action, whereas most research participants felt that it is mainly the role of line management.

4.3.2   Common Subtheme 2: Clear Action Plan and Follow-Up Measures

The interviews indicated a need for clear action plans as part of the awareness-building sessions. Awareness-building in itself is only the beginning for turning the strategy into action. Research participants argued that awareness-building is a necessary first step and that organisational member must understand the benefits and pitfalls of D&I. Nevertheless, action plans must be part of the effort. These action plans would turn the D&I strategy into organisation-wide action. Research participants implied a lack of distinct and down-to-earth actions at the end of the D&I awareness-building sessions. The Small Acts of Inclusion document (Appendix E), although appreciated, was not seen as anything but small, and therefore minor acts. Several research participants wanted broader and deeper action plans indicating how they could and should help achieve action in their local business units.

To Anne, it was very important that the awareness-building session concludes with some kind of personal development plan. A Personal Development Plan or a Next Steps document would seal the deal. Lukas also argued that 'there must be some actionable plan'. Bill found that the 'sessions were very helpful at least to have an awareness' but he nevertheless argued for the use of KPIs. 'It would be a good way to put it in the KPI's of the people so that it reaches everybody. Because today, people pay a lot of attention to their KPI's and if this is a part of KPI's then automatically it will get the attention which it deserves'.

In conclusion, half of the research participants stressed the need for concrete action plans and KPI monitoring as keys to turn D&I strategy into action.

4.3.3   Common Subtheme 3: Use of Discussion Groups

Discussion groups were mentioned by several research participants as the best way to turn Sandvik's D&I strategy into action. Further, the document review shows that Sandvik thinks that diffusing the D&I message into the core of the organisation is best accomplished through group discussions. Linking this to the common subthemes described in Sections 4.2.3 and 4.3.2, efficient discussion groups are needed to make the best use possible of Sandvik's D&I material, improve the discussions following the videos, and establish concrete action plans. The Sandvik D&I material cannot simply sit on the Intranet. It must be used as a base for group discussions. It must be taken from the Intranet and used in local discussion group settings. Otherwise, the material will never help accomplish anything.

Peter suggested that 'mixing cultures' would be an effective way to enhance the discussions in the discussion groups. Ethan argued that it would be good to talk about D&I outside the standard form of information which, according to him, is the Intranet and to find ways to communicate with what he calls 'real' communication. For him communication is a two-way flow whereas Intranet information only flows one way.

When discussing whether one-on-one dialogues are efficient at building awareness and implementing D&I, Susan stated that she 'would rather say that this is a good way to start… any new project or any action needs a personal touch and when you do a one-on-one it is more of a personal touch that you actually give into the situation and it helps to… firstly it helps to bond, you are actually coming in touch with a person whom you in normal course would not have spoken to very often… from the other person's perspective also, he looks at it as an opportunity because he is getting to interact with a manager with whom he would generally not have so much interaction in normal course and it's a good way to start but… in order for it to continue for long, this may not be the right way to do it…' Instead, Susan compared a D&I effort with Sandvik's implementation of its Environment, Health, and Safety (EHS) values and standards, as will be discussed in Section 4.3.5.

In summary, face-to-face discussions are needed to ensure that the D&I material available on Sandvik's Intranet is used, understood, and turned into action.

4.3.4   Common Subtheme 4: Need for Implementation Time

Several research participants mentioned the lack of time for the efficient implementation of Sandvik's D&I strategy. As mentioned in Chapter 3, a few proposed research participants, specifically the discussion group leaders, declined to participate in the study citing a lack of time.

Several research participants described the amount of time they felt was needed to consistently build D&I awareness and implementation to enhance D&I benefits and the lack of time they experienced. Despite the importance the research participants attributed to the D&I strategy, its implementation must not be a separate and time-bound 'project'. Unfortunately, the lack of time experienced by almost all research participants was essentially causing their work with D&I to become just such a kind of unwished for separate project. Therefore, Sandvik must determine how all organisational members can allocate enough of their disposable time towards D&I efforts. Organisational change, according to Kotter (1995), 'goes through a series of phases that [..] require a considerable length of time' and that 'skipping steps create only the illusion of speed and never produces a satisfying result' (p. 137).

It is thus essential for Sandvik to ensure that the middle managers, who are (according to my research) the primary organisational members responsible to turn strategy into action, understand that Sandvik's D&I initiative is not a singular event, but rather a never-ending process that required investment of their time.

4.3.5   Common Subtheme 5: Copy of EHS Implementation

Several research participants recommended using Sandvik's Environment, Health, and Safety (EHS) strategy and its implementation as the foundation for the D&I strategy and implementation. These research participants felt that the EHS implementation and the turning of the EHS strategy into sustainable action was successful and, therefore, lessons learned from the EHS implementation could serve the D&I effort. However, I did not find any reference to the EHS implementation success as a helpful guide for the D&I implementation during my document review.

It is worth noting that media, customers, and local authorities have noted Sandvik's drive for sustainable EHS efforts. A parallel can be drawn to a finding that emerged from interviews which were not part of my research or interview protocols, (i.e. items were discussed that were not part of my intended research study – but which certain research participants nevertheless considered important for turning the D&I strategy into action.)

Susan, taking a cue from Sandvik's EHS work, stressed that 'from the time EHS was put as one of the KPIs for us to achieve' action change both on an individual as well as on an organisational level began to genuinely and sustainably occur.

During my document review, I reviewed an article in an in-house magazine in which Sandvik's EHS manager argues that 'it is no longer enough to think about EHS as an added-

on part of our business. Nor is it good enough to just meet the legislated rules and regulations. I think of EHS as a culture change journey. The part of the journey we find ourselves at now is about fully integrating EHS into every aspect of our daily work and about seeing EHS as a business advantage rather than a compliance issue' (Evans, 2015, p. 14). If I replace 'EHS' with 'D&I' in this quote, Evans' EHS ideas remain valid for D&I.

Moreover, Susan testifies that Sandvik's EHS strategy and vision awareness-building and action change efforts coupled with measurable KPIs have moved EHS from a compliance issue to an increasingly ingrained and sustainable part of Sandvik's organisational culture. This is exactly what Sandvik must now achieve also for D&I.

4.3.6   Common Subtheme 6: Problem-Solving Exercises

One research participant suggested that action could be proactively prepared through the use of scenario exercises. Organisational members would thus train and improve their problem-solving skills and their team-work skills in a 'safe mode' and be better prepared and able to use these skills in intense situations. However, I did not find a description of these scenario exercises during my document review.

An interesting proposal from Steven is that during the implementation of Sandvik's D&I drive 'we can give a topic say to the order desk team [..] you guys discuss it and sit around a table and say what would be your action plan of this situation arises'. According to Steven, this pro-active approach could prevent conflict situations because the order desk team, for example, would already have used their problem-solving and conflict-handling skills in a safe circumstance so they are prepared when real issues arise. Additionally, Steven felt that this would give the order desk team an opportunity to get to know each other better, the way they think individually and as a team, the way they work independently and as a team, and the way 'each employee will react in different situations'.

In summary, pro-active training of problem-solving skills within diverse teams may lead to more inclusion within such teams and may lower the risk of harmful friction and conflict.

4.4   Major Theme 4: Effective Conflict-Handling

4.4.1   Common Subtheme 1: Use of Facilitators

The use of facilitators was considered useful not only for leading D&I awareness-building and implementation discussion groups, but also for the handling of friction and conflict. Several research participants expressed their strong conviction that efficient facilitation is needed to harness the benefits and dangers of friction and conflict in association with D&I efforts, such as using diverse teams to bolster creativity and innovation.

During the 'Future Days' seminar, I mentioned the issue of possible conflicts arising from diversity and asked the participants if creativity is worth conflict. Similar to Page (2014), the 'Future Days' participants concluded that the benefits of D&I far outweigh any potential

drawbacks. Furthermore, it was argued by several research participants that conflict handling is a necessary leadership skill when building an inclusive organisational culture.

Daniel felt that 'regulation and habit-forming are the best means to cement a framework' for organisational D&I and might require skilled facilitation. Lukas put forward an interesting analogy when discussing his view that 'the facilitation part is very important'. According to him, 'it is not just increasing the mix of diversity and then you expect miracles to happen [..] you need to have someone to actually bring it all together, to make the ingredients [..] into a good dish [..] you need to understand first your ingredients [..] what dish you want to cook'.

Furthermore, Lukas' discussion partner Peter thought that:

> 'when you have different people working on the same subject, the positive part is to have different ideas, different ways of looking at the problem or the issue and how to solve that issue [..] they can get into conflict if you don't have this person leading or coordinating that… I think the role of this person is extremely important in taking some ideas, not taking totally or fully 100 per cent the idea of that specific person but taking parts of the ideas of each one… OK, the person did not take my whole idea but part of my idea that, you know, somehow try to coordinate in a way that everybody ends up in a happy ending of the solution… like every single people that spoke contributed to the end'.

In Doris' opinion, one should, from the onset, establish common rules for the team. This is an important task for the facilitator. To Susan 'it is very important that everybody knows his limit or his line where he needs to stop and if you don't realise that you would end up in a situation [..] could result in a conflict and ending up also in a situation where you lose out on the entire meaning of inclusion and diversity in the real sense'. Moreover:

> 'for any organisation to move forward [..], you cannot have only action people; it's like an example of a ship or people rowing a boat: if everybody were to act in their own way, you would not find the boat moving towards the destination, you would rather find it just hovering around where it is. So what you need is a captain who can guide the action in the right direction'.

In summary, when discussing how to harness the positives associated with conflict, it was clear from my interviews that several research participants valued the importance of the facilitator.

4.4.2   Common Subtheme 2: Benefits of Conflict

Several research participants argued that friction and conflict are beneficial in that they trigger ideas that can enhance discussions and decisions. Therefore, friction and conflict do not necessarily have to be avoided, simply handled.

When it comes to handling conflict, it was David's impression that 'conflict or friction is' not 'a necessarily bad thing'. He felt that conflict and friction 'can sort of drive more questions

and help come up with better solutions to problems' and that 'mature people would be able to get past' the conflict or friction 'and proceed to a better solution'. In a facilitator role, David 'would try to steer the discussion or conversation towards the strengths of the conflict and [..] move forward'.

In conclusion, good facilitation skills not only diminish the risk of harmful conflict, but can encourage positive and beneficial conflict.

4.4.3   Common Subtheme 3: Use of Feedback Techniques

According to research participants, Sandvik managers in particular and Sandvik employees in general should possess some skills when it comes to feed-back, meaning giving others input about the way they behave and act. Using these skills is an important way to deal with possible friction and conflict as it relates to D&I. Several research participants suggested and underscored this important aspect.

Ethan also made the argument for team building and maintaining a focus on the goal at hand. He believed the effectiveness of a team will be higher if we know each other. If we A) understand our mission, where we are going and why, and B) get to know each other well enough so that we can discuss facts as facts and let our differences become our strengths and not points of friction and that we do not take things too personal but that we can question ideas and not personalities, effective team work will be the result.

According to my research, feed-back plays an important role when dealing with both harmful and beneficial conflict. Strong feed-back skills are a necessity for diverse team members to maintain a harmonious atmosphere, while also spurring team spirit for the benefit of creativity and innovation.

4.4.4   Common Subtheme 4: Need for Additional Decision Time

Allowing time to build a cohesive team and/or thoroughly understand the aims of a project given to a diverse team can, according to research participants, help reduce the risk of harmful friction and conflict and, simultaneously, increase the inclusiveness within the diverse team.

Tim argued that when putting time and effort into team building at the start of a project, there will be a time-consuming effort in order to learn to know the way of working of other people or why someone thinks and acts the way s/he does. However, this additional effort would be worth-while to prevent conflict situations. In Tim's opinion, the conflict-handling skill should be part of the skill set of any good Sandvik manager. Reflecting on how to ensure that time limits are enforced, Tim believes that one has to very precisely define for which decisions we consciously allow more time. Ethan concluded that if Sandvik really is to harness the advantages of diverse teams, then we need to initially put some additional time on getting the team tight and build enough trust in each other that we dare to voice our opinions so that

people like himself who want to decide quickly calm down enough to be able to really listen to - and take in - the opinions of others.

In conclusion, allowing time for team building is necessary for building the platform on which to develop good team work.

4.5   Summary

My research study investigated how a selection of Sandvik middle managers and rank and file employees experience the Sandvik D&I strategy and in particular how to turn it into action. The research findings were grouped into four major themes of interest to D&I. This grouping was based on my analysis of the data collected mainly through in-depth interviews with research participants, my document review of Sandvik's D&I-related material, and one participant observation. Verbatim quotations in the text above as well as in Appendix G have been used to exemplify research findings and to allow readers of this report to experience the research with me as the sole researcher and the 18 research participants.

Using verbatim quotations is a central point in case studies when it comes to giving a voice to the research participants. I conducted interviews in four different languages. Considering that a quote should represent exactly what the research participant said during the interview, I decided to keep the quotes in the original language. My reflection was that any tampering of what was said during the interviews, including translations, would detract from the concept of using quotes to allow the voice of the research participants to reach the reader of this report undisturbed. Still, in order not to unduly distract or confuse the reader, I put the foreign language quotes into an appendix and only used translations in the thesis text.

These research findings had numerous implications. For work-place practice, these research findings provide the basis for the discussion in Chapter 5 that includes my recommendation to Sandvik for how to turn its D&I strategy into organisation-wide action toward an enhanced inclusive culture. For research implications, some of my findings increase knowledge of how strategy can be turned into action both in general and in the particular setting of diversity and inclusion initiatives. Finally, my research findings have limitations that present opportunities for further research, as will also be discussed in Chapter 5.

In conclusion, I returned from the 'Future Days' event with the sense that my research did not contradict the opinions of the event participants regarding the importance of D&I either from a fairness and equality or organisational performance perspective. All event participants considered my findings as reasonable, and my suggested recommendation as useful. It is my opinion that the discussion during the 'Future Days' event served to triangulate my research findings with the views expressed during the debates with experienced, high-level D&I practitioners.

5. **Discussion and Conclusion**

The research study, the result of the data analysis, the close correspondence between this and the literature review, and the research participants' views on the current D&I section of Sandvik's main leadership programme, ONE SGL, all provided the basis for my recommendation.

At the onset of the study, it was unknown if the research participants would disagree with the mentor-mentee (discussion group) approach. Their opinion of the existing D&I material was also unknown. In particular, it was unknown if they would embrace or reject its global validity.

After the research phase, I was convinced that the participants strongly agreed with the small group discussion approach, that they overwhelmingly embraced the D&I material that Sandvik put together, and that they felt that the material provides a good frame as to what Sandvik considers its organisation-wide (global) D&I standard whilst at the same time allowing for local variations where needed.

