

**Employee perceptions of Inclusion across diverse cultural settings:  
A comparative study of Sri Lankans working in Japanese Companies in  
Japan and Sri Lanka**

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## DEDICATION

To the ones who gave me the life and the strength to live

*My beloved parents and my ever loving husband Asanka*

To the ones who share my life and keep me alive

*My brother and my sister-in-law*

To the one who gave me a new hope to live

*My little son*

&

To the ones who encouraged me to go forward in life

*My beloved teachers, family and friends*

## ABSTARCT

The recognition of the importance of diverse workforces in organizations has created the need of inclusion studies in recent academia. This study examines perceived workplace inclusion based on contextual antecedent factors and demographic factors in diverse cultural settings with special reference to 450 Sri Lankans working in Japanese companies in Sri Lanka and Japan.

The central question of this study focuses on investigating ‘what are the employee perceptions of inclusion in diverse cultural settings and how it can be impacted by the contextual antecedents and demographic factors?’

The findings show that, all the contextual antecedents of ‘inclusive climate’, ‘inclusive leadership’ and ‘inclusive practices’ are positively and significantly associated with perceived workplace inclusion of employees. The demographic factors of gender, education, service length and industry of the employees are significantly (positively or negatively) associated with perceived workplace inclusion of employees. On the other hand, the diverse cultural settings make differential results in the perceived workplace inclusion of the employees. Thus the study suggests demographic factors to the existing inclusion model of Shore et al. (2011), in addition to the available contextual antecedent factors to assess the perceived workplace inclusion of employees. The suggested model is more appropriate for the organizations in culturally diverse backgrounds.

**keywords:** diversity, inclusion, employee perceptions, contextual antecedents, demographic factors, diverse cultural settings.

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## **CERTIFICATION**

I hereby declare that, this thesis which is presented to the Higher Degree Committee of Ritsumeikan Asia Pacific University is the result of my own work; and the ideas presented in the thesis are my own ideas except where otherwise indicated.

Nilushika Chandima Jayasinghe

25<sup>th</sup> of June 2018

# 1 CHAPTER - INTRODUCTION

## 1.1 Background of the Study

With increasing globalization, migration and changing demographics, workforce has become increasingly heterogeneous in nature (Bernstein et al., 2015). These changes induce new challenges of diversity within organizations. A diverse workforce is considered as instrumental to enhance the performance of the organizations. The different perspectives of employees, their varied skills, their innovative and creative ideas contribute to the competitive advantage. Thus many organizations have realized that they cannot ignore the advantages of diversity anymore. Despite the fact that diverse workforces add both intangible and tangible values to the organizations it incurs some issues and costs too. For instance recruiting diverse employees requires an environment that promotes the harmony among diverse employees, strategies to avoid language barriers and cultural barriers and the additional costs incurred in training and development programs (T&D Programs) for diverse employees. Managing diversity in the workplace is acknowledged as a business imperative and an organization cannot deny the challenges associated with diversity management. Organizations must be able to attract and retain diverse workforce in order to benefit from diversity employing appropriate measures. Diversity initiatives reflect the organizational will to enhance its corporate culture by acknowledging the differences among employees. In order to have the real power of diversity it needs to initiate inclusive practices in the workplace (Rahman, 2015). Managers and leaders seem to have full awareness of diversity and its benefits. However, only few of them are making the efforts to utilize these diverse workforces to leverage those benefits. Thus in contemporary diversity discussion it can be noticed a shift from diversity to inclusion which goes beyond the discussion on diversity (Nair & Vohra, 2015).

Diversity has created many challenges for organizations. One of the most significant problems facing today's diverse workforce is exclusion. Many employees complain that they have experienced 'exclusion' as the reality in their organizations. On the other hand, a greater number of employees have the perception that they are not considered by the managers as an integral part of the organization (Ibarra, 1993; Kanter, 1992; Mor Barak, 2000b as cited by Patti, 2008:243). The concept of inclusion-exclusion gives an idea about how an employee perceives his or her position in the organization relative to the 'mainstream society' (Patti, 2008:243). In certain cases the experience of exclusion is highly apparent. Diversity distinction categories can vary from one culture to another. Exclusion is the common factor that seems to transcend cultural and national boundaries. Individuals and groups are completely and openly excluded from job opportunities, information networks, team membership, human resource investments and the decision making process because of their perceived or actual membership in minority or disfavored identity groups (Patti, 2008:243). In order to enhance the information networks and decision making processes and for better job opportunities and career advancements, they are linked with organizational inclusion (Morrison & Von Glinow, 1990; O'Leary & Ickovics, 1992). Moreover this linking enhances the job satisfaction and well-being of the employees as well. The consequences of mechanisms such as discrimination and exclusion can be detrimental to those affected, their families, the organizations that employ them, and their communities. The inclusion-exclusion continuum is a central idea that connects important psychological processes such as self-esteem, depression, anxiety and a general perception that one's life has meaning. The notion of being excluded creates many psychological consequences for members of disadvantaged groups and it badly affects the processes in their organizations and the stratum in the society in many ways. Therefore, the need to be included in social groups is a strong

motivator in human behavior. Work organizations may gain a more loyal, satisfied and committed workforce by becoming more inclusive (Mor Barak, 2005).

The notion of inclusion originates as a result of the balanced and constructive interaction between the values and beliefs of individuals who are coming from diverse demographic backgrounds and the policies and practices of an organization. It can be considered as a two-way street where the employees and the organizations must communicate mutually about their shared expectations and individual roles and responsibilities. This bi-directional link must provide a win-win solution for both groups (Rahman, 2015). Organizations must be able to adopt adequate and appropriate diversity and inclusion management strategies to achieve the desired goals of diversity and inclusion. The shortcoming of diversity and inclusion can create many challenges for the organizations in terms of their productivity and organizational relations. Thus corporate diversity initiatives now make attempts to include a focus on inclusion which builds on diversity and channels in it in a productive way. Through expanding diversity initiatives towards inclusion, companies can examine how well they actually embrace new ideas, accommodate different thinking styles, enable collaboration and encourage different types of leaders (Tavakoli, 2015:38). The organizations can utilize their diverse workforce to maximize their profit and benefits through business strategies that develop and encourage inclusion in the workplace. According to *Deloitte Global Human Capital Trends Report 2014*, out of all the companies they used for their survey, only twenty percent of companies considered themselves as well prepared to accept the challenges of diversity and inclusion. Around twenty-five percent of the companies rated their ability to create an inclusive climate as merely 'adequate' or 'weak'. It can be due to the difficulties of measuring the success of inclusion initiatives (*Deloitte Global Human Capital*

*Trends Report, 2014*). Though diversity can be measured by tracking gender, ethnicity, age, sexual orientation and the like, the metrics used for inclusion are less forthright (Rahman, 2015)

Most of the companies are giving an emphasis on diversity and inclusion initiatives in their organizations. However the majority have no adequate measures to utilize these initiatives to enhance the positivity of employment engagement. They lack strategic applications which would enable them to address diversity and inclusion initiatives adequately. Diverse workforce alone will not help reaching the expected outcomes of diversity and inclusion. In order to move forward, these organizations need to leverage the diverse backgrounds and viewpoints of employees. In other words, if diversity is an engine that propels an organization towards a quantifiable business metric, the organization must know how to operate the so called engine well to maximize its potentials (Tavakoli, 2015:38). The organizations must need sincere applications of human relations principles in order to create an inclusive culture. Regardless of the basic nature or the simplicity of these principles they contribute to create an inclusive environment in the organizations. For instance, appreciating others, a friendly smile and listening to others may appear as very basic and simple principles. But these principles help to pull out the obstacles which restrain the organizations from their success due to lack of respect and mutual understanding among employees and between managers and workers. An inclusive organizational climate where mutual respect and mutual understanding exists will automatically lead to strong teams and a more productive workforce. In order to ensure the expected results of inclusion, it requires a continuous assessment of inclusion practices in the organizations. However measuring workplace inclusion is considered as a recent phenomenon and the practitioners find that this type of measurements has not been featured often in organizational literature. Most of the organizations that are taking initiatives to understand workplace inclusion

are using the ad-hoc measures to identify inclusion. Measuring and quantifying inclusion programs in organization is posing a great challenge to the organizations. The measurement of workplace inclusion can be either simple or complicated based on the context of interests. Research studies show that the employers perceive diversity and inclusion as two conceptually distinctive practices. Diversity focuses on organizational demographic content and inclusion pays attention on removing the obstacles arising from the diverseness among employees. Many studies have focused on measuring the impact of diversity and inclusion on the organizational success in terms of the positive effects on employee engagement. Some other studies have focused on the impact of employee engagement on performance and organizational success. In other words, inclusion enhances the employee engagement in the organizations and obviously positive employee engagement increases the organizational performance. The organizations with engaged employees are recognized as the well performing companies compared to non-engaged employees in key performance metrics including productivity, profitability, and customer satisfaction. Studies reveal that the employees are most engaged when they feel valued, confident, inspired, enthused and empowered or particularly when they feel included in the organizations. This sense of attachment and belongingness increases the sense of loyalty towards the organization and its leadership (Tavakoli, 2015:38). An inclusive workplace provides an employee the sense of self worth through appreciation, recognition and identifying and accepting the uniqueness of each individual. This leads employees to contribute their full potentials towards the organizational success and it creates a harmonious work environment.

When considering the existing literature on inclusion it can be noticed that a considerable disparity among researchers exists with respect to its definition. The most apparent themes in the available literature are ‘belonging’ and ‘uniqueness’ needs (Shore et al., 2011). In

conceptualizing inclusiveness, many researchers draw on social identity theory, optimal distinctiveness theory and the need for belongingness. Focusing on recognizing and valuing the uniqueness of each individual for nurturing inclusion has been called as celebrating the “me” within “we” (Chavez, 2008; Cited from Murrell & Blake-Beard, 2017). People have the desire to be unique and to be treated equally in their teams. When these two needs of uniqueness and belonging needs are met, the individuals experience inclusion. This happens when the individuals are treated as insiders and encouraged to be retained as who they are. When people feel that they are not treated for their uniqueness and as insiders they experience exclusion in the workplace.