The literature review revealed that sustainable D&I efforts for organisational performance depend on how individuals, teams, and the entire organisation interact and handle their differences. After conducting my research study, findings from the interviews and document reviews support the literature review findings and indicate that an impediment to successful D&I management resides in people's mind-sets, the way they handle differences, the way they interact with people different from themselves, and the way they embrace diversity in general and inclusion in particular. A special focus must, therefore, be put on building awareness and skills in these areas in order to resolve the research problem.

This chapter is organized as follows. First, I provide what Yin (2003) refers to as an analytic generalisation. Second, I explain the practical implications of my research through my recommendation for how Sandvik could turn its D&I strategy into action. Third, I discuss the limitations of this study and the associated opportunities regarding future research.

In Chapter 6, I conclude this thesis with how I, as the researcher, have developed as a scholar and practitioner through this research study and from my curriculum at the University of Liverpool doctorate in business administration programme.

5.1   Analytic Generalisation

Yin (2003) argues that case study research is principally not suitable for generalisation beyond the research study itself. However, Yin refers to the one notable exception as 'analytic generalisation'. Analytic generalisation, according to Yin (2003), is when a researcher compares lines of thought found in the literature review with his/her research findings. If the research findings correspond to themes in the literature review then the findings can be used for generalisations.

This section compares findings from my research regarding D&I themes with D&I themes encountered during my literature review. I argue that this kind of analytic generalisation is part of a triangulation effort to increase the validity and reliability of my research findings. If my research findings had been diametrically opposed to the outcome of the literature review, I would suspect that I, as the sole researcher, had done something wrong, either in selecting research participants, choosing the research methodology, selecting the research topic, or developing the research questions.

Through my literature review, my document review (for instance Evans, 2015), and my interviews, it emerges that one benefit of D&I awareness-building is that rank and file employees, through promoting Sandvik's D&I strategy during customer visits, can enhance Sandvik's reputation as an organisation that values sustainable D&I.

Specifically, Patrick often visits customer sites and it is important to him that Sandvik employees 'take [D&I] with you and represent the company and the ideas outside of Sandvik as well'. His tenet, that Sandvik must spread its D&I values to customers and suppliers, meaning the community around the Sandvik organisation, corresponds with what Mor Barak and Daya (2014, p. 395) argue, namely that a corporate D&I effort must include reaching beyond 'corporate walls'. Additionally, Glaser (2005, p.8) clearly argue for an organisation's D&I initiatives to reach external vendors and customers. This is also one of the two main tenets of inclusion according to authors within the Critical Diversity group of researchers.

Critical Diversity scholars like Gotsis and Kortezi (2015) argue that 'equality and inclusion approaches based on the tents of reducing discrimination and promoting social justice considerations are often confronted to more managerial perspectives focusing on a business case as well as on securing enhanced performance' (p. 23). These authors furthermore argue that diversity is 'viewed as an organisational discourse that seems to favour certain managerial and economic goals even at the expense of other societal and organisational issues' (p. 24). 'Diversity interventions have failed to concurrently satisfy business and social justice outcomes' (p. 35). 'Many streams of thought in critical diversity scholarship consider business and social justice arguments as [..] competing or mutually exclusive' (p. 37).

Kandola (2009) does not seem to argue that social justice considerations and business performance considerations are mutually exclusive but he nevertheless argues along the lines that social justice considerations should be enough reason to promote diversity and inclusion. Business cases are not necessarily needed. Two research participants were also clearly arguing along these lines. They were, nevertheless, in minority. Most research participants argued for the benefits of business cases as an important approach to on-board the current in-group and to attract investments in awareness training.

Reflecting on the ideas of Critical Diversity scholars, my personal/political take on the discussion is that Critical Diversity scholars argue more along the lines of socialism (equality) and that business cases are more linked to capitalist ideas (profit/performance). It is my understanding that Critical Diversity scholars argue that we can have diversity but due to power structures, true inclusion cannot be achieved if it is based on business cases rather than social justice arguments. Based on the opinions expressed by a majority of authors included in

my literature review and the majority of my research participants, I draw the conclusion that any attempt at turning a D&I strategy into action in a for-profit organisation based solely on a social justice argument is bound to fail, mainly due to that the current in-group would not feel called to participate in an authentic way.

Interview responses and my Sandvik document analysis show that diversity without inclusion will possibly lead to equality but not to enhanced organisational performance. This is very much in line with what Kalev et al (2006) argue, namely that diversity training without links to organisational policies, strategy, and responsibilities, is not useful. Their research shows that 'practices that target managerial bias through [..] education (diversity training) show virtually no effect in the aggregate' (p. 611). They argue that corporate policies and linked goals and responsibilities achieve D&I better than diversity training with the sole aim of changing individual behaviour.

This agrees with what, for instance, Susan and Bill argued during the interviews that monitoring KPI development as goal achievement measures is an essential part of moving D&I strategy into action at the core of the organisation.

Several interviewees argued that Sandvik's D&I effort must be embedded into our organisational culture. Diversity must not be seen as a separate issue and inclusion as a stand-alone project. Both concepts are highly interlinked and form a necessary platform for enhanced organisational performance. These findings indicate that buy-in, understanding, and participation from the whole organisation, especially from the current in-group, are all essential for success.

Kahnemann (2011) developed his Nobel Prize winning 'Prospect Theory' in 1979. It argues that people make (economic) decisions based on how they view their potential gain or loss and not the overall or final outcome of the decision.

Transposing his ideas, such deliberations may also influence non-economic decisions, such as whether to embrace a corporate D&I strategy. Organisational members must be able to judge the final outcome (for instance better corporate performance) when they decide how to personally embrace and contribute to the aspects and rewards of D&I in their workplace. Thus, it is essential that organisational members, especially the current in-group, can see the full benefits of Sandvik's D&I strategy and not base their decisions on their individual feelings of how they will fare from the D&I policy implementation.

Although Sandvik's D&I material is useful and globally valid, interview responses indicated the need to use it in a flexible way and, without distorting it, adapt it to local needs. To ensure interest and buy-in, employees throughout the organisation must be allowed to tailor the D&I approach, policy, and process to local needs, albeit within a frame provided by Sandvik. Tim alluded to the importance of this 'frame' when he stated that he would find it totally wrong to have different D&I interpretations in different parts of Sandvik. Winters (2014), however, did not find negative consequences of having different D&I interpretations and strategies in different countries. She points to Sodexo as an organisation that has successfully been able to accomplish this D&I strategy. Jackson (2011) refers to her interview with Dr Bartels-Ellis

who claims that 'it has been important to develop the clarity about the non-negotiables' (p. 80) when implementing organisational diversity and inclusion strategies and visions globally.

I tend to agree with Tim and Jackson (2011). There must be a guiding frame as to what Sandvik wants to achieve through D&I. Specifically, which parts of the D&I strategy and material must be included as part of the world-wide (global) standard and which parts the individual Sandvik business units can tailor to suit their local implementation priorities.

Whelan and Wood (2012) report that although 'there is no research evidence that women appointed under targets or quotas are less competent or perform less effectively than the men they may have replaced or women appointed under processes without gender targets or quotas', research in the United States has shown that 'women who are appointed under the policies 'of affirmative action' are seen as less qualified, less competent and less legitimate in their role by both men and women, including the women who are appointed under affirmative action' (p. 5). This compares well with Ethan's view as described in Chapter 4.1.3 that care must be taken not to judge D&I efforts only by measuring gender equality. Ethan's response to a question from Sandvik Headquarters regarding how he plans to increase gender diversity in his business unit, namely that they 'are promoting a diverse workforce in all aspects', must be considered from this point-of-view. It is therefore highly possible that an organisation must not substitute gender diversity enhancements for overall D&I enhancements.

Healthy conflict must be addressed and handled. Without conflict, there is likely no diversity. However, if conflict is not handled adequately, animosity and disappointment may spread throughout the organisation and, through increased employee turnover, destroy otherwise effective recruitment efforts and talent development. Most interviewees expressed the need for team leaders or facilitators with interpersonal skills to handle any type of conflict that might arise from diverse opinions and perspectives. This compares well with Tim's argument that ONE SGL aims at developing this skill for middle managers. According to Kochan et al (2003) 'training programmes must help managers to develop the leadership and group process skills needed to facilitate constructive conflict and effective communication' (p. 18). In addition, Jayne and Dipboye (2004) argue that 'facilitating the acquisition of interpersonal knowledge through team-building efforts can accelerate the team's ability to draw upon these unique skills' (p. 418). These 'unique skills' refer to the variety of skills and perspectives that a diverse group of employees possess.

Finally, the issue of what to do with employees who, despite efforts, refuse to be engaged in turning D&I strategy into action, Gallegos (2014) stresses that 'inclusive leadership practices' include the creation of 'systems of accountability to hold leaders and employees responsible for practising inclusion' (p. 195). Tim, the research participant who is also a ONE SGL facilitator, was of the opinion that Sandvik must replace organisational members who do not want to contribute to the inclusive organisational culture. This aligns with Kandola's (2009) example from IBM in how they demote organisational members who do not support the D&I strategy and vision. Although this is not part of my recommendation to Sandvik, discussions around this theme will most certainly arise during ONE SGL sessions. Presently, the ONE SGL course content deals with the issue of what to do with employees who perform well in

sales or otherwise, but who do not share Sandvik's core values. This possible imbalance between performance and attitude must be managed and could be a topic for future research.

Overall, the results from my research parallel and confirm the findings from the literature review. Hence, I conclude that the extant literature and my research results underpin my recommended research problem resolution.

5.2   Recommendation for Sandvik and Implications for Future Practice

This sub-chapter combines the findings from my literature review, the interviews, the document review, the observation, and the 'Future Days' discussion into my recommendation for how Sandvik can turn its D&I strategy into organisation-wide/global action.

As already discussed, my research study can be considered as a supplement to Sandvik's 2014 SEmp survey. Furthermore, Sandvik's 2018 SEmp survey could be considered as an eventual supplement to my qualitative research study in that it may indicate that the gap between top management's D&I satisfaction and that of middle management and rank and file employees has diminished. Whether this would be due to Sandvik having implemented the following recommendation would be an area for future research.

To better analyse SEmp survey results, they must be 'segmented by demographic and other characteristics' (Winters 2014, p. 220). Currently, however, the portion of the SEmp survey where employees can indicate their demographics is voluntary but so detailed that it could reveal the identity of individual employees. As part of my recommendation, this information should be made compulsory but limited to data necessary to determine how inclusive Sandvik is as an organisation but nothing else, certainly nothing that would endanger employees' right to anonymity when responding to the SEmp. An analysis of survey responses should be broken down by, for instance, men and women; age groups; nationality groups; years of seniority; and functions within the organisation. This way, incentive schemes, KPIs, and training efforts can be tailored to address areas where the perception of inclusion is exceptionally low.

Stevenson (2016) argues that awareness comes before action, that learning is most efficient in a 'process of interaction', and that the best way to achieve learning and change is through the 'feedback/action research model'. He further argues that discussions in small groups is one of the most efficient ways 'to bring about change' (p. 177). My research findings and subsequent problem resolution recommendation fully mirror his views.

As seen under 4.3.1 above, a majority of my research participants as well as several authors included in my literature review, argue that middle management is the key group of employees that should be tasked with turning the strategy into action. Furthermore, findings from my interviews point to Sandvik's main leadership programme, the ONE SGL (detailed description below), to possibly be the vehicle to move the organisation's D&I strategy into action. Although this programme already includes a D&I awareness session. Tim argues that the ONE SGL participants often do not know what to do with the D&I awareness gained during the leadership programme and that they are, therefore, left confused about Sandvik's

D&I strategy at the end of the ONE SGL programme. Tim knows, as he is a skilled, experienced facilitator in the ONE SGL leadership programme. Anne, who has recently participated in the ONE SGL programme, argues that in order to move the D&I strategy into action, a personal development plan or a next steps document is needed after the D&I awareness-building. Otherwise no action would emerge from the awareness-building effort. Lukas, also a former participant in the ONE SGL programme, misses an actionable plan for the D&I implementation across the organisation.

Facilitation skills are a necessity for successful discussions and change. This according to David, Lukas, and Doris, to mention a few of the research participants. Tim and Peter argue that the ONE SGL programme teaches facilitation skills that could be useful for putting together the aforementioned actionable plans on how to move strategy into action. These findings further indicate that Sandvik's ONE SGL leadership programme could very well be a useful and successful vehicle for turning organisational strategy into action toward an enhanced inclusive organisational culture.

The main leadership programme within the Sandvik Group, ONE SGL, is intended for middle managers. The ONE signifies that the program is common throughout Sandvik worldwide, and the SGL stands for Sandvik Global Leadership.

The programme is designed for either newly, internally appointed or experienced managers who have recently been recruited to Sandvik who lead teams or have people reporting to them.

The aim of the eight-day programme is to help develop knowledge and insight about leadership in general and Sandvik's core values, the Sandvik Leadership Model, and the expectations of a Sandvik leader in particular. This knowledge and insight empowers the participants to employ what they learn from the programme in their daily workplace-based practice. One final aim of the programme is to create a local managers' network throughout functions and business areas.

The Sandvik Leadership Model asks leaders to drive synergies across the whole organisation, deliver results, drive improvements, develop people, and demonstrate self-awareness.

The ONE SGL programme features a three-hour segment on D&I. Tim, the research participant who facilitates ONE SGL sessions, argues that this segment can and should be further enhanced. Through his facilitator role in the ONE SGL programme, he has encountered several participants in this leadership development programme who do not fully understand the aim of this segment. Additionally, there have been three attempts over the last three years to highlight the need for more diversity and a more inclusive culture within Sandvik. None of these attempts seem to Tim to have been fully successful and participants have expressed their confusion as to what the ONE SGL D&I part is supposed to achieve.

According to Hayles (2014), 'hearing about, believing in, or even knowing the benefits of diversity and inclusion do not consistently lead to supportive actions' (p. 57). Hayles further argues that 'two-way communication is more powerful in reducing bias than lectures, films, and readings. Interaction is more effective especially for issues that are complex and have

emotional content, such as diversity and inclusion' (p. 67). Ferdman (2014) insists that 'inclusion must occur in terms of individual experience and everyday interpersonal behaviour and also in terms of intergroup relations and patterns of experience at the level of complex organisational and societal systems' (p. 45).

It is thus very possible that an updated and effective D&I session within the existing ONE SGL leadership training programme using the existing Sandvik D&I material coupled with small group discussions to build awareness and plan action change, could transform strategy into action. DeMartine et al (2016) argue that 'the diversity and inclusivity message should ring clearly through mission statements and recruiting materials' (p. 13). My research findings indicate that that this is indeed the case with the Sandvik D&I material. None of the research participants dismissed the material and all found it appropriate, useful, and valid globally.

The evidence from my literature review and my research indicate that continuing discussions about the Sandvik D&I material on a larger scale, supported by the ONE SGL leadership programme and coupled with an 'actionable plan' as, for instance, Lukas argued, would probably be the best approach to resolve the problem at hand.