Many modern organizations are making attempts to adopt inclusive working environments in their organizations. Many of them are employing affinity groups or resource groups in order to enhance a welcoming environment for under-represented or minority groups (Derven, 2014). When organizations make attempts to create inclusive workplaces they must focus on individual differences, needs and perceptions as well as creating structures, systems and processes that make people feel valued and treated equitably (Ferdman & Davidson, 2002). In an inclusive environment individuals of all backgrounds must feel that they are fairly treated, valued for whom they are and they have the right to participate in core decision making processes. In these organizations, employees are not expected to merely assimilate to the dominant norms (Davidson & Ferdman, 2001). Rather all the employees must work together to achieve organizational goals. There are some specific skills and competencies required for inclusion and some studies have explored them. Thomas, Bowen and Bourdreaux (2012) have used critical incident method to explore values, skills and knowledge necessary for creating inclusion. Table 1.1 lists the values, knowledge and skills that must be improved by the middle managers and the leaders who wish to

create inclusive working environments in their organizations. The theme that appears most recurrently was that of empathy or self-awareness and listening skills that cut across all levels of the organization (Nair & Vohra, 2015).

Managers are having a great responsibility over creating inclusive working environments. Managers who wish to create inclusive working environments must value the diversity of talents, experiences and identities that employees bring and concurrently they must be able to balance the uniqueness and belonging needs that are central to the notion of inclusion (Prime & Salib, 2014). If the leaders are focusing excessively on the uniqueness of the employees they may feel alienated or stereotyped. On the other hand focusing excessively on blending may prevent the employees to share their views and ideas that might set them apart, increasing the likelihood of group conformity. However when employees feel unique and recognized for their differences and they feel a sense of belonging based on some commonalities and they have some shared goals with the others, organizations have the best chance of benefitting from workforce diversity (Nair & Vohra, 2015)

**Table 1. 1 Values/Knowledge/Skills Found Necessary for Creating Inclusion**

Values	Knowledge	Skills
Humility	Self-awareness	Active listening
Acceptance of differences	Building healthy coalitions	Empathy
Openness to new ideas	Awareness of relevant laws	Self monitoring
Flexibility	Macro view point	Appropriate communication
		Tact
		Ability to relate
		Persuasion

(Source: Thomas, Bowen & Bourdreaux, 2012 as adapted by Nair & Vohra, 2015)



Most of the diversity and inclusion practices today are based on intuition and experience rather than empirical evidences (Thomas & Bendick, 2013 as cited by Nair & Vohra, 2015). Some of the organizations have established benchmark tools or some form of standards to maintain the inclusiveness of workplaces. For instance ‘The Equality and Human Rights Commission’, a government agency in the United Kingdom promotes code of conducts and guides practices for equality and inclusion. These organizations are committed to create bench marks for all legally protected diversity forms and conduct diversity audits in order to ensure the inclusiveness within organizations. The organizations are in turn provided detailed reports on the extent to which their policies and activities fit with best practices (Nair & Vohra, 2015). Independent auditors audit the firms that wish to be audited for diversity and its measures. However if there is no balance between the managerial strategies used to promote inclusion and the existing organizational norms and practices within organizations it can create more differences and exclusion in the organizations than before. There must be a thorough understanding of whether rhetoric of diversity and inclusion actually meets reality and represents the voice among minorities in today’s organizations. Thus it is important to ensure that diversity and inclusion efforts are not only limited to the tokenism as perceived by minority group members but also seen as fair by others in the organizations (Nair & Vohra, 2015).

It is important to understand that one size may not fit all (Nair & Vohra, 2015). Dimensions of diversity can vary in scope and importance across cultures. Leaders must get a thorough understanding on the aspects of diversity to make the organizations to make use of their diverse nature. If the leaders are unconscious about the fundamentals of diversity and inclusion they must start with the examination of the fundamental assumptions underlying the understanding of

diversity and inclusion. For instance the issues of exclusion in South Asia revolve highly around gender, caste, clan, language, income, location, status such as a citizen or migrant, refugee or internally displaced person and other factors (Nair & Vohra, 2015). Therefore understanding inclusion needs to adopt a local view and simultaneously it must be adjusted to the particular implications that define exclusion-inclusion in the region.