Peter made a sound suggestion regarding the composition of participants in the ONE SGL training sessions: 'In this kind of training… I would suggest to have people [..] different cultures there because we can have different workshops and see how these people behave and we can take some conclusions out of this… mixing cultures… it would be great to have the results out of this'. Typically, the ONE SGL training sessions contain some diversity aspects (gender, age, seniority) but nationality is often not considered as the ONE SGL participants normally come from the same country due to language and logistical issues. Peter suggested that Sandvik incorporate nationality into the composition of the ONE SGL training groups. Although it may be difficult to always have culturally diverse ONE SGL participants, the effort to at least partly adhere to Peter's suggestion could be made when scheduling the ONE SGL training groups.

Finally, and as already mentioned, Tim being involved in the ONE SGL training, argues that with some D&I related themes in the ONE SGL, people are not able to do anything; they simply do not understand the issue. Therefore, I suggest that the D&I portion of the ONE SGL leadership course for Sandvik's middle managers be updated in preparation for my final recommendation. More specifically, I recommend that all ONE SGL participants be made aware of Sandvik's desire to move its D&I strategy into action. The participants must be familiar and comfortable with the D&I material once they finish their ONE SGL course and they must be convinced about D&I benefits.

After the course, and this is the final part of my recommendation for resolving the research problem, all ONE SGL participants must:

1. Establish a group of three to four diverse rank and file employees in their daily workplace practice, be it a Sandvik factory, a Sandvik sales office, or a Sandvik R&D centre.
2. Present Sandvik's D&I material (i.e. videos and documents) for awareness-building and action preparation in these groups.

3. Discuss the topics associated with each video and document the discussion during three 30-60 minute sessions, each separated by one month as to not overwhelm the group and give them time for their daily work tasks.
4. Ensure that the discussion series is concluded with an action plan for how turn the D&I strategy into action in order to enhance the inclusive culture in their workplace-based practice and monitor the action plan with suitable KPIs.

Below is my detailed recommendation for how to conduct the discussion sessions under point 3 above. ONE SGL participants would be allowed to adapt this as locally needed without contradicting Sandvik's overall D&I strategy.

- Session 1
  - Discuss personal definitions of the words diversity and inclusion
  - Present Sandvik's definitions
  - Watch the CEO D&I video
  - Discuss the benefits of D&I (as source of innovation and as source of attracting, developing, and retaining talent) based on own opinions, the CEO film, and Sandvik D&I brochure. Are we a diverse team here at our office/factory? How different are we 'allowed' to be here?
  - Watch the Scott Page video
  - Read Sandvik's Business Case for D&I
  - How can we improve here at our office/factory to become more diverse and more inclusive?
- Session 2
  - Watch the Susan Boyle video
  - Discuss if we have pre-conceived notions as to where to find talent and what talent looks like
  - Watch the two videos 'The Authority' and 'The Recruitment'
  - Do we have physical and/or mental obstacles for disabled people here at our office/factory? Can we handle different customers? Can we treat our customers according to their needs?
- Session 3
  - Watch the Peacock video
  - Discuss how far we would go in order to 'fit in'
  - How do we create a more inclusive work environment?
  - Set up a proper plan for sustainable action including follow-up measurements.

Sandvik would need to invest in updating the D&I material. First, the D&I film featuring the CEO is decent, but the CEO has changed. Thus, the new CEO must produce a film with his thoughts on D&I. Second, the Scott Page video that was purchased by Sandvik is interesting, informative, and thought- and discussion-provoking. However, sub-titles are required in all languages used by Sandvik employees. Page's English is far too fast and the topic he discusses far too complex to be fully understood by Sandvik employees whose native language is not English. Additionally, sub-titles might be needed for the Susan Boyle and the Peacock video clips. Finally, the D&I printed material must be made available in the various

languages used within Sandvik and the discussions conducted by the ONE SGL participants should be held in the local language.

The investment for these changes would not be all that high, and would essentially entails the costs for translations and allowing employees time off for the 30-60 minute sessions to be held once a month over three months.

Action plans should be decided upon and documented between the last ONE SGL session and the follow-up meeting nine months after the last ONE SGL session. During the follow-up meeting, ONE SGL participants meet for one full day to discuss how the ONE SGL helped them become better Sandvik leaders. This meeting would create an opportunity for each ONE SGL participant to convey how they have accomplished turning Sandvik's D&I strategy into action. This could be viewed as best practice sharing.

Considering that there are several ONE SGL courses per week globally, using ONE SGL as the vehicle for turning strategy into action seems appropriate, reasonable, and as the research findings have indicated probably the quickest approach to achieve sustainable change. It would be an expeditious and controlled approach to bring about, first, awareness and, then, awareness-based action and, finally, achieve the change needed for sustainable organisational inclusion.

In conclusion, my research has practical implications by discovering an underutilised approach to turn a D&I strategy into action. The actionable knowledge created by my research can be used by the Sandvik Group to bring D&I awareness to middle management and through them to the rank and file employees. This way, all organisational members will, with time, become involved in turning the Sandvik D&I strategy into action and sustainable change. As described above under 2.3, a plethora of scholars and practitioners argue that without the participation of all organisational members any attempt to turn a D&I strategy into action will be very difficult to achieve.

My recommendation allows for local adaptations of the general Sandvik D&I strategy in order to achieve the necessary local touch whilst staying within the frame of Sandvik's aims with its global D&I strategy.

The recommendation, although using video and written material, is based on the important verbal discussion in a smaller group of diverse participants that almost all research participants and scholars consider a necessity to achieve first awareness and then action (see above under 4.3.3. and, for instance, Stevenson [2016])

From this study, practitioners can gain knowledge on what my research participants think about the Sandvik D&I strategy, its efforts to diffuse it (material, etc.) and turn it into action, and they can use my recommendations to initiate action and change within organisations other than Sandvik if circumstances for such a transferability of findings and recommendations is present.

5.3   Study Limitations

Although this study provides insight and implications, it is not without limitations.

First, the Sandvik D&I materials are mainly in English. Some documents have been translated into other languages and some videos come with sub-titles in other languages. This indicates that the ability to understand English is currently a pre-requisite to be able to fully use the Sandvik D&I material. Thus, one limitation is that my research study does not consider participants with no English proficiency.

Second, another limitation is that my literature review guided my research questions. Although the analytic generalisation (comparing research results to extant literature) showed a close alignment, it is possible that this is due to a narrow literature review, narrow research questions, and funnelling the whole research into a fake alignment with the literature.

Third, apart from the interviews and document review, I only conducted one observation even though it is a recommended approach to enhance study results through triangulation (Yin, 2003; Creswell, 2007). There were two reasons for only conducting one observation. Only two of the research participants were located near my location, and I travelled extensively for the interviews with flights to the United States, UK, Middle East, and India plus long car drives to southern Germany, France, and Austria. Therefore, observations of discussion dialogues during several sessions would have been nearly impossible considering geographical and financial constraints.

Additionally, I felt uncomfortable as an observer when I conducted one observation of a dialogue session that took place not too far from my location. This observation occurred during a session where two research participants watched the Penguin/Peacock video and then discussed questions provoked by this video. The observation method (Yin, 2003) was a 'direct one' (p. 92) and not a 'participant one' (p. 93) in that I stayed in the background of what was a rather large, bright, modern conference room. I noted for example the honesty with which the two participants offered their personal views regardless of whether they would be considered politically correct.

Even though I kept in the background, I still had the impression that the two research participants could not ignore my presence and felt the need to 'perform' to an imaginary standard or meet my expectations. Following my observation, I asked the two participants if they felt as free and unhindered to discuss the D&I topics as when I was not present as an observer. The responses were inconclusive, with neither a clear 'yes' or 'no' answer. Thus, for the two reasons described above, I decided that observations could bias my research findings and results.

Yin (2003, p. 86) refers to the weakness of observations as a data gathering method. He refers to the described issues with cost and time and also points to the danger of 'potential biases produced', especially in a participant-observation situation. I argue that this risk also applies to direct observation cases. Yin states that participant-observations might lead to 'bias due to investigators' manipulation of events'. Not that I felt that I manipulated any events during my observation, but the two research participants could have felt manipulated by my presence and

note-taking. They tried to not look at me, but there were a few occasions where they turned to me and, as far as I could judge, implicitly asked for my 'approval'.

Fourth, this study used convenience sampling. Selecting research participants through convenience sampling can be used for qualitative research where 'rich and think' (Creswell, 2007) descriptions are desired, but care must be taken not to generalise findings from such samples; they have no claim to be representative of any population, in my case, all Sandvik's middle managers and rank and file employees. My research study is not designed to generate any probability measurements or any generalisations beyond this case study. The risk, as I see it, with using convenience, quota, or purposive sampling (Easterby-Smith et al, 2008, p. 218) is that readers of this research report might forget the limitations with these sampling methods and draw improper conclusions.

Fifth, all research participants were volunteers. However, to effectively initiate action change, my research showed that all organisational members must be included and contribute to the effort. This could lead to some organisational members feeling 'forced' to participate. Thus, my research findings could have been different if participation was mandatory. Forcing organisational members to participate more than with what they feel comfortable would defy my wish for voluntary participation based on my genuine belief in the benefits of D&I. Thus, anything other than a voluntary study may fail. Furthermore, this would have also gone against the University of Liverpool ethical guidelines. Thus, this is not a limitation of my research study as such, but rather a limitation of my recommendation for action change at Sandvik.

In summary, although there are several limitations connected to my research, I nevertheless consider my recommendation sound and realistic. Further, some of the research limitations provide opportunities for future research on D&I issues.

5.4   Future Research

As discussed, this study provides opportunities for future research. My recommendations for future practitioner research include a renewed observation of the effects of ONE SGL participants after using the Sandvik material for awareness-building and action planning provided as part of my suggested extension to the current D&I section of the ONE SGL leadership training programme. Questions to be answered might include:

- What if a ONE SGL participant does not want to do this?
- What if s/he does not agree with Sandvik's D&I strategy?
- Can such a person remain a Sandvik leader?

As a positivist alternative to my research approach, a quantitative study using a survey instrument with a Likert scale and anonymous information about survey participants, such as gender, age, seniority, and possibly national origin, could be possible. This could be performed as part of Sandvik's 2018 SEmp survey.

In connection with such a survey, in-depth interviews could be conducted to research the advantages and disadvantages of initiating my recommendation for D&I awareness-building/action-planning as a mandatory part of the ONE SGL programme. Future research could examine whether this should be mandatory or if it could work on a voluntary basis, and how Sandvik can mitigate any negative aspects of making my recommendation mandatory.

Sandvik currently experiences lower middle manager and rank and file employee satisfaction than what was reported for the 12 top managers in the 2014 SEmp survey. Future research could contribute to scholarly and practitioner knowledge by investigating if a similar mismatch can be found at peer companies and, if so, investigate action plans that aim to equalise the satisfaction scores throughout the organisations. If no such mismatch can be found, further research could be initiated to understand why this mismatch exists within Sandvik.

I detected ambiguity when conducting my literature review and when discussing my research findings at the 'Future Days' at the Swedish Chamber of Commerce in Frankfurt. As seen earlier in this report, many scholars and practitioners argue that without genuine inclusion, organisational performance improvement is bound to fail. The ambiguity refers to whether diversity automatically leads to increased performance. My personal view is that it does not; inclusion is needed to leverage diversity for organisational performance. Nevertheless, this presents an opportunity for research into the nuances of the need for inclusion for organisational performance if for no other reasons than at least to re-confirm that diversity without inclusion will not bring about organisational benefits.

Robinson and Dechant (1997) argue that 'attitudes, cognitive functioning, and beliefs are not randomly distributed in the population, but tend to vary systematically with demographic variables such as age, race, and gender' (p. 27). Thomas and Ely (1996), on the other hand, argue that 'increasing demographic variation does not in itself increase organisational effectiveness' (p. 81). Future research can contribute to decreasing the ambiguity and discrepancies concerning this topic.

Future research could also examine proof of any Sandvik change in organisational performance caused by a more inclusive and diverse organisational culture. As suggested, a positivist alternative to another case study could be a quantitative research study with hypothesis-testing, control variables, and other scientific methods. A subtheme could be whether the current in-group is more prone to accept helping transform strategy into action if they genuinely understand the need for D&I as necessary for increased business performance.

An alternative to a pure case study approach or a survey could be a mixed methodology study of the development of the responses to D&I-related statements in Sandvik's annual SEmp survey. If using the 2018 SEmp survey is not considered effective, another quantitative survey could be constructed and a probability sample (Easterby-Smith et al, 2008, pp. 216-217) performed so that the survey could be sent to random Sandvik employees. The survey questions could go into more depth to explore reasons for why different employee groups respond differently to the annual SEmp statements.

Another interesting aspect to research further is whether e-learning is an effective way to spread D&I awareness and act as a catalyst for action. Whether such a platform could replace or complement the group discussions that I have suggested as for Sandvik's ONE SGL course format could be studied. In addition, research could study how middle managers and rank and file employees consider the effectiveness of Sandvik D&I e-learning, whether they enjoy it, how their responses correspond to the extant literature on the effectiveness of e-learning, and how an e-learning approach should be structured to ensure that it brings about real action.

Research into how much local alteration to Sandvik's global D&I policy and documents is accepted or allowed before the message gets convoluted, confusing, or contradictory would be helpful future guidance for how to turn a D&I strategy into action within a global organisation. This would possibly answer Daniel's comment that Sandvik should have 'an overarching message' but be able to 'tailor-make it [.. to fit] local factors'. However, which parts of the D&I message must be part of the global standard and which parts are open to local adaptions must be determined. An example would be Offermann's and Basford's (2014) example of the Marriott Hotel chain's 'glocal' concept where a global D&I strategy is complemented by necessary local modifications.

A related topic worth investigating is how Sandvik can ensure that discrimination does not occur, for instance against genders or sexual preferences, in countries where such practices are commonplace and occasionally written into legal codes (e.g. Saudi Arabia where women are not allowed to drive and thus cannot fully perform operational duties or Uganda where same sex relationships are illegal). Thus, future research could examine if Sandvik's D&I policy could ever trump local law. Essentially, whether Sandvik can include where local governments exclude.

Correspondingly, a related topic that can be researched is whether an enhanced inclusive culture within Sandvik has any spill-over effects into the community surrounding Sandvik, including customers, suppliers, local institutions such as schools and elected officials (Mor Barak, 2000; Glaser, 2005), and the family members of the inclusive Sandvik employees.

In conclusion, there are numerous interesting areas for future research in the study of D&I in various organisations. With increased research, scholar practitioners can better improve D&I awareness and implement successful and sustainable action change.

6   **Learning Reflections**

6.1   Introduction

Sandiwell (1996, in Johnson and Duberley, 2010, p.178) claims that 'a failure to engage in reflexivity [..] results in poor research practices'. This chapter describes what I imagine having learned during my doctoral research project, what struck me most, and what do I take with my into the future.

6.2   Learning from Choosing the Research Topic

In January 2013, I attended a Sandvik D&I presentation in Düsseldorf. It immediately became clear to me that this was a topic that I could take an interest in and where my engagement could add value to Sandvik. Furthermore, by engaging in this topic, I would increase my own D&I knowledge and help move the topic from a head office strategy level to an organisational action change level.

It was important to me that my choice of research topic fit with what I considered the University of Liverpool DBA research aims as described in the DBA brochure (University of Liverpool, 2010), namely an action research based and workplace-based intervention leading to organisational action change.

It might possibly have been easier for a novice researcher like me to use a quantitative research methodology, like a survey, rather than embarking on a qualitative action research based methodology. The results from a 2014 survey partly guided my choice of research topic. The needed in-depth understanding of the chosen topic would probably have been difficult to achieve by adding another survey on top of the one conducted 2014.

It was thus important for my understanding of the topic to let research participants give voice to their thoughts in face-to-face dialogues. Furthermore, I agree with Greenwood and Levin (2007, p. 1) when they argue that action research (AR) needs to satisfy 'rigorous scientific requirements and promote democratic social change'. They further argue that 'AR centres on doing "with" rather than doing "for" stakeholders'. Although focussing on action research, Greenwood and Levin (2007, p. 11) touch upon diversity and argue that 'diversity is one of the most important features of human societies'. Reflecting on this, I found my choice of research topic an appropriate one, especially as the authors view diversity differences 'as a rich social resource that, when effectively mobilized, gives a group or an organization a much greater capacity to transform itself'.

Kahneman (2011) inspired me to thoroughly consider the issues related to D&I. In particular, his presentation of the two ways of thinking reflected my thoughts on how D&I efforts can derail an organisation when being implemented. According to Kahneman (2011), there are two main schools of thought: System 1 and System 2. System 1 is a 'lazy', unconscious way of thinking based on feelings. System 2 requires more effort and a higher level of consciousness that normally leads to logical thoughts and thus logical ways of acting and behaving. My reflection on this is that D&I efforts must not risk being distorted by

organisational members' personal feelings and unconscious thought processes. A genuine understanding of the D&I issues within the community of organisational members responsible for turning any D&I strategy into action is essential.

Through my D&I-related research, I believe to have helped the Sandvik organisation effectively mobilise resources in order to move the D&I strategy into workplace-based action change and in parallel promote the democratic social change agenda that Greenwood and Levin (2007) consider important in any action research project.

6.3   Learning from the Methodology Selection

It is my opinion that knowledge in social science is constructed in social interaction, in the case of my research study mainly the interaction between me and the 18 research participants.

Positivist research often aims at proving (or disproving) hypotheses and what causes lead to which effects. It was not the aim of my research project to prove any cause-and-effect relationships. Instead, it had struck me when I did my small residency research project how much I enjoy producing knowledge based on the interaction with other people. I believe that sense-giving and sense-making appeals to me in a research situation.

Since my small residency research methodology had been criticised for rather being a case study instead of a phenomenology as I had claimed, I decided to investigate the tenets of case studies more in detail when deciding on the research methodology for my doctoral research project. I came to realise that the case study methodology was a good fit for my epistemological and ontological stance and it furthermore fit with well my personal preferences and skills, in particular the skills that I had practised during my small residency research project (interview techniques and transcriptions, member checking, as well as the forming of major themes out of categories emerging from interviews). By the end of my research, I realised the opportunity to utilise my familiarity and involvement with the main Sandvik leadership programme, the ONE SGL, as a base a recommendation for action to be suggested to Sandvik.

Although forewarned by van Maanen (2006) that 'qualitative method is often difficult, as it requires sensitive interpretive skills and creative talents from the researcher' (p. 720), the thesis-writing phase of my research project was a very cumbersome and time-consuming exercise. For future action research projects, I would need to much better plan the duality of interacting with research participants and writing the thesis as such in order to be much more efficient with my time and efforts. Zuber-Skerritt and Perry (2002) split action research into two parts:

1.   "Core action research project"
2.   "Thesis action research project"

The first part represents my involvement "within a workgroup of practitioners in [my] organisation" and the second part represents my involvement "in a workgroup of thesis candidates/action researchers" (p. 175). As far as the second part is concerned, I was only

involved with my two thesis supervisors and one other thesis candidate. The contact was not continuous, there were long time laps between the points of contact, and I worked quite a bit on my own where I should instead have asked my primary supervisor and more than one other thesis candidate for continuous feedback as I went along with the research as such and in particular as I wrote the thesis.

6.4   Learning from Ethical Considerations

Raelin (2003, pp. 6-7) discusses a new paradigm for leadership. According to him, there are four processes that define good leadership. Leadership must set the direction; organisational members must know where to go. Leadership must clearly articulate organisational goals; 'a host of activities and tasks need to be accomplished to get the work done'. Leadership must strive at sustainability, 'commitment and cohesiveness'; organisational members must feel that they are part of something important and worthwhile. Leadership must ensure flexibility and the ability to adapt; organisational members need to be able to adapt to emerging knowledge and changed circumstances. Raelin (2003, p. 252) believes that good leadership (he calls the new paradigm 'leaderful practice') shows itself in the 'day-to-day behaviours of people of good will extend to each other'. In my mind, a good deal of ethical behaviour is needed to achieve this. Mutual respect and an appreciation for diversity in the workplace are ethical necessities.

Carefully considering ethical aspects in the research setting, reflecting on my role as both the researcher and a member of the organisation being researched, led me to several insights. One was to be aware of and keeping personal bias under control and as much as possible out of the way. Another was making a conscious effort not to be seen as a representative of Sandvik head office but rather as an unbiased researcher.

Important ethical considerations include securing the anonymity and confidentiality of research participants and, in certain cases, whole organisations. Feedback given to me from research participants before, during, and after interviews shows that I succeeded in ensuring anonymity and confidentiality. Feedback from research participants also pointed to the concept of reciprocity meaning that my research must be of mutual benefit to me as well as to research participants and our organisation (Bell and Bryman, 2007). This was clear to me already at the Doctoral Development Plan (DDP) stage just before embarking on my doctoral research study. Some research participants even gave the feedback that they had already started D&I activities locally in their business units after having been inspired by my research project and realising the benefits D&I could bring our organisation. This kind of feedback is immensely positive to me as an action researcher and confirms the reciprocity aimed for.

I therefore conclude that my efforts in the area of ethics have paid off. Reciprocity was achieved.

6.5   Learning from the Interaction with Research Participants

As stated, the positive feedback from research participants and other stakeholders (like Sandvik's D&I manager and the participants during the Swedish Chamber of Commerce's 'Future Days') encourage me to keep on moving D&I strategy into action change also after conclusion of the thesis.

A very important learning was the necessity and the usefulness of several rounds of member checking. I did one round to ensure that I had transcribed the interviews correctly and another round to ensure that the categories emerging from the interviews and my grouping them into four major themes gained the research participants' approval (which it did). I wish that I had used the research participants even more for feedback, for instance asking them whether or not they agreed with the recommendation that I suggested before sending it to Sandvik's D&I manager and to Sandvik's ONE SGL co-ordinator. Still, my recommendation was based exactly on what the research participants had experienced and given their support. Therefore, logically, the recommendation should have gained the research participants' approval. For my next action research project an important learning is thus to include and use the research participants as much as can reasonably be asked considering their day-to-day work responsibilities and time schedules.

Another learning is that my interviewing process must become more efficient in order to avoid too much work with transcriptions. The dilemma is that when wanting to provide a rich and thick description (Creswell, 2007) and an in-depth understanding of a topic or phenomenon, unstructured and semi-structures interviews are needed to access the lived experiences and deeper thoughts of research participants. Responses to structured interviews are easier to handle but run the risk of not achieving the necessary level of in-depth knowledge needed for a thorough understanding of the research participants' experiences and thoughts.

Finally, I could have made better use of my journal by jotting down, for instance, more reflexive thoughts, missed opportunities, and contradictions. 'Writing is itself a learning process' (Locke and Brazelton, 1997, in Cunliffe, 2004, p. 418) that would have allowed me to better conceptualise, document, and remember thoughts coming to me during interviews or other phases in the research process. I definitely need to improve in this area in preparation for my next action research project.

6.6   Learning from the Data Analysis

As mentioned above, efficient transcription of interviews (using appropriate soft- and hardware), efficient consolidation of topic categories emerging from interviews into major themes, and efficient member checking (not only covering interview transcripts and major D&I themes but also, for instance, feedback on my recommendation for action change) all help make the presentation of the data analysis process a transparent one so that readers can clearly follow my thoughts and actions in regards to coming up with major themes. It was very important to me to ensure easy-to-understand major themes for a non-academic

audience, for example the middle managers who through my research (and extant literature) have been identified as the key change agents moving strategy to action.

In retrospect, transcribing interviews took too much time during this research project. My learning from this must be to prepare and conduct more efficient interview sessions in the future. Less open-ended questions are a clear alternative but it would be a delicate balance because I might get too close to a verbal survey instead and the aim of deep insight and understanding would be made much more difficult.

Yin's (2003, pp. 32-33) 'analytic generalisation' applied to my research topic reveals that my findings go hand in hand with extant literature. There are no big surprises to dwell on. Nevertheless, there is no right or wrong when dealing with moving D&I from strategy to action. My research findings, although in line with extant literature, are but one version of reality.

6.7   Learning from the Report Writing

Both my primary as well as my secondary supervisor commented on the wordiness and conversational word choices used in my thesis. Spending a lot of time and effort adjusting this, I took the word count from being above the maximum allowed 50,000 to several thousand words below the maximum in this version of the report. Other comments included that I used too many quotes and that more paraphrasing would improve the text. I have received similar comments not relating to this thesis. For example, workplace colleagues complain about my e-mails and consider them difficult to read due to too many words used. It is an issue for me; I need to write in a less complicated way and ensure better readability both in reports as well as in simple e-mails.

'Qualitative writing may be seen as an active struggle for understanding [..] it requires that we be attentive to other voices, to subtle significations in the way that [..] others speak to us' (van Maanen, 2006, p. 713). Reflecting on this, I became more and more aware of the dilemma of giving voice to research participants as expressed in their native language. Should I quote them in their original language with an English translation in the thesis text, present the quotes in their own language in an appendix and in English in the text, or simply translate what was said into English and leave it at that? My primary supervisor commented along the lines that keeping the quotes in foreign languages probably would distract and confuse readers. My deliberation was if I could truthfully convey the voice of each participant for the in-depth understanding of their experiences that was one aim of my research if I took upon myself to translate their voice into English. Debating the issue back and forth, I finally decided to keep the thesis text entirely in English but to provide relevant foreign language quotes as an appendix in order to allow readers with foreign language skills to judge for themselves if I truthfully conveyed the interviewees' voices.

6.8   My Role as Change Agent

I am proud of my role as a change agent in my workplace. I consider myself an accepted leader with a huge organisational network within Sandvik. I inspire others to help drive change. This is affirmed by feed-back given by research participants during the interviews themselves and the two rounds of member checking. Also workplace colleagues who were not research participants have, on several occasions, given me similar feedback as have my managers during performance appraisals. Continuous and positive feed-back from research participants and other organisational members and even outsiders (like the Future Days participants) encourage me to drive my research topic beyond a mere thesis topic and an organisational change topic but to move the issue outside the organisation into the society around myself and my organisation. I give presentations like the one during the aforementioned Future Days. I conduct workshops and I bring the topic of D&I into the ONE SGL sessions where I function as facilitator. I meet with organisational stakeholders to discuss improvements in for instance D&I materials. Thanks to my research project, I have become more active around colleagues, presenting and pushing for D&I. I bring up the topic when I present Sandvik to new employees as well as external people. The D&I research project (in particular the literature review) has made me much more secure when presenting the D&I topic to colleagues and other stakeholders. Colleagues have started referring to me as a D&I ambassador within Sandvik.

More and more, I appreciate the distinction Johnson and Duberly (2010, p. 34) make between 'verstehen' and 'erklären'. Verstehen is German and means understanding. Erklären is also German and means explaining. My whole research project is about making the Sandvik organisation understand the D&I topic and once understood act as change agents driving action in order to secure an inclusive organisational culture. Simply explaining what D&I is all about will probably not lead to any action change in our organisation.

I strongly believe that I add value to the Sandvik organisation and the D&I implementation in particular. The added D&I knowledge that I have gained over the past few years are without doubt also valuable for my own personal career and in family and friendship relations as well. The overall DBA experience and the thesis research study in particular have provided me with skills that will help me embark on a new career outside the Sandvik organisation if I choose to do so. Other organisations are active in the D&I area and my newly gained knowledge will be welcomed by any possible new employer.

Already in the Doctoral Development Plan (DDP) I acknowledged a need for reflection on my attitude, behaviour, and way of working. I acknowledged my activist personality and a lack of reflective personality. Using Microsoft Visio's Brainstorming Map has helped me structure my thinking and document it. Using a journal (in my case rather a dictaphone) helps me note thoughts as they come to me. I carry my dictaphone with me almost everywhere I go and have started to recommend both the use of a dictaphone and MS Visio to friends and colleagues. Also this is an outcome of my DBA journey. Never before have I had to reflect as much as during the past few years. Using available technology to help with the reflection is becoming more and more necessary.

More reflexivity and more critical examination of my assumptions, bias, thoughts and actions improve my workplace-based practice. I tend to over-simplify and see things as either black or white. I need to get away from that and accept more ambiguity. Seeking more feedback from friends and colleagues would add to the benefits of reflecting. Making this part of my daily routine would ensure that I do not drop it in times of stress or uncertainty. According to Cunliffe (2004, p. 408), by engaging in 'critical reflexivity [..] we can develop more collaborative, responsive, and ethical ways of managing organizations'. Reflection and feedback helps me achieve Raelin's (2003) ideas of 'leaderful practice' and a natural leadership position in my organisation, accepted and valued by my colleagues. Reflexivity taken seriously enables me to become who and what I want to be and gives me a whole new set of organisational possibilities. I have never been a particularly reflexive person but since embarking on the DBA programme, I have made a conscious effort at being more critically reflective. Colleagues and friends have noticed and remarked that I have become more reflective and feed-back seeking.

Heifetz and Laurie (1997) argue that 'leaders do not need to know all the answers' but 'they do need to ask the right questions'. My doctoral research project has given me ample opportunity to practise the asking of right questions in order to be able to describe my research topic in a rich and thick way (Creswell, 2007) and gain an in-depth understanding of the D&I experiences of my research participants.

Heifetz and Laurie (1997, p. 126) describe one of leadership's main struggles, namely 'identifying the adaptive challenge' and then dealing with resolving it. I noted the gap between top management's view on how inclusive the Sandvik organisation is and how other employees view the same topic. I was then, through my doctoral research project, able to deal with the challenge of moving Sandvik's D&I strategy into action. The reward for me personally has been immense. In particular, I appreciate that my organisational colleagues believe me to be a better leader now than I was six years ago when I started my DBA journey. I have also come to accept that genuine change takes time and that obstacles are encountered. This is no great fit to my very impatient personality but my behaviour must reflect this insight and I must push for action change all the time, for an indefinite time, and not get frustrated by the time it takes.