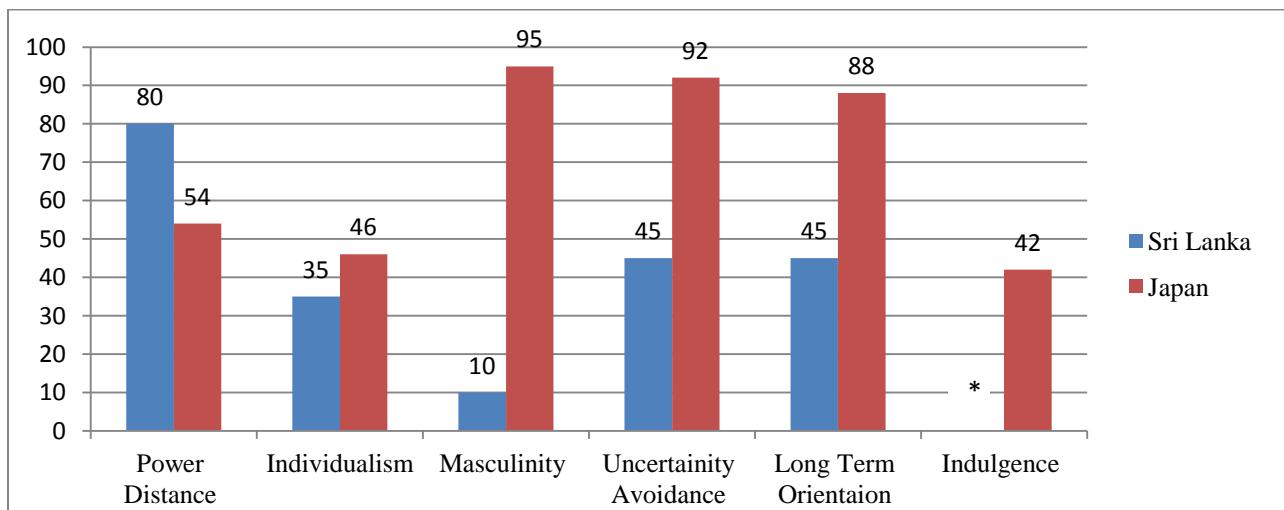
## **1.2 Scope of the Study**

This study involves both internal and international migrant workers, working in Japanese companies in Japan and Sri Lanka. The study in Sri Lanka is basically based on the manufacturing industries related to the Board of Investments in Colombo and Matale. The majority of the respondents are internal migrants. Most of the employees working in Gampaha and Katunayake zones come from remote rural areas in Sri Lanka. Most of them are from poor or the lower middle class. For most of them, the highest formal education level is General Certificate of Advanced Level Examination (G.C.E. (A/L)). They represent diverse ethnic, cultural, religious and educational backgrounds. During the field survey with the employees from these Japanese companies in Sri Lanka, it could be noticed that they are having a positive feeling of the Japanese companies they work in. Comparatively they receive higher salaries and have an environment which provides them a Japanese kind of culture with respect and dignity. Though these companies are not directly administrated by the parent companies in Japan, they maintain Japanese organizational culture in these companies to a certain extent. Thus these Japanese companies in Sri Lanka symbolize a combination of Japanese and Sri Lankan organizational culture.

On the other hand, most Sri Lankans working in Japanese Companies in Japan belong to the middle class. Most Sri Lankans migrate to Japan as students. After graduating from their language schools or universities most of them are recruited by Japanese companies as full time workers. However, prior to beginning work, they have considerable cultural exposure about Japan, in their universities, schools and in the places they work as part-time workers. Most of the Japanese companies test their Japanese language proficiency based on the job levels they are recruited for. Thus these migrants make a great effort to study Japanese language and Japanese culture before they join these companies. However, as it seems most of their expectation is to work for Japanese companies for a certain period and return to Sri Lanka with some money in hand. Exceptionally some of them are trying very hard to live in Japan by getting working visa or state of permanent residence. Due to the organizational cultural differences shared by Sri Lanka and Japan, most of the Sri Lankans working in Japanese companies complain about the stiff organizational culture in Japan. Thus they have many challenges while surviving in Japanese companies. Many Sri Lankans quit their jobs in Japanese companies after few years of service. Some return to Sri Lanka while others shift to their own business in Japan. Though this study compares and contrasts the perspectives of Sri Lankans regarding the inclusion practices in Japanese companies in both Sri Lanka and Japan, conversely it compares and contrasts the perspective of two groups with same origin and different migrant experiences while working in Japanese companies. This study represents the perspectives of the employees in two distinct cultures controlling for shared values and norms. Sri Lankan workers who work in Japanese companies in Japan represent a minority group among migrants in Japan. And the others who are working in Japanese companies in Sri Lanka represent the same cultural group who share the same cultural values and norms with the above mentioned migrant group. In both locations, the

determining top management is Japanese. Moreover, this study examines the inclusion aspects of Japanese Companies based on two grounds. First, within Japan and the second is beyond its own territories. Thus this study will provide an opportunity to explore the impact of geographical locations and cultures on perceived inclusion of the employees in Japanese companies. Japan is considered as a homogeneous country and Sri Lanka is heterogeneous in nature. Japan is always known for its excellent management practices and organizational culture while Sri Lanka is having a mixed management system which is formed based on their own cultural aspects and the laws and regulations introduced by colonial regimes. Japanese management is basically formed on the three pillars of lifetime employment, seniority and enterprise unions (Firkola, 2006) while Sri Lanka adopts management practices. According to Hofstede’s cultural dimensions, Japan and Sri Lanka have very distinctive characteristics especially based on power distance, masculinity, uncertainty avoidance and long term orientation (see Graph 1.1)

**Graph 1. 1 Japan & Sri Lanka – Hofstede’s Cultural Dimensions**



\*No indulgence value can be found for Sri Lanka

(Source: [https://geert-hofstede.com/sri\\_lanka.html](https://geert-hofstede.com/sri_lanka.html))

In terms of the Hofstede's cultural dimensions Japanese culture can be identified as more equable, individualistic, competitive and having long term orientations more than Sri Lankan culture. Sri Lanka is having a relatively hierarchical society and accepts the orders in the society and is prone to less risk avoidance than Japanese. Besides these cultural differences, Japan and Sri Lanka share many other different cultural and social values. For instance, caste system in Sri Lanka is a part of its culture. Though the impact of caste systems is fading away in contemporary society, almost all the Sri Lankans indulged with caste and the traditions they inherited from their ancestors. On the other hand, Sri Lanka is nurtured by its main religion of Theravada Buddhism. Buddhist values such as compassion, sympathy and empathy are reflected in most of the cultural and social values in Sri Lanka. Group based cooperative values can be seen through the extended family structures and associations in Sri Lanka. In contrast current Sri Lankan society has witnessed much extremism and racism that are becoming more entrenched. As a consequence of the civil war which lasted for more than three decades the normal lifestyle of Sri Lankans has been changed dramatically.