Finally, my new-found interest in reflexivity helps me pursue one of my favourite leadership activities, namely mentoring. Based on the knowledge gained through my doctoral research project and reflecting on how it was conducted allows me to add value to my two mentor-mentee relationships. Diversity and inclusion and reflexivity touches on so many areas of management that even though my mentoring relationships are not specifically connected to D&I, they will anyhow gain from my new knowledge and understanding and hence add value to my mentees.

6.9   Summary

Embarking on the DBA journey with this thesis as the capstone was part of my continuous self-motivated interest in acquiring new knowledge. This interest has been increased through the completion of my thesis research project and hence the whole programme. As Guillory (2013) argues: There are certain skills that global managers need in order to master the management of diversity and inclusion. The will to acquire new knowledge is one of these skills. Other skills include adaptability to new situations and accelerating change as well as sensitivity to new cultures. In Guillory's (2013) mind, 'leadership in action is transforming vision into reality'. My thesis research project and my suggesting an approach for the Sandvik organisation to move its D&I strategy into action change for the good of the whole organisation can be seen as such 'leadership in action' and I am proud to have been able to take an active part in moving Sandvik's D&I strategy closer to action through my University of Liverpool DBA programme. Several colleagues have given me the feedback that I have become a better leader thanks to the continuous learning and reflection throughout the DBA programme.

Appendix A (Research Participant Information Sheet)

UNIVERSITY OF LIVERPOOL

Committee on Research Ethics

Participant Information Sheet

Title of Study: Essence of a Sandvik Diversity & Inclusion Learning Experience

Dear colleague,

You are being invited to participate in a research study. Before you decide whether or not to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask me if you would like more information or if there is anything that you do not understand. I would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

The purpose of this study is to find ways to enhance the inclusive culture in the Sandvik organisation and to share information with - and creating awareness among - all organisational member, not only HR professional, leaders, and managers but every single one of Sandvik's employees.

You are being asked to participate as I presume that you will enjoy the learning experience that such a participation offers and that you are a person who is interested in helping to achieve positive organisational change within Sandvik.

There will be a series of five discussion session of roughly 30 minutes each during which a discussion pair exchange ideas relating to diversity and inclusion in general and within Sandvik in particular. The series would run from July to November 2014. There will be ten discussion pairs. The pairs are located at Sandvik offices in the USA, in Europe, in the Middle East, and in Asia.

During December 2014 and January 2015, I will interview each of the twenty participants in one-on-one sessions. The main question will be whether or not these discussion sessions are effective and what we can all do as Sandvik employees to bring about a more inclusive culture within our organisation. I would urge you to take notes during the five sessions so that you will easily be able to give me your opinions and suggestions during the one-on-one interview session at the end of the discussion period.
I would also very much appreciate if the final one-on-one interview could be taped as it would greatly help me with the transcription of the interviews. Anonymity and confidentiality will be guaranteed. Only I, as the researcher, will know who exactly has partaken in this study. Only I as the researcher will have access to this data. The data will be stored for a yet unknown duration (it depends on the requirements of the University of Liverpool) and will thereafter be destroyed, i.e. erased from the tape machine.

Participation is voluntary and participants are free to withdraw at any time without explanation and without incurring any disadvantages. Any data collected (e.g. interviews) will be destroyed if you so wish.

As far as I can judge, there should be no discomfort or disadvantage from participating in this research study. Should you feel in any way uncomfortable during the discussion session, please let me know as soon as possible. If you remain unhappy or have a complaint which you feel you cannot come to me with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher involved, and the details of the complaint you wish to make.

The results of my research study will be documented in the form of a doctoral thesis at the University of Liverpool and as an action change suggestion at Sandvik. Participants will not be identifiable in any of this documentation.

Sincerely,

Per Fajerson
8 July 2014

Appendix B (Research Participant Consent Form)

UNIVERSITY OF
LIVERPOOL

Committee on Research Ethics

PARTICIPANT CONSENT FORM

Research project: The Essence of a Sandvik Diversity & Inclusion Learning Experience
Researcher: Per Fajerson

Please initial box

- I confirm that I have read and have understood the information sheet dated 8 July 2014 for the above study. I have had the opportunity to consider the information, ask questions, and have had these answered satisfactorily.

- I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.

- I understand that, under the data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish.

- I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publication.

- I understand that I will be asked if the final interview be audio recorded for transcription purposes. Should I not wish the final interview be audio recorded, I am free to decline.

- I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report that results from the research.

- I agree to take part in the above study.

_____   _____   _____
Participant name   Date   Signature

Per Fajerson   8 July 2014
_____   _____   _____
Researcher   Date   Signature

Appendix C (Interview Protocol)

Interview Protocol

Facilities:

- Suitable for in-depth interview?
- Audio-recording devises working properly?
- Spare batteries?
- Note pad and pens?
- Copies of Sandvik material?
- Test audio-recording devices!

Introduction:

- Repeat purpose of research study.
- Repeat informed consent contents.
- Thank participant for agreeing to take part.
- Ask participant if audio-recording is acceptable.
- Explain the member checking procedure.
- Remind participant of the presumption and bias issues.
- Ask participant if s/he is comfortable with starting the interview.
- Let participant talk; researcher asks *what*, *why*, *how*, when, *where*, etc. questions and ask for examples.
- Researcher ensures that *main* case study research questions are discussed and answered and ensures focus-keeping.

Questions:

- General feeling?
- Content of sessions and Sandvik material?
- Does the Sandvik material cover all diversity and inclusion aspects important to you?
- What could be missing?

- Collaboration with discussion partner? Authenticity, openness, learning from each other?

- Dialogue effectiveness for awareness-building and action change planning?

- Global validity of Sandvik material?

- Usefulness of Sandvik material?

- Diversity and inclusion advantages vs. disadvantages?

- Diversity vs. conflict? Possibility? Mitigation options?

- Diversity vs. inclusion? Does one work without the other?

- Fairness and equal opportunity aspect vs. business case for organisational performance?

- How to bring about organisational change?

- The need to involve all organisational members?

- Suggestions based on notes taken during dialogue sessions?

- Anything to else add?

Conclusion:

- Repeat member checking procedure.
- Thank you!

Appendix D (Sandvik's Business Case for D&I)
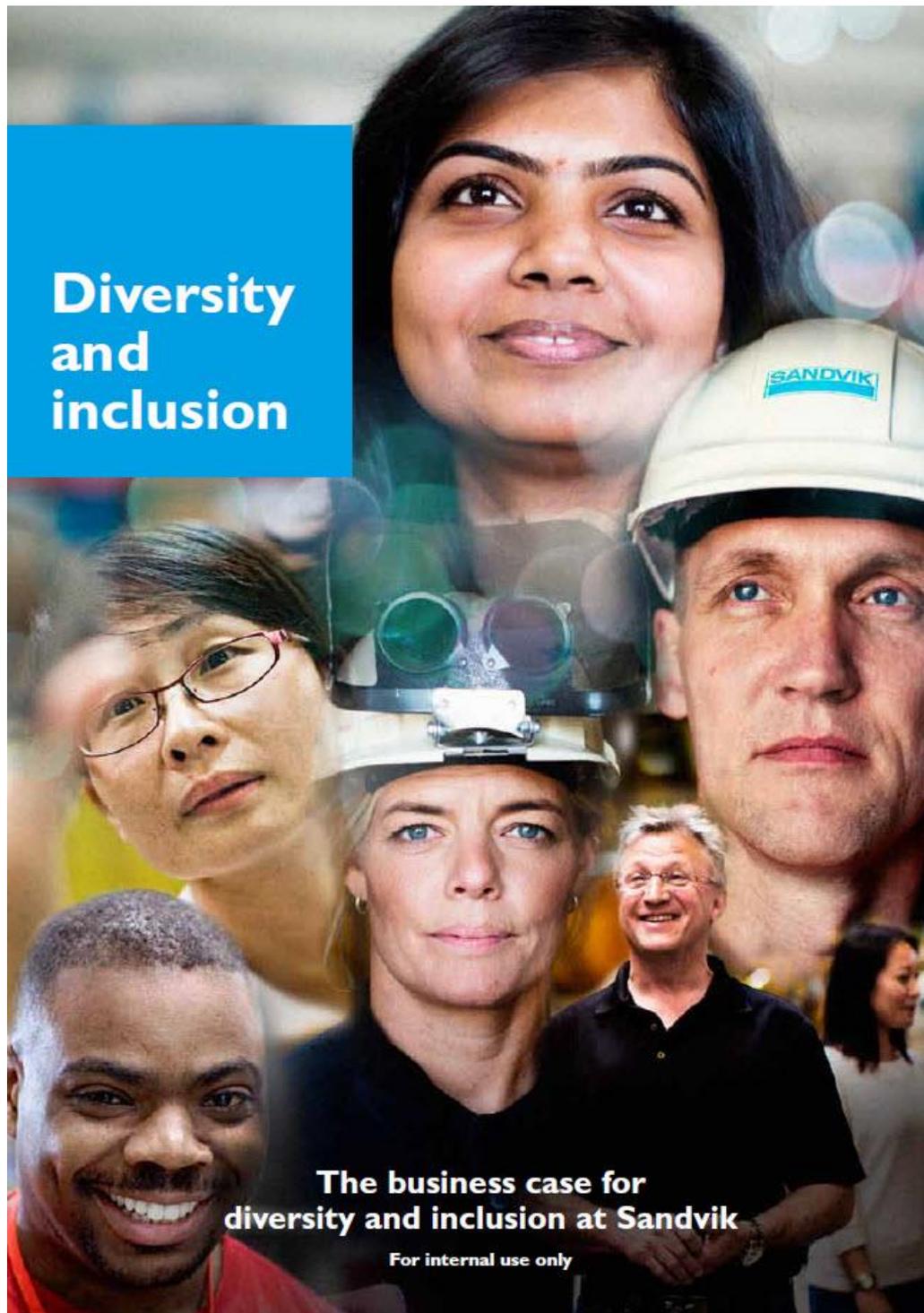
Diversity and inclusion

The business case for diversity and inclusion at Sandvik

For internal use only
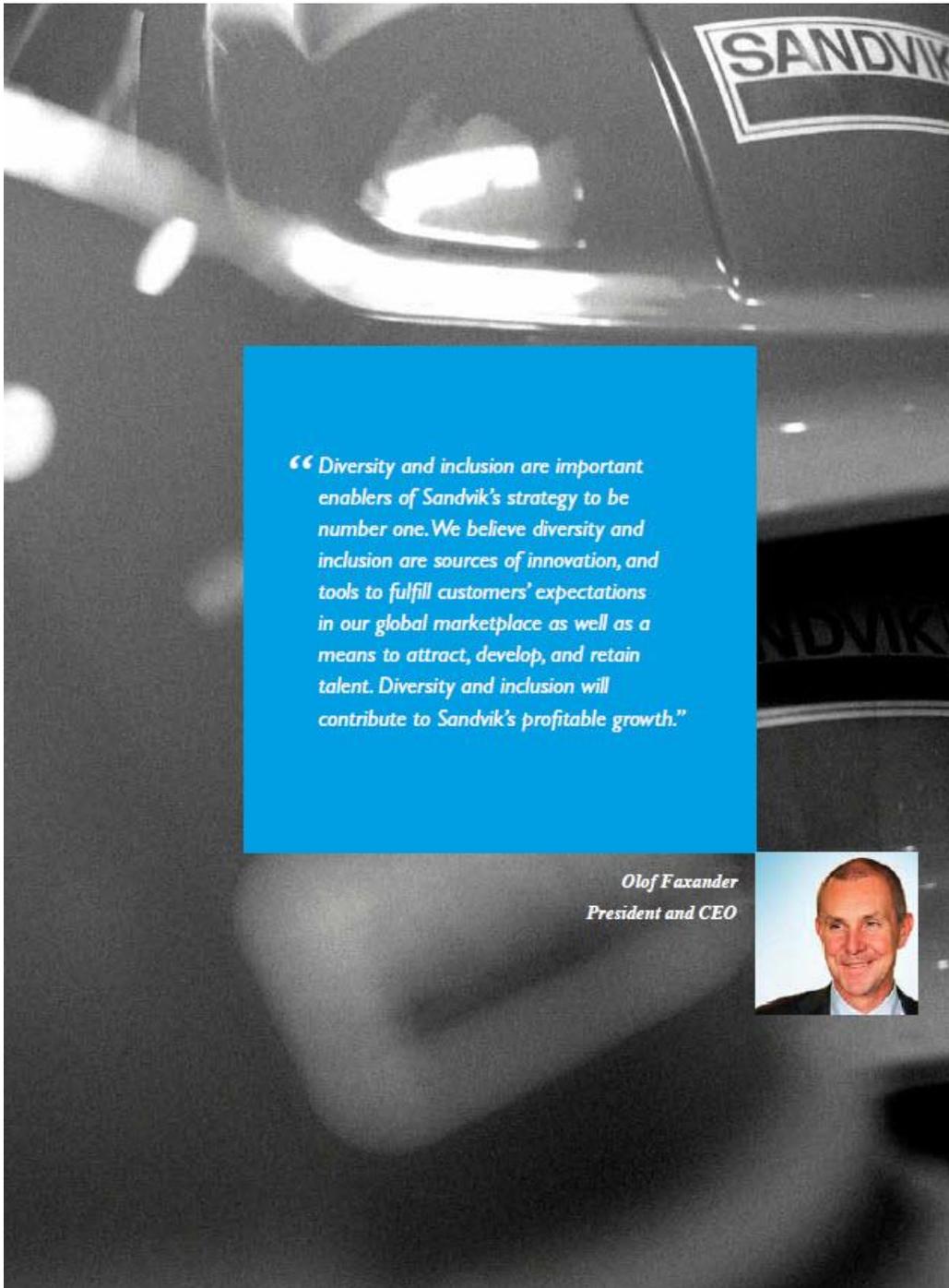
" Diversity and inclusion are important enablers of Sandvik's strategy to be number one. We believe diversity and inclusion are sources of innovation, and tools to fulfill customers' expectations in our global marketplace as well as a means to attract, develop, and retain talent. Diversity and inclusion will contribute to Sandvik's profitable growth."

Olof Faxander
President and CEO

Introduction

As Sandvik wants to remain a highly innovative and growing company, embracing and leveraging the power of diversity in our people, operations, and customers will be key to our success. In becoming a truly global company our challenge is to create "One Sandvik" while simultaneously adopting a more empowered approach to our local organizations. Key elements in achieving this include flexible adaptation to local cultures, practices, and norms of our operations around the globe.

Our ultimate objective is to create a **high performance** organization that leverages the total capacity of our workforce in the delivery of outstanding products and services.

Achieving this objective is critically dependent upon our ability to create a workplace environment where the talents, abilities, and experiences of all our employees contribute to exceptional business performance.