Though Sri Lanka is a multi-ethnic nation, the harmonious nature in Sri Lanka seems to be in jeopardy now. There seems to be growing distrust among different ethnic groups and religions in Sri Lanka. Due to the excessive use of media and internet, the young generation has become more vulgar in promoting these sensitive issues. Thus it is obvious that the Sri Lankan migrants may have a chance of carrying on with some of these characters as a part of their culture to the places they migrate. Then their adaptations to cultures that have more distinctive features than their culture becomes problematic. This in turn can influence how they perceive their existence in their workplace. This study will compare their level of perception of inclusion in Japanese

companies based on their original culture and experience of the new culture. However, most Sri Lankans in Japan have been socialized into Japanese culture for few years before they join the organizations in Japan as full time workers. Majority of them are from the middle or upper classes in Sri Lanka. Due to the eagerness for earning money and working in Japanese companies most of them work hard to learn Japanese language and culture within few years. So it makes them overcome the language and cultural barriers to a certain extent.

Japan is considered as a relatively new comer to the diversity and inclusion and its relevance to the workplace. This new interest seems to be formed due to the impact of globalization and the need to embrace a wider range of perspectives and business practices to enable Japan to compete in the global market. Shifting demographics is another reason for the growing interest of diversity in Japan. Declining working age population deserves a mention in this regard. To accelerate the sluggish economic growth in Japan, foreigners are also seen as a source. Thus Japan will be recruiting more migrants to their workforce in the near future. This study provides an insight of inclusion practices in Japanese companies based on the perspectives of migrant workers. However, in the available literature it is difficult to find studies related to diversity and inclusion in Japan. In Sri Lanka there appears to be some discussions on diversity and inclusion in the recent past. As a result of the ethnic and religious clashes many experts emphasize on establishing new rules and regulations to institutionalize the diversity and inclusion practices in Sri Lanka. For instance, it is proposed to establish a new Ministry of Inclusion and Diversity (MID) in Sri Lanka to ensure the rights of all the people in Sri Lanka.

The measurements of inclusion at the macro level (organizational level) are straightforward and the measurements of the micro level are subtle (Rahman, 2015). The experience of inclusion at the micro level is intangible by nature and can only be ascertained indirectly through its impact

on individuals. When employees are having no sense of attachment to the organization and do not feel a sense of inclusion, they are less productive and affect the co-workers and organizational environment negatively. Usually most of the organizations use financial indicators such as sales growth or earnings to measure the success of diversity and inclusion initiatives. It is essential, however to measure the intangible indicators such as employee engagement, their attachment to the organization and their loyalty or commitment to the work. Those intangible factors contribute to achieve the sustainable competitive advantage in businesses. This study focuses on those intangible indicators to measure the perceived workplace inclusion of employees using Tavakolis' (2015:38) argument of inclusion. He claims that; "measuring true inclusion requires an analysis of employee perceptions of the organization's culture, their sense of value as individuals and whether they believe they have full opportunities regardless their differences". To meet those requirements this study focuses mainly on inclusive climate, inclusive leadership and inclusive practices. Further investigates the association between demographic factors and the perceived workplace inclusion of employees and the association between the perceived workplace inclusion and the organizational level performance.

### **1.3 Research Problem**

Although much research has been conducted on diversity and inclusion in organizations, a little is known about the employees' perspectives of inclusion in the organizations. The workforce across the globe is changing rapidly. Many reasons such as technological transformations, cultural evolution, globalization, multinational corporations, multilateral, regional and bi-lateral corporations, virtual workplace, emerging markets and widespread immigration have created and are continued to create an increasingly complex corporate and industrial ecosystem. Recruiting,

developing and retaining talent has become a competitive challenge for many organizations. In order to develop more cohesive, collaborative and creative workforces, the organizations are seeking for diverse employees. There are myriad benefits and challenges of having a diverse workforce in an organization. A diverse workforce that is empowered to contribute towards the success of an organization can lead towards better financial performances, innovative and creative problem solving abilities, employee retention and a strong customer base. A diverse workforce is able to address the demands of the heterogeneous customers through their wider range of solutions to business problems. However, managing a diverse workforce is a challenge. In order to retain their employees a diverse workplace needs an inclusive environment which provides a fair treatment for everyone. Making the employees feel valued and respected has a great impact on the retention of the employees. However, in the conversation of diversity, many have failed to focus on inclusion, the most important topic that ultimately leads businesses towards the success. By losing the focus on inclusion many organizations fail to utilize their diverse workforce to achieve their organizational goals. Thus in order to ensure the benefits of diversity, the organizations must be able to enhance the inclusive nature of working environment. As noted earlier, according to Tavakoli (2015:38) measuring true inclusion requires an analysis of employee perceptions of the organization's culture, their sense of value as individuals and whether employees believe they have full opportunities to grow in their career regardless of their differences. There are no adequate evidences on how the perceived inclusion is based on the demographic factors such as employees' age, educational background, service length etc. Thus this study intends to explore the employee perceptions of inclusion and the impacts of contextual antecedent and demographic factors on perceiving inclusion in diverse



cultural settings. In order to clarify the central research question, the following research problem has been formulated.

“What are the employee perceptions of inclusion in diverse cultural settings and how it can be impacted by the contextual antecedents and demographic factors?”

#### **1.4 Research Objectives**

Besides the advantages of having a diverse workforce, many have realized the importance of having an inclusive working environment for the diverse workers. Diverse workplaces with inclusive management practices are outperforming the workplaces that lack inclusive management practices. However, creating an inclusive workplace is a challenge. It needs the adaptation of some contextual antecedents such as an inclusive climate, inclusive leadership and inclusive practices which are promoting inclusion within the organizations (Shore et al., 2011). These contextual antecedents focus on fair systems, diversity climate, management philosophies/values, strategies and decisions and promotion of uniqueness and belongingness needs of the workers. A workplace where employees feel that they are fairly treated and they are recognized for whom they are regardless of their differences will provide the real sense of inclusiveness in the workplace. It results in many positive outcomes in the organizations. For instance, improved interrelations, job satisfaction, high rate of employee retention and commitment for the jobs are few of them. Employees' perspective on inclusion can enhance or reduce both individual and organizational performances in many ways. This study focuses on the perspectives of two employee groups of inclusion with some similar basic characteristics and work in two different cultural settings. Employees are the best source to measure the

effectiveness of inclusion practices in an organization. However, the perception of inclusion of the employees can vary based on their perspectives of organizational climate, leadership and management practices they use. Thus this study mainly focuses on finding the impact of the contextual antecedents of inclusive climate, inclusive leadership and inclusive practices on the perceived inclusion of the employees. So far there is no available study which has tested a model for finding the impact of the demographic factors on perceived inclusion of employees. Apart from studying the impact of contextual antecedents on employees' perceived inclusion, this study focuses on studying the impact of demographic factors on the perceived workplace inclusion. The following objectives explore the answers for the proposed research questions.

1. Describe employee perceptions of inclusion in the workplace in diverse cultural settings.
2. Assess the influence of contextual antecedents on perceived workplace inclusion of employees in diverse cultural settings.
3. Differentiate the perceived workplace inclusion of employees based on the demographic factors in diverse cultural settings.

## **1.5 Research Questions**

The following specific questions are formed in order to achieve the main objectives of this study.

1. What are the employee perceptions of inclusion in the workplace in diverse cultural settings?
2. What are the influences of contextual antecedents on the perceived workplace inclusion of employees in diverse cultural settings?

3. What is the impact of demographic factors on perceived workplace inclusion of employees working in diverse cultural settings?

The first research question of this study explores the perceived inclusion level of the employees in the workplace. In order to measure the perceived workplace inclusion, several variables introduced by Shore et al. (2011) in their study are used. This question basically answers the question, ‘whether Sri Lankan employees of Japanese Companies are feeling that they are included in their organizations or not?’ This question is tested for Sri Lankans working in Japanese Companies in Sri Lanka and Japan. That will provide an insight into the existing gap in the literature regarding employee perceptions of inclusion in the workplace in diverse cultural settings. The second question delineates the variables to be measured; the impact of contextual antecedents and the perceived workplace inclusion. The impact of contextual antecedents is measured based on three aspects: inclusive climate, inclusive leadership and inclusive practices in the organizations. The third question explores the impact of demographic factors such as age, gender, education level and location on perceived workplace inclusion. The respondents of the study had different demographic characteristics. Thus testing their perceived inclusion based on the demographic factors investigates the relationship between demographic factors and perceived workplace inclusion. As the available literature is unable to provide sufficient evidences regarding the issue, this study will explore a new dimension in inclusion studies.

## **1.6 Significance of the study**

Japan faces serious economic problems, including a declining working-age population, low fertility, and sluggish economic growth (Abe & Brunello, 2013). Thus, migrant workers are drawing the attention as a potential driving force for the growth of the Japan’s economy

(Jayasinghe, 2015). Most of the countries have realized that migrant workers are bringing up the competitive advantages to compete with other countries. Their different perspectives, different skills and exposures ensure the innovativeness and creativeness of the products and services. However, Japan is known as the only major industrial economy which is not having a significant influx of migrant workers. An analysis for 15 European countries over the period 1991-95 found that for every one percent (1%) increase in a country's population through immigration there was an increase in Gross Domestic Product of 1.25% to 1.5% (Mc Veigh, 2003, [www.ictuni.org](http://www.ictuni.org)). These migrant workers are supposed to enhance benefits to the economies such as

- Industry that would otherwise have been outsourced is retained in the local economy.
- Additional skills are brought in - this deepens and widens the skill base of the local economy.
- Migrant workers often do work that local people reject – often difficult, dangerous or low-paid work.
- Additional spending power is brought in with the new population – migrant workers tend to be net contributors to local economies and this can have broad regenerative effects.
- Housing regeneration is often a positive consequence - migrant workers take up housing stock in areas of low demand and help to stabilize those communities.
- Craft services become affordable to persons on low incomes as both the stock of trades people and a more competitive market enters the local economy

(Stalker, 2001 as cited by McVeigh, 2003<sup>1</sup>)

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<sup>1</sup> “Migrant workers and their families in Northern Ireland”, Retrieved from [http://www.ictuni.org/download/pdf/migrant\\_workers\\_2.pdf](http://www.ictuni.org/download/pdf/migrant_workers_2.pdf) on 21st of May, 2017