A critical part of our growth will be new business opportunities in expanding markets, such as Latin America, China, India, and Africa. These new opportunities bring with them a variety of diversity challenges involving culture, leadership, language, customer relationships, and workforce composition. To address these challenges we need an openness to learn new ways of thinking and working, and integrate these skills into the way we operate.

This document discusses the relationship between diversity and inclusion and six major business drivers critical to our continuing success. It shows how diversity is an inherent part of every activity we do with others, which provides the opportunity for the integration of diversity and inclusion as a natural part of our culture. Diversity and inclusion provide a decided competitive advantage when they are proactively incorporated into every aspect of the business operation.

Our core values

Sandvik's fundamental approach to our business principles is reflected in our three core values: Open Mind, Team Spirit and Fair Play. Sandvik's core values are the soul of the company. They provide direction to us in our daily work and they build a supportive foundation for working with diversity and inclusion at Sandvik.

At Sandvik, we approach the world around us with an open mind to remain a highly innovative and growing company focused on increasing value for our stakeholders. Open Mind invites us to look for innovations and improvements, to value and learn from different perspectives and to take a positive attitude to change. We encourage those who take the initiative and experiment with new ways of working.

- We promote a culture of innovation and continuous improvements
- We take a positive view of change
- We appreciate and respect each other's differences
- We are focused on our stakeholders

Within the Sandvik Group, we act together as one team in close cooperation with our stakeholders worldwide. Progress is secured by Sandvik personnel trusting each other as enthusiastic members of a team, with everyone seeking to do their best and showing respect for one another.

- We care for each other
- We share information, knowledge and experiences
- We include and encourage diverse perspectives
- We embrace the freedom to act

At Sandvik, Fair Play is about taking our responsibilities when conducting business. We comply with the high ethical standards stated in the Sandvik Code of Conduct*. This means that our business is based on honesty, integrity and trust. Fair Play also requires us to conduct transparent relations with all of our stakeholders.

- We conduct business in an ethical manner
- We act with honesty, integrity and trust
- We have transparent relations with our stakeholders

* Sandvik Code of Conduct (contains, for example, accuracy of records, respect human rights, respect labor rights, environmental concern, no corruption, no bribery)

Diversity

Diversity is about our personal and cultural differences as well as our differences in work and life experiences. We are of different gender, age, cultural and national background, ethnicity, language, sexual orientation, functional ability, identity, expression, and religious beliefs. We also have different skills, abilities, educational and professional backgrounds as well as different ways of thinking and solving problems. It is our ambition to value and capitalize on the different backgrounds, experiences and views of our employees.

The first challenge is to eliminate presently existing perceptions, practices, and procedures that limit the performance and contribution of selected employee groups. The second challenge is to fully incorporate differences for greater creativity and innovation, cross-cultural teamwork, and strategic opportunities. However, the latter can only be attained where there is a culture of inclusion.

Inclusion

Inclusion is an approach where we enable all people to contribute in line with their full potential and take advantage of that in our daily business. All employees shall be given the opportunity to be recognized and valued for their contributions. We:

We:

- appreciate, respect, and value each other's differences
- share information and knowledge
- are open to new ideas and learn from each other
- are all provided the opportunity and are expected to perform to our full potential

Creating inclusion involves two major competencies: Cultural competence and leadership support. Cultural competence is the extent to which an individual capably deals with cross-cultural differences. Leadership support is the ability to provide the coaching, mentoring, and management skills to facilitate the success of a diverse, multicultural workforce.

Sandvik's business drivers for diversity and inclusion

Diversity and inclusion support Sandvik's business strategy through the following six business drivers:

Globalization:

Creating a global culture in terms of mind-set, presence, diversity, and career and business opportunities — One Sandvik.

- Become a world-class global organization by meeting the unique needs of expanding markets.

- Create globally diverse leadership teams to better serve and compete for global customers.

- Adapt and respond faster to global markets by providing a focused, local approach to customers.

- Think globally and act locally by an "outside in" way of thinking

Creativity and innovation:

Creating a culture of innovation by embracing and leveraging the synergy of diverse people, ideas, and teams.

- Create new, innovative products and services that meet the needs of diverse and expanding markets.

- Utilize diverse teams in creativity and innovation processes.

- Encourage and apply greater creativity and innovation in everyday processes, procedures, and operations.

Serving a global, diverse customer base:

Delivering the highest quality products and services to diverse customers throughout the world with a high level of cultural understanding, sensitivity, and awareness.

- Master the business-related cultural values and norms of countries we serve.

- Master the interpersonal skills of engagement, particularly for new emerging markets.

- Address the unique needs of new expanding markets by designing customized solutions.

- Share best practices regionally and globally, in order to improve operations and customer service.

Employer of choice:

Establishing a culture where branding is a true reflection of the talent we strive to attract and retain, the quality of our services and products, and our commitment to CSR through enrichment of the communities we serve.

- Create a culture of inclusion in order to attract, develop, and retain the best talents.

- Ensure the validity of our branding in order to be credible in new emerging markets as well as in mature markets.

- Create a reputation of taking our responsibilities in order to preserve and improve the communities we serve.

Performance and talent management:

Maximizing human potential: Establishing an employee engaged culture that maximizes individual and team performance.

- Recruit, develop, and retain the best diverse employees globally, to ensure our most valuable resource.

- Recognize, develop, and empower the diverse workforce in order to maximize creativity, innovation, and performance.

- Maximize the performance of employees through a culture of inclusion.

Productivity:

Increasing the effectiveness and efficiency of processes, procedures, and functions in producing our products and services, supporting our people, and delivering outstanding customer service.

- Develop and continually improve processes, procedures, and functions by using diverse perspectives.

- Fully utilize the capability of all employees in order to increase productivity and internal profitability.

- Maximize productivity through inclusion in order to reduce costs related to operations and production, as well as provide more cost-effective solutions for our diverse customer base.

Diversity and inclusion vision

Unique people one company

We use the power of differences to excel in the global market.
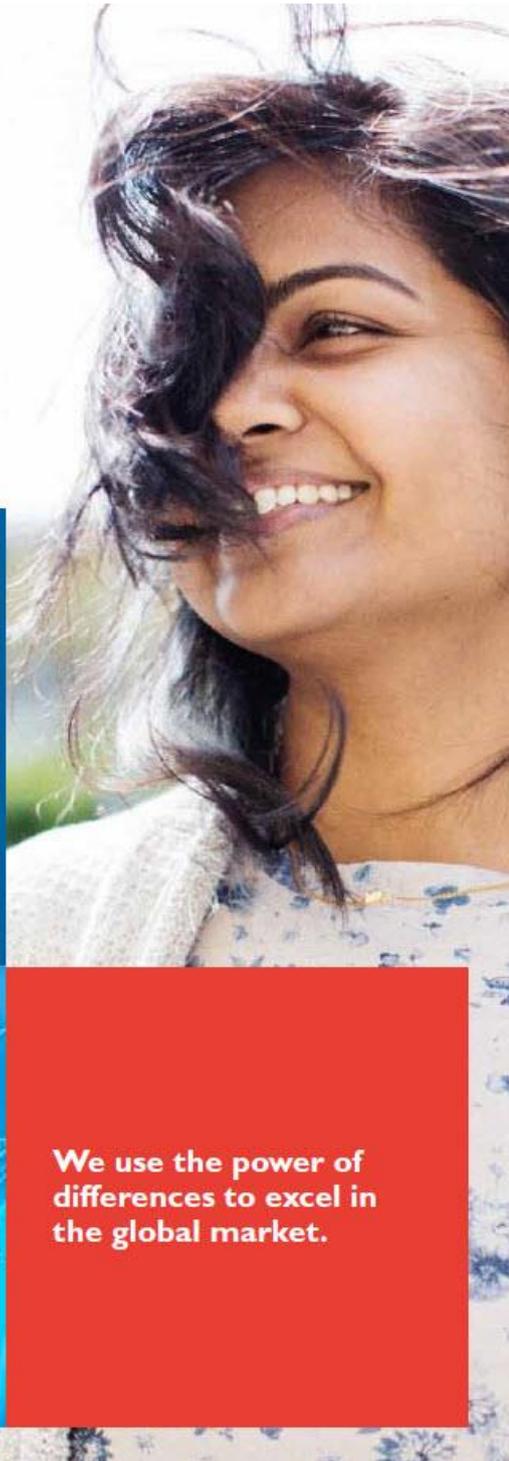
Appendix E (Sandvik's Small Acts of Inclusion)

Small acts
of inclusion

A few of the things you can do to ensure a more inclusive environment are listed below. We refer to them as "small acts of inclusion".

Let's start with "what do I do?"
Self-awareness takes practice

- Ask yourself honestly – do you sometimes exclude others? How can you change that behavior?
- Look at the way others act when they exclude someone – do you perhaps act in the same way sometimes?

Let's learn new things from each other
An open mind makes the world more exciting

- Talk to colleagues, share ideas, information and knowledge.
- Encourage others to share knowledge and experiences – ask questions.
- Show that you appreciate, respect and value other people's opinions and perspectives – you might learn something new!
- Have lunch with someone who is different to you.
- Talk to someone new when you go for coffee.

Let's include all team members
Everyone is invited to speak

- If you are hosting a meeting, think about how you can value and utilize diverse perspectives. Create an open environment in which everyone is invited to speak.
- Regardless of how long someone has worked for the organization, listen to their opinions and take these into consideration when problem-solving.
- Make sure you know what people can do – their skills, qualifications and competencies – and encourage them to make full use of these at work.

Let's approach problems from different angles
Diversity is an advantage

- When putting a team together, try to include people with different backgrounds, skills and perspectives that are appropriate to the task or project at hand – this will help in problem-solving.
- Listen to new ideas and constructive suggestions – you might discover ways that we can develop our operations, business and processes.

Let's work together across borders
A successful global operation is not possible without cultural awareness

- Try to increase your own cultural knowledge and awareness – this will help you to interact more effectively with Sandvik employees and our customers/suppliers worldwide.
- Coach or mentor someone from a different cultural background, or someone with whom you would not normally interact (someone outside your "comfort zone").

Let's give constructive feedback
Gossip is destructive

- Discourage gossip and do not take part in it!
- If someone gossips about a colleague, encourage them to instead provide constructive feedback to the person in question to improve working conditions and bring about positive change.
- Act professionally in all conflict situations – always take some time to think before reacting to a situation.

Let's be kind to each other
A little generosity goes a long way

- Remember to say "thank you" when anyone supports you.
- Try to forgive someone you think has been unfair or unkind to you. However, if you believe the incident was sufficiently serious, it should be reported through the appropriate channel (e.g. line manager or HR).
- No one is perfect! - be aware of your own shortcomings and those of others.
- Do something kind for someone you work with – today and every day!

My small acts of inclusion:

....
....
....
....

! **Let's act together against harassment**
Harassment is unacceptable. Ensure that harassment does not occur at your workplace. Report violations to your manager or HR or use Sandvik's whistle blowing.

Appendix F (Sandvik's Perspectives on Recruitment)

Diversity and inclusion
perspectives on recruitment

This document provides tips for Managers, HR and others involved in the recruitment process, on things to consider in terms of diversity and inclusion.

Requirements in national and regional discriminations laws around the globe might require you to add some tips to the list below, and in some cases changes might be needed. The tips are grouped into three areas: Preparations, Searching & selecting and Evaluating candidates.

Preparations

✓ Think about who is involved in the recruitment process and verify so that the business' needs and the suitability of the candidates can be illuminated from different aspects and perspectives. The team should, as far as possible, be mixed in terms of gender, age, occupation, educational background, ethnic background, etc.

✓ One of Sandvik's long term objective is to achieve diversity in the workforce at all levels and in all functions, including a more even gender distribution among employees and managers. Keep these goals in mind in when recruiting.

✓ A detailed and current job description and requirement specification (profile of demands) made for the job is a prerequisite to be able to evaluate and choose the right candidate for the position. When deciding on the job's requirement specification, take the opportunity to consider including skills and experiences that add cognitive diversity to the workgroup.

✓ Identify in the requirement specification which ones of the requirements that are absolutely necessary to be able to perform the job and identify which ones that is desirable. Such division makes it easier for those who apply for the job, and for you when doing the selection among the applicants. It also reduces the risk that:
   - candidates suitable for the job do not apply, because they think they have to meet every single requirement in the specification. Some research show that women more than men tend to reason this way.
   - candidates not even meeting the necessary requirements applies.

✓ The requirement specification:
   - Make sure that skills and behaviors required in the specification are not associated only with either men or women. If so, try to rephrase the requirement to something more neutral.
   - Avoid language that may make the job seem more suitable for people with a certain ethnicity, certain nationality, certain age, etc. However, it is of course appropriate to ask for specific skills such as language skills and/or cultural knowledge.
   - Avoid naming the position as something only associated with women or men. For example assistant and secretary are "female labeled" in many cultures, thereby making men more reluctant to apply for jobs with those terms in the job title.
   - Make sure that the specification does not include any irrelevant requirements disqualify people with certain disabilities.

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Searching & selecting

✓ Before the searching & selection part starts examine if you have current information on who has the expertise you are looking for; do you know the distribution among them in terms of gender, ethnicity, background, age, etc.? Do you have knowledge of what recruitment channels are most effective to reach the target group?

✓ If you use headhunters/recruiting services: Ensure that the company uses a quality-assured recruiting process free of discrimination. Also, clarify to them that you expect to get a diverse slate of candidates, in terms of gender, ethnic backgrounds, age, etc.

✓ **The recruitment Ad:**

- What signals do the header and the images in the ad send? Who gets attracted to it? Does it correspond to the target group with the skills you want to reach? Do you have updated information on that group, in terms of distribution in gender, ethnicity, background, age, etc.?

- In addition to describing the requirement specification and the job's tasks, describe Sandvik's/ your workplace values, culture, development opportunities (locally and globally) as well as the objectives for Diversity and Inclusion. The recruitment ad is a chance to promote Sandvik as an attractive employer!

- Make certain that the title and the text in the ad is gender neutral, that it does not contain any female or male labeled words. This may apply to, for example, the work title, the work content, properties, abilities and skills demanded. Make certain also that it is neutral in terms of ethnicity, nationality, disability, age, sexual orientation etc.

- Think of what language is best to write the ad in? English and domestic language or only English or only domestic language depending on what position it is. We want to make sure that we do not exclude qualified applicants due to language skills limitation not relevant to the position, or the roles we can foresee as the next step from that position.

- The selection of candidates qualifying for a job interview is made solely based on the demands and requirements set in the requirement specification.

- Have at least two people making the initial selection of candidates for interviews, independently of each other and solely based on the identified selection criteria. Ideally, both men and women are represented among those making the selection.

- Evaluate foreign education and experience in the same way as a national education and experience. In some countries agencies/institutions support companies in validating foreign educations and experiences.