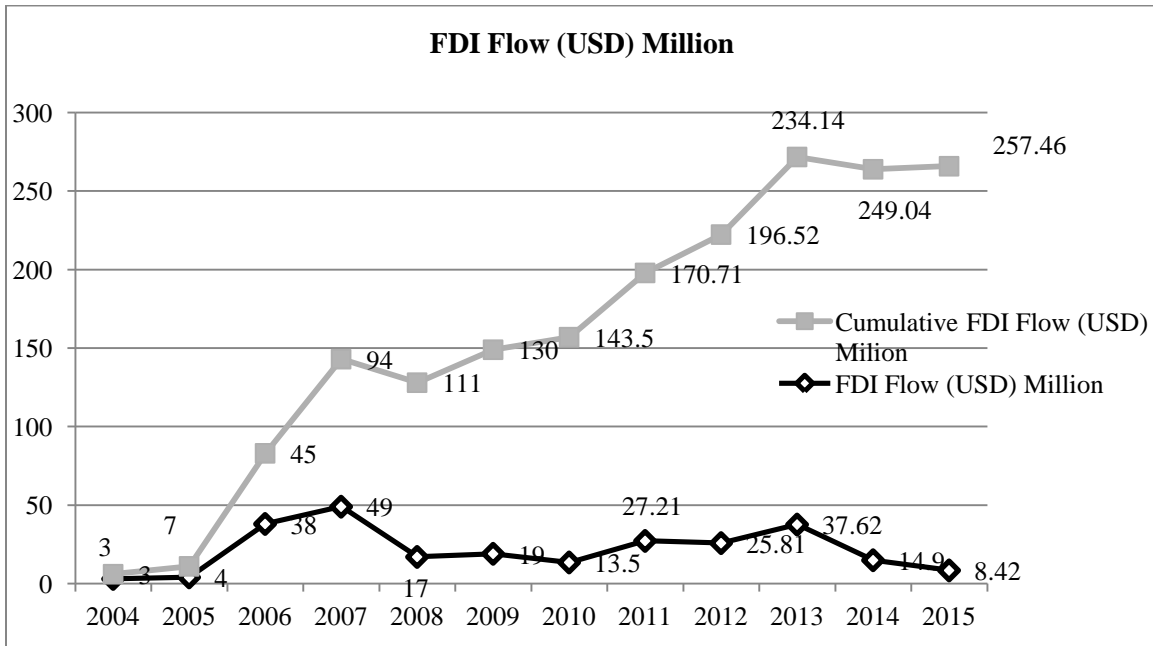
However, despite these benefits and the reality, there is a popular perception that migration is either problematic or threatening in some way to ‘our’ economy and ‘our’ way of life. These perceptions impact directly on migrant workers and it can create issues on inclusion in the workplace. Japan is now taking initiatives to attract more foreign workers to the country ([www.ictuni.org](http://www.ictuni.org)). According to the Labor Ministry there are around one million foreign workers in Japan (*thejapantimes NEWS*, 27<sup>th</sup> of January, 2017). Due to the shortage of labor, Japan is now trying to initiate some programs to encourage foreign workers to work as housekeeping workers and trainees in Japan. Particularly by recruiting housekeeping workers they expect to attract more Japanese women to the workforce. On the other hand, they have taken initiatives to extend the working visa from 3 years to 5 years in 2012. Now discussions are being done to extend that up to 8 years. As a positive sign it can be noticed that there is a tendency in top companies to recruit more foreigners than before. For instance, Lawson Company is recruiting around 10%-30% of foreigners as graduate recruitment. For Fujitsu and Hitachi corporations this rate is around 10% for the graduate recruitment. Moreover, some organizations are making some initiatives such as carrying out morning meetings in English in order to provide more comfortable working environment for foreign workers (*thejapantimes NEWS*, 1<sup>st</sup> of May, 2016). As Japan is seeking for more migrant workers and is making efforts to retain the skill labor in Japan, findings of this study will provide an insight on how to implement the inclusive practices in Japanese organizations to retain the talent from diverse backgrounds.

Japan is among the most reliable and trustworthy investor for Sri Lanka. By March, 2015 (Source: *Board of Investments, Sri Lanka*), 78 Japanese investors were conducting their business operations in Sri Lanka in both manufacturing and service sector while another 23 companies were waiting for the approval of implementation or commercial operations. Foreign Direct

Investment (FDI) history of Sri Lanka and Japan dates back to 1970's. The first Japan- Sri Lanka joint venture was venture between Noritake of Japan and the Ceylon Ceramic Corporation. Since then Japanese investments has contributed immeasurably to the country's industrial development particularly in the electronics, ceramics, engineering and metal based sector (*Board of Investments Sri Lanka, 2015*).

The size and scale of Japanese operations have gradually increased. From 1996, a number of large Japanese companies including Mitsui Group, Fuji Denki Kagaku Kogyo Corporation, Okaya Electrical Industries Co. Ltd., Ithochu Corporation, Inoac Corporation, Sagawa Corporation and YKK Group have invested in large infrastructure and manufacturing projects in Sri Lanka. According to *Board of Investments*, Japanese Companies have invested in many industries including manufacturing semi-conductors, printed circuit boards, ceramic items, cement, apparel, building and repairing of ships, fabrication and installation of integrated buildings, power sector, tourism sector, infrastructure and logistics. Up to 31, December, 2015, they have invested about US\$ 343 Million (cumulative) providing about 10,000 employment opportunities for Sri Lankan employees. The graph 1.2 depicts the Japanese FDI flow from 2004 to 2015 (Section 17 Projects)

**Graph 1. 2 Japanese FDI Flow from 2004 to 2015 (Section 17 Projects)**



(Source: Board of Investments Sri Lanka, 2015)