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Evaluate candidates

✓ Make sure that more than one person interview the candidates. Ideally the interviewers are diverse in terms of gender, age, ethnic background and educational background. This increases the likelihood that the candidates are versatility evaluated.

✓ Ensure that the facilities used for the interview is accessible for people with disabilities.

✓ By creating an open and welcoming atmosphere at the interview, you get the most information out of the candidates. Therefore, be cautious and note your first impression of the candidate, but make sure it does not affect the interview. Research shows that if the interviewer gets a first positive impression he/she encourages and confirms the candidate more, asks more questions, the "climate" during the interview is more positive and thus more information about these candidates is collected. With an initial negative impression the opposite happens. Therefore, ensure that all candidates receive the same positive and encouraging attitude (regardless of the interviewer's first impression), which gives you a good basis for deciding which candidate is most suitable for the job.

✓ Be aware of that you will be influenced by the candidate's way of dressing, language, appearances, interests and you will react on these, based on your own expectations and past experience. Do not overlook your "gut feeling" about the candidates, but reflect on it in order to minimize effects from unconscious bias.

✓ The candidate interviews should all be conducted as structured interviews where the same main questions are posed to all candidates. The main questions are determined in advance of the interviews and based on the requirements and demands of the job (as identified in the requirement specification).

✓ Avoid asking questions of a personal nature, if they are not related to the tasks that shall be carried out in the job. If yet necessary to ask this type of questions: ask the same questions to the men and women (e.g. about family responsibilities) and use neutral terms such as partner instead of wife/husband/girlfriend/ boyfriend.

✓ If you are interviewing a candidate who has disclosed a disability, focus on the candidate's qualifications, experience and ability to carry out the job and not on the disability. Do not draw your own conclusions about what the person is capable or not capable of doing in terms of carrying out the tasks of the job.

✓ If you use tests: Find out what the composition of the norm group is which the design and standardized of the test has been based on. Make sure the test you are using is gender neutral. Ensure that the test also is neutral in terms of ethnicity, cultural background, educational background, class and so on. If this cannot be guaranteed, include any bias the candidate's background/origin could result in, in the analysis of the test results. Consult our test policy.

✓ If needed, be prepared to deliver the tests in different languages than the national language(s). Also, make sure that the tests are available in accessible formats (e.g. Braille, easy read, in digital formats for reading aids or the possibility to get more time for the test for candidates with dyslexia), in order for applicants with disabilities to be able to read, understand and take the test.

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Appendix G – Foreign Language Quotes

This appendix shows quotes in research participants' native languages (if not English). The text in the thesis chapters 4 and 5 use only English translations of the quotes presented here.

In chapter 4.1.2

For Melanie, the D&I sessions were also illuminating. She stated, 'es war ganz am Anfang [...] Mann/Frau oder helle Haut oder dunkle Haut' (to start with [D&I was for me] man/woman or light skin or dark skin).

She confessed that "bevor habe ich nie an D&I gedacht" (never before had I given any thought to D&I. Her discussion partner, Tim, argued that "die ersten zwei, drei Sessions bilden ein breites Spektrum ab [..] man hat wirklich Diskussionstoff" (the first two or three sessions show a broad spectrum [of D&I aspects – and] one has plenty of discussion material).

Betty said that 'j'ai trouvée que c'était sympa les petits vidéos [..] il y en avait certains qui illustraient parfaitement le coeur de sujet' (I found the short videos quite enjoyable and some of them perfectly depicted the core of the issue).

Anne saw the discussion dialogues as 'eine kleine willkommene Auszeit in diesem ganzen Bürostress... Mal ein kleines Film schauen der witzig war und einfach Mal alles zu Seite legen und überlegen ohne dass es jetzt immer irgendwo gleich ein Druck gibt oder ein Protokoll geschrieben werden muss' (a welcome break in the office stress... watch a short, funny film and just put everything else aside and [be allowed to] think without any pressure or need to write meeting minutes). Anne also mentioned that the material includes 'auch wirklich fast alle Aspekte, die mir jetzt zu diesem Thema einfallen' (almost all aspects relative to this topic that I can think of now).

Doris stated that these two videos 'komischerweise [..] extrem bei mir hängengeblieben [..] weil es so außergewöhnlich ist' (strangely enough extremely stuck with me because they are so unusual).

Regarding whether the Sandvik D&I material can be used globally throughout Sandvik, Anne argued that 'innerhalb der bestehenden Kultur kannst du durchaus D&I schaffen' (you can definitely create diversity and inclusion within the existing culture). Her opinion was that 'man gewisse Rahmen vorgeben kann' (you can specify a particular frame) that defines the corporate stance on D&I and apply it throughout the global Sandvik organisation.

Tim argued a slightly different point that 'Ich finde es gut wenn Sandvik sagt: das sind unsere Standards, so hätten wir es gerne und wer dagegen arbeitet [..], der muss sich überlegen ob er in der richtigen Firma ist' (I find it good if Sandvik states: These are our standards; this is how we would like to see things and anyone who works against this must contemplate if he is in the right company). He concluded that "Ich würde es komplett falsch finden wenn man sagt es gibt jetzt eine Ausgabe [..] Diversity- und Inclusionsinterprätation für Südamerika" (I would find it totally wrong if there was a [separate] D&I interpretation [valid only] for South America).

Similarly, Daniela 'pense que oui on peut avoir le même message parce que inclusion et diversité… quelque part c'est universel' (thinks that yes, one could have the same message everywhere because inclusion and diversity to a certain extent are universal [values]). Paige, too, was convinced 'dass die Botschaft auch so überall verstanden werden kann' (that the message can be understood everywhere the way it is). Finally, Betty agreed with Paige stating 'je pense que [..] est assez clair quand-même [..] quel que soit ta culture' (I think that [the message] is quite clear independent of which cultural background you have).

Discussing the global validity of Sandvik's D&I material with Ethan, he argued that 'jag tror inte att det stöter på motstånd överhuvudtaget men jag tror att utkomsten [..] två olika individer och deras olika bakgrund är att deras tolkning av den och deras praktiska användning av den för att nå framgång i sina jobb kan vara med nyansskillnader... men så länge två tredjedelar till tre fjärdedelar bärs av den Sandvikorienterade kulturen, den företagskultur vi vill ha, så ser jag bara fördelar med att låta outlyers åt båda håll spela in för annars har vi helt plötsligt fått en diversity and inklusionkultur som är helt... det blir nästan som en sekt på något sätt och då är vi ju inte inklusiva överhuvudtaget utan vi är bara exkluderande mot världen runt oss' (I do not believe that there would be any resistance at all but I do believe that the result of two individuals and their interpretation of it and the way that they use it in practice to achieve success at work might be nuanced… but as long as two thirds or three fourths are carried by the Sandvik culture, the organisational culture that we want, then I only see advantages of letting outlying opinions in both directions come into play or else we have a diversity and inclusion culture that is totally… it would be almost like a religious sect in a way and then we wouldn't be inclusive at all but only excluding the world around us). Helen was of the opinion that the ideas behind diversity and inclusion are 'bestimmte grundlegende Werte [..] die sicher viele Menschen teilen würden' (specific core values that a lot of people would share).

In chapter 4.1.3

Gender diversity KPIs send an important signal to the organisation. Tim saw the tracking of the number of women in leadership positions 'gut als Zeichen aber [..] da muss mehr sein' (good as a signal but there has to be more to it). Tim continued and stated 'wir lassen in meinen Augen das Inklusionsthema nach wie vor [..] aus' (in my view, we still ignore the inclusion topic).

In chapter 4.1.4

In Betty's view 'c'est l'égalité qui est le plus important' (equality is the most important) aspect when it comes to a business case for organisational performance versus social equality. On the contrary, to Helen, as well as many other research participants, Sandvik's business case for D&I is necessary as it is 'der Hebel um auch Führungskräfte zu überzeugen, dass man dieses Thema angeht' (the lever to convince organisational leaders to address this topic).

Paige argued 'ich denke, dass es gerade heutzutage wohl so viel mehr Fokus auf Zahlen und Performance und Profit gesetzt wird, dass man wirklich auch die Argumentationsbasis "im Business Case" findet' (I think that especially today when there is so much focus on figures and performance and profit that [a business case] indeed provides the basis for arguments) in

favour of D&I. To Ethan, a business case 'i den mån det går att sätta pengar på det kan göra att det finns en större förståelse för svaret på frågan "varför" [..] övervinna det motstånd som jag tror kan finnas bland en grupp av medelålders vita män som kan känna sig hotade' (as far as a money is concerned, could enhance the understanding of the answer to the question 'why' [and to] overcome the resistance that I believe exists among a group of middle-aged white men who could feel threatened). Furthermore, 'ett business case kan dels leda till att man investerar mer i mångfald och inkludering och att man in vissa fall med hjälp av business case kan se till att folk som eventuellt skulle kunna känna sig exkluderade att de i alla fall förstår vad det stora hela går ut på' according to Ethan. (A business case could lead to more investments in diversity and inclusion and that one, in individual cases, with the help of a business case can ensure that people who perhaps might feel excluded at least understand what the issue is all about). Ethan concluded that he believes 'att [..] ett sätt att få den här mellanchefskadern med på den stora finessen med det här business case att vi som företag tvingas precisera varför vi tycker att det här är bra, sätta det på pränt och stå för det'! (that it is a way to convince middle management of the vast advantage of the business case that we as an organisation are forced to specify why we think that this is good, put it on paper and stand by it!).

In chapter 4.2.1

Ethan stated 'jag tycker att diskussionerna har varit väldigt värdefulla' (I think that the discussions have been very worth-while). He explicitly argued that they made him think and philosophise about D&I much more than previously, not only concerning work but also his relationships with family and friends relationships. Betty agreed and stated 'j'ai trouvée que c'était très intéressant' (I found it to be very interesting). She argued that the discussions provided her time to step back and reflect on what is important in life and in our organisation. Helen said that 'es hat also auf jedem Fall Spaß gemacht' (in any case, it was fun).

In chapter 4.2.3

When asked about the optimal size for a discussion group, Ethan suggested 'en mindre grupp [..] en fyra, fem personer någonting' (a smaller group [..] four to five people roughly). Betty reflected on awareness-building and stated 'ce genre de discussion à deux ou [en] petit groupe en tout cas c'est le meilleur moyen pour' (this kind of discussion dialogue or in small groups is in any case the best way to) build awareness and communicate the ideas of diversity and inclusion. Paige added that 'eine Gruppendiskussion seine Vorteile hat weil da wahrscheinlich noch mal neue Sichtweisen angesprochen werden' (a group discussion has advantages in that new perspectives would probably surface). Anne mentioned that the debates can be made 'in einer etwas größeren Gruppe [..] nicht mit zehn Leuten aber vielleicht mit vier oder fünf' (in a somewhat bigger group [..] not with ten people but possibly with four or five).

In conclusion, Doris advanced the point that not only new perspectives will emerge if the discussion groups have more than two members, but also discussion groups would be of benefit 'hauptsächlich wegen der Zeit' (mainly due to time constraints).

In chapter 4.2.4

Tim argued that 'ich würde das nicht immer so herausstellen als irgenwelche Leuchtturnprojekte' (I would not always show it as any lighthouse projects). Meaning, D&I must be a part of all aspects of organisational life and not depicted as a separate project that shines like a lighthouse light through the night. Betty seconded Tim's point-of-view and argued 'c'est quelque chose qui doit être fait de façon quotidienne, c'est tous les jours [..] cet espirit… ça passe vraiement par les gestes quotidiens' (it is something that must be done every day [..] this mind-set really comes from everyday gestures).

In chapter 4.3.1

Ethan seconded 'tricket är att få med middle management' (the trick is to on-board middle management).

In contrast, when it comes who should drive D&I within Sandvik, Betty thought that 'il y a de fonctions dans l'organisation qui sont… qui doivent être plus sensibilisées au sujet que d'autres, par example les Ressources Humaines' (there are certain organisational functions that are… should be more knowledgeable about the subject than others, for instance, Human Resources).

In chapter 4.3.2

To Anne, it was very important that the awareness-building session concludes with some kind of personal development plan. 'My Personal Development Plan oder My Next Steps und da könnte man jetzt, auf Deutsch gesagt, den Sack zumachen' (My Personal Development Plan or My Next Steps and one could now, as expressed in German, seal the deal).

In chapter 4.3.3

Ethan argued that 'det kan vara en finess att prata om det utanför den gängse informationsformen vilket är Intranät [..] och att hitta former för att kommunicera som innebär kommunikation och inte information, vilket för mig leder till att det är en tvåvägs… utbyte av information; annars är det bara information'. (It could be good to talk about it outside the standard form of information which is the Intranet [..] and to find ways to communicate that means real communication and not information which for me means a two-way… exchange of information; otherwise it is only information.)

In chapter 4.4.1

In Doris' opinion, one should, from the onset, 'als Moderator [..] die Teambedingungen ganz klar mit dem Team erarbeiten.. also Spielregeln so zu sagen' (as facilitator together with the team establish group rules).

In chapter 4.4.3

Ethan also made the argument for team building and maintaining a focus on the goal at hand. He believed that 'en grupps effektivitet blir högre om vi känner varandra. Om vi A) förstår vårt uppdrag, vart det är vi ska och varför, och B) att vi känner varandra så pass väl så att vi

kan ta sakfrågan som en sakfråga och våra olikheter får bli styrkor och inte friktionspunkter och att vi inte tar saker så vansinnigt personligt utan att vi kan ifrågasätta idé och inte person' (the effectiveness of a team will be higher if we know each other. If we A) understand our mission, where we are going and why, and B) that we get to know each other well enough so that we can discuss facts as facts and let our differences become our strengths and not points of friction and that we do not take things so terribly personal but that we can question ideas and not personalities).

In chapter 4.4.4

Tim argued that at the start of a project 'führt [..] vielleicht zu etwas Mehraufwand damit man den Arbeitsstil andere Personen kennenlernt oder warum jemand so denkt oder tickt' (it will possibly lead to an extra effort in order to learn to know the way of working of other people or why someone thinks and acts the way s/he does), but this additional effort would be worthwhile to prevent conflict situations. In Tim's opinion, the conflict-handling skill 'sollte eigentlich so in dem typischen Repertoire des guten Sandvikmanagers vorhanden sein' (should be part of the skill set of any good Sandvik manager). Reflecting on how to ensure that time limits are enforced, Tim 'glaub[t] man muss in einem Team ganz klar definieren [..] für welche Entscheidung [..] wir uns bewusst mehr Zeit [nehmen]' (believes that one has to very precisely define for which decisions we consciously allow more time). Ethan concluded that if 'vi verkligen skall dra nytta av diverse grupper så kanske vi behöver lägga något mer tid initialt på att få gruppen tight och få förtroende för varandra så att vi vågar säga vad vi tycker, att vi får utrymme att säga vad vi tycker, att sådana som jag... som vill komma till beslut, taggar ner så mycket att vi faktiskt kan lyssna och ta till oss' (we really are to harness the advantages of diverse teams, then we need to initially put some additional time on getting the team tight and build enough trust in each other that we dare to voice our opinions, that people like myself who want to decide quickly calm down enough to be able to really listen and take in the opinions of others).