Sri Lanka expects to attract more Japanese companies in the future by providing more facilities for them. For instance, to encourage more Japanese investors to Sri Lanka, memorandum of understandings have been signed by the Board of Investments of Sri Lanka with world reputed Japanese Banks; Bank of Tokyo Mitsubishi UFJ (Signed on 18/08/2014) and Mizuho Bank Ltd. (Signed on 07/09/2014). Moreover, Board of Investments Sri Lanka suggests setting up a dedicated Export Processing Zone in Sri Lanka for Japanese investors with the support of Japanese government. In this background, it can expect a rise in Japanese companies in Sri Lanka in the future. When considering the future possibilities and current Sri Lankan workforce in Japanese companies in Sri Lanka, this study will provide an opportunity to explore the inclusiveness of management practices in these companies. On the other hand, the findings of this study will assist the organizations to focus on their initiatives to create a working environment with equal opportunities for everyone where employees feel they are a part of their

organization. Conversely the findings of this study will be able to fill the available gap in inclusion literature. Furthermore, this study will provide a direction for the policy makers and the researchers for their future studies.

## **1.7 Structure of the Thesis**

This thesis consists of six chapters followed by bibliography and appendices. Chapter 1 provides an introduction to the background of the study including research objectives and questions, significance of the study and the limitations of the study.

Chapter 2 provides the literature review used in supporting this study's objectives. It discusses inclusion and its application in contemporary organizations. The sub-topics of the chapter cover the theoretical background, the shifting paradigms from diversity to inclusion, an overview of diversity and inclusion practices in Sri Lanka and Japan, culture, cultural diversity and workplace inclusion, definitions of the constructs of the study.

Chapter 3 discusses the methodology with reference to conceptualization and operationlization of the study. It provides an insight of the conceptual framework, questionnaire design, administration of questionnaires and the challenges of the field survey.

Chapter 4 is mainly focused on the demographic data and the univariate analysis and results of the study. It discusses the results of the statistical approaches used for the study to investigate the association between contextual antecedents, demographic factors, organizational performance and the perceived workplace inclusion of the employees.



Chapter 5 compares and contrasts the perceived workplace inclusion of employees based on the contextual antecedents and the demographic factors considering the differences of the cultural settings in both the destinations.

Chapter 6 is devoted for the discussion regarding the outcomes of the research questions, contribution to the literature, implication for the future researches and conclusion.

### **1.8 Limitations of the Research**

Respondents in this study were limited only to Sri Lankan workers in some specified industries in Japanese companies in Japan and Sri Lanka. Thus there is an issue of generalizing this study to the entire population of workers who work in Japanese companies in Japan and beyond. However, the findings would lend themselves for use in other types of organizations.

As the Hofstede & Hofstede (2001) suggest, when conducting the cross-cultural interaction studies it needs to have a national understanding of the differences of the considered national contexts. However, the cultural differences between these two destinations were not considered for the study. As the study is basically conducted as an exploratory study, theories and constructs used to understand the cross-cultural diversity for the study were limited.

Inclusion literature is comparatively meager. Adding to that, due to the language barrier it was extremely hard to access the available literature in Japanese. Thus the study could have missed some important information written in Japanese.

This study is solely based on primary data provided by the employees. Thus there are issues of reliability and credibility of the collected data. However, in order to reduce the fabrication of

answers employees were given a confidential and convenient environment to participate for the survey. And they were convinced that their answers will be kept confidential and anonymous.

Conducting the survey in Sri Lanka was easier. The survey in Japan was challenging. Sri Lankan workers are scattered around Japan and most of the accessible Sri Lankan groups consisted of either students or part-time workers. Thus apart from using the pre-arranged online survey it had to use snowball sampling to collect the data in Japan.

However, all possible measures were taken to increase the credibility and reliability of data by eliminating the limitations of the study

## **1.9 Summary of the Chapter**

This chapter provides an overview of diversity and inclusion in the contemporary organizations and how studies on diversity have been shifting towards inclusion. To measure true inclusion, it is necessary to explore the perspectives of employees. Thus the study advanced the analysis of employee perceptions on inclusion. The chapter explained the research objectives, research questions, significance of the study and its' limitations.

## **2 CHAPTER - LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides an insight into diversity and inclusion based on the available literature. Definitions of diversity and inclusion, related theories and models have been used to describe the theoretical background of the study. As the recent conversations on diversity is shifting towards that of inclusion, the recent paradigms of diversity towards inclusion are discussed based on the theoretical aspects and the empirical findings from the literature. Workplace inclusion practices and issues of Japan and Sri Lanka are investigated in order to provide an insight into current trends in the workplace inclusion in these two countries.

### **2.2 Theoretical Background**

The basic expectation of diversity and inclusion management in an organization is to enhance the health and effectiveness of that organization. According to Roberson (2006), diversity is referred to the formation of groups in the workforce. Diversity characterizes the differences of its members. It can be defined in terms of observable and non-observable characteristics of the people (Milliken & Martins, 1996). Observable characteristics include gender, age and ethnicity. Non-observable characteristics are related to cultural, cognitive and technical differences of employees (Kochan et al., 2013 cited from Roberson, 2006). The underlying attributes such as education, functional background, organizational tenure, socioeconomic background and personality of the people are having an impact on the interaction between group members (Jackson, May & Whitney, 1995; Tsu Egan & O'Reilly, 1992 cited from Roberson, 2006). More precisely, the concept of diversity can be defined as “the varied perspectives and approaches to

work those members of different identity groups bring” (Thomas & Ely, 1996, p.80 cited from Roberson, 2006). According to Kreitz (2007), “researchers organize diversity