In chapter 5.2

Finally, Tim is also involved in the ONE SGL training and argued that 'mit manchen Themengebiete können Leute nichts anfangen' (with some [D&I related] themes [in the ONE SGL], people are not able to do anything).

Appendix H – Document Review

Document	General information	Content	Discussion possibilities	Appendix
Sandvik's 'Small acts of inclusion' document	This one-page document from 2013 is available in English, Swedish, German, Italian, and Spanish and lists seven ways of contributing to a more inclusive atmosphere within the Sandvik organisation. These small acts of inclusion can be used by every single employee every single day. These are the seven themes presented in this document: 1. Self-awareness takes practice 2. An open mind makes the world more exciting 3. Everyone is invited to speak 4. Diversity is an advantage 5. A successful global operation is not possible without cultural awareness 6. Gossip is destructive 7. A little generosity goes a long way	To some, these small acts might seem self-evident but Sandvik uses them as thought-provokers and each of the seven themes is accompanied by a few suggestions on how to action the recommendations in the daily workplace practice. Examples include: Encourage others to share knowledge and experiences – ask questions; have lunch with someone who is different to you; coach or mentor someone from a different cultural background or someone with whom you would not normally interact (someone outside your "comfort zone"); discourage gossip and do not take part in it; act professionally in all conflict situations; remember to say 'thank you' when someone supports you; no one is perfect – be aware of your own shortcomings and those of others (Sandvik, 2013b) These words of advice are followed by a section where individual employees can list their own small acts of inclusion and another section reminding them of the Sandvik whistle-blowing process for reporting of questionable practices and behaviour.	Questions to be asked include whether or not we are individually as human beings and as members of the Sandvik organisation prepared to walk the extra mile to convert these principles and advice to everyday actions? What could be our own small acts of inclusion? How to best address non-inclusive behaviour if we come across it? How do we indeed reach out to each and every Sandvik employee, even those who are not leaders and/or managers, HR personnel, who do not visit our diversity and inclusion Intranet pages, or who do not get invited to diversity and inclusion seminars and workshops? How do we create a sustainable inclusive culture that reaches every corner of the Sandvik organisation?	E
Sandvik's 'Business Case for D&I' document	This 2013 document is available in English (I have not seen it is any other languages which surprises me considering the global nature of Sandvik's operations and the drive for inclusion of all organisational members, also the ones not understanding the English language).	It starts with Sandvik's ultimate objective with diversity and inclusion which is "to create a high performance organisation that leverages the total capacity of our workforce in the delivery of outstanding products and services" (Sandvik, 2013). It continues with a reference to our core values: Open Mind, Team Spirit, and Fair Play (the core values have since been changed). The document then defines the words diversity and inclusion as Sandvik understands them. Finally, the document concludes by listing the six business drivers for diversity and inclusion. They are: 1. Globalisation 2. Creativity and innovation	Sandvik's organisational members could ask themselves what is indeed a business case? Do we really need a business case for diversity and inclusion? Or are common sense and/or equality sufficient reasons for diversity and inclusion? What are possible benefits and drawbacks of diversity and inclusion?	D
		3. Serving a global, diverse customer base 4. Performance and talent management 5. Employer of choice 6. Productivity For each driver, the document provides a short explanation of what is meant by the drivers and why they are needed by the Sandvik organisation.		
Sandvik's 'Perspectives on Recruitment' document	This 2013 document is aimed at Sandvik employees "involved in the recruitment process, on things to consider in terms of diversity and inclusion" (Sandvik, 2013a). It is divided into three parts: 1. Preparation 2. Searching and selecting 3. Evaluating candidates	It includes hints and tips and downright instructions like that teams should include a mix of genders, ages, etc.; that job descriptions should include skills and experiences for the enhancement of cognitive diversity within the organisation and work teams; that a neutral language should be used in order not to keep any particular gender or age groups from applying for the advertised position; that irrelevant requirements disqualifying for instance disabled people are avoided; that head-hunters are made aware of what Sandvik expects in terms of different candidates; that Sandvik's core values are explained in job ads and at interviews; that at least two people select and interview potential candidates; that interview facilities are suitable also for people with disabilities; that an open and welcoming atmosphere is ensured; that interviewer bias is minimised; that questions asked are not gender-specific; that neutral words like 'partner' are used instead of 'wife' or 'husband'; and that interviewers focus on qualifications, experience, and ability – not on disabilities.	This document is used by Sandvik not only for recruitment purposes but also for awareness building and diversity and inclusion discussions. Questions that Sandvik employees could ask include: Do we have time for such a laborious recruitment effort? Can it be codified to save time and effort or do we need to recruit on a case-by-case basis? Who takes responsibility for ensuring that all these aspects are indeed considered during the recruitment process? Is it the recruiting manager, HR, a combination of both, or someone else? How do we verify that we follow the hiring process guidelines?	F

Appendix I – Video Review

Video	General information	Content description	Discussion possibilities
Olof Faxander video	This 2013 video starts with a message from the CEO of the Sandvik Group, Mr Olof Faxander, and is available in English, German, French, Swedish, Chinese, Finnish, Italian, Japanese, Portuguese, Spanish, Czech, Polish, and Russian. No public access to this video is available, as it is only published in the Sandvik Intranet to which only Sandvik employees have access. Mr Faxander speaks in English and for the other languages, sub-titles are used. He stands in front of the Sandvik history exposition at the former Group Head Office in Sandviken (it has now been moved to Stockholm, one of the reasons being that it would arguably be easier to attract and recruit diverse talent in a large city like Stockholm rather than in a provincial town like Sandviken).	Mr Faxander talks about how he defines the concepts of diversity on the one hand and inclusion on the other hand. According to Sandvik's CEO, diversity is about the mix of gender, age, nationality, etc. present in the workforce. The concept also includes the mix of diverse thought processes based on personality, experience, and educational background. Diversity is the mix. Inclusion, on the other hand, is how Sandvik leverages this mix, how the diversity is utilised. According to Mr Faxander, it is important that employees can contribute their full potential so that our organisation can achieve the inclusion needed to take advantage of the diversity of our workforce in our day-to-day business activities. The latter part of the 2 minutes and 27 seconds long video contains Mr Faxander's view of why our organisation must increase the focus on diversity and inclusion. Increasing customer expectations, increased competition, the need for sustainable business processes, and the continued globalisation mean that we must meet these challenges and, according to Mr Faxander, diversity and inclusion is a key to this. Mr Faxander argues that scholarly research shows that diverse teams outperform homogeneous ones and that diversity and inclusion ensure a better response to customer needs; that diversity and inclusion fosters creativity and innovation; and that they are required to attract, develop, and retain the best people. He concludes his video message by stating that he expects all managers and employees to ensure that diversity and inclusion are integrated parts of the way Sandvik does business.	The video with Olof Faxander can be used to discuss personal definitions of the concepts of diversity and inclusion. Do they correlate to the Sandvik definitions as expressed in the video with Olaf Faxander? Do we have enough diversity within Sandvik? What kind of diversity might be lacking? Are we focussing too much on certain types of diversity? Do we have a genuine inclusive culture within our organisation? What is, in general, the perceived state of diversity and inclusion within Sandvik today? Where would we want to be?
Scott E. Page video	This video (date of recording unknown) features Professor Page of the University of Michigan in the United States of America in front of a university blackboard that, in turn, features a lot of complicated mathematical equations. The video is only available in English and it is 9 minutes and 24 seconds long. No public access to this video is available, as Sandvik has purchased it from Professor Page. The professor speaks in rapid American English with the purpose of showing why diversity is	He proposes to look at diversity in a new way. The old way would be that promoting diversity would be the morally right thing to do as organisations are not allowed to discriminate and that "talent knows no colour" and therefore without discrimination, the pool to pick employees from would be a larger one. Professor Page proposes an entirely different argument for the need for organisational diversity, namely that diverse teams actually perform better than homogeneous ones. Real diversity enables organisations to perform better when they solve complex problems. This goes, according to Professor Page, for two distinct scenarios: 1. Predictive tasks Predictive tasks include for instance sales forecasts and predictions about what is going to happen with the economy. Professor Page refers to research done by James	Do we agree with Professor Page's message? Or does our gut feeling say otherwise?
	important for corporations that routinely have to solve problems.	Surowiecki and his book "The Wisdom of Crowds". A crowd, it is argued, are better at forecasting than are individuals. Diversity in the crowd (team) seems to matter. You want not only talent in the team but also diversity. Professor Page shows examples from for instance Netflix and Microsoft where good team performance is based on both talent and diversity. 2. Problem-solving tasks Professor Page defines problem-solving as the use of tools and ideas in the heads of individuals used for making products and services better. It is, according to Professor Page, wrong to assume that adding up IQ would give the sum of the problem-solving quality. The process just does not work that way. Instead, diverse training and experience enable teams to see the world in different ways and combining the tool boxes in the heads of diverse teams lead to better problem-solving capabilities. Professor Page argues that "the diverse group almost always outperforms the group of the best by a substantial margin". By having only the best (defined as individuals with high IQ scores) on a team often just replicates the same tools and the sum of those is not much more than the individual parts. Teams that have a lot of diverse tools in their heads can make the sum of the parts greater than simply adding the individual ones. Professor Page continues by giving the advice to look for an interesting mix of individuals rather than to look solely for the most talented ones. He then asks how we use the diversity achieved once an organisation has recruited this exciting mix of employees and team members. The short answer is that we need to be inclusive, meaning that all employees and all team members must feel comfortable in the organisation and in sharing their ideas with colleagues. Professor Page's recipe for reaping the benefits of diversity is thus to create a truly inclusive culture within the organisation.	
Susan Boyle video	This video, featuring Susan Boyle as a contestant on the popular British TV show 'Britain's Got Talent' from 2009 is used by Sandvik to make our employees think about how we look for talent and how we possibly let bias and pre-conceived notions affect us when we look for it. The video which is in English and 5 minutes and 49 seconds long features a somewhat older lady who is not extremely beautiful - at least compared to the average 'Britain's Got Talent' contestant - entering the scene and	Both the judges' and the audience's facial expressions show that they do not expect much from the lady who just stated on the scene that she dreams of being as well-known a singer as Elaine Paige. Then she performs the song 'I Dreamed a Dream' from the musical 'Les Misérables'. From the first moment she mesmerises both the three judges and the audience; they stand up and applaud throughout her performance. After the performance and analogous to the saying 'Don't judge a book by its cover', the judge Piers Morgan states "Without a doubt that was the biggest surprise that I have had in the three years of this show". The other judge, Amanda Holden, with an almost shocked expression on her face, seconds "I honestly think that we were all being very cynical and that is the biggest wake-up call ever". (Susan Boyle went on to make an international career as a professional singer after being 'discovered' during this 2009 episode of 'Britain's Got Talent'.)	How do we as viewers react to the video, especially the judges' and audience's facial expressions before and after Susan Boyle's performance? Where and how do we search for and find talent? Can every employee in our organisation be a talent? How do we manage and develop our organisational talents? Is

	answering questions from one of the judges, Simon Cowell, in a rather confused way.		there a difference between a 'talent' and a 'high potential'? How do we develop 'talents' as opposed to 'high potentials'?
'The Recruitm ent' video	This video is only 1 minute and 35 minutes long and available in Swedish and English. This Handicam production (publishing year unknown) is called 'The Recruitment' and features a non-wheelchair bound man applying for a job at an organisation where all other employees are indeed wheelchair-bound.	During the hiring interview, he has to find his own chair as he did not bring a wheelchair of his own. He is then asked if he thinks that he can cope as efficiently as the rest of the employees in the company (considering that he is different; he can walk). He is also asked if he is aware of the fact that they cannot offer him the same salary as they offer the rest of the employees. As a matter of fact, he would have to contend himself with a significantly lower pay (as he might not be as efficient as the rest of the employees). Towards the end of the video, we see the man bumping his head into the too low doorposts and his wheelchair-bound colleagues trying to figure out how to help him (they give him a helmet).	Sandvik uses these two videos as thought-provokers. How accessible are our facilities? Not only for people with disabilities but also for people of different genders, religions, sexual orientations, age, etc.
'The Authority' video	Also this Handicam (publishing year unknown) video is a short one - only 1 minute and 50 seconds long - but as, for instance, Doris and Helen testified, this video and the one described above led to intense discussions during the one-on-one dialogues among the research participants and a lasting impression. The video is available in both Swedish and English and is called 'The Authority'.	A woman enters the offices of an authority whose primary mission is to provide services to citizens. But all the information provided is in Braille (a writing system used by visually impaired people). The woman asks for some specific information and is handed a brochure, entirely written in Braille. But she can see and does not know the Braille alphabet. The (blind) person at the information counter asks with surprise: "You can see?" It becomes apparent that there is no information using the Latin alphabet and only very few and overbooked possibilities to get help to translate the information from Braille to the Latin alphabet.	How different are you allowed to be within our organisation? How to we provide information to our customers? Is it clear and accessible? Do we have a customer-oriented approach? Are we able to meet customer needs around the globe, perhaps different needs from men and women, perhaps different needs based on customers' ages?
The Peacock video	This English-language video is 2 minutes and 50 seconds long. It is an animated video produced by B.J. Gallagher Hateley. It is called "A Peacock in the Land of Penguins". The year of publication is unknown.	The video features a company (Penguins Inc.) run by penguins. They all look (and think) alike, are set in their ways, and happy about that. One day Perry the Peacock arrives at the company looking for a job. The penguins are impressed by Perry's creativity and imaginativeness, his practical yet sensitive ways. They feel that Perry has real penguin potential. Perry is hired and looks forward to his work tasks and to belonging to a successful organisation like Penguins Inc. One day, the penguins tell Perry that some of them feel uncomfortable with him and suggest that he put on a penguin suit so that he looks more like them. Perry asks: "What	Sandvik uses this video to reinforce the message in its business case for diversity and inclusion. The video also exemplifies themes in the scholar/practitioner literature on the advantages of diversity

		is wrong with the way I look; aren't my accomplishments more important than my feathers?" The penguins had a dilemma. How much diversity could they tolerate without destroying their culture? Why should they change the ways that had made them great? Perry, on the other hand, asked himself what price he would be ready to pay for success and how much was he willing to change in order to blend in. Then a crisis enters the picture: wolves threaten the hitherto calm land of the penguins. The penguins and other birds (Perry included) have to make a plan to ward off the wolves. The plan succeeds and Perry is more and more accepted; some penguins even put on peacock coloured ties to show appreciation and a willingness to see things in a new light.	and inclusion. How do we within the Sandvik group bring today's privileged (e.g. middle-aged, white, European/Caucasian men) on board for change towards a more inclusive organisational culture? How do we measure change success? Do we need a "threat" in order to change?

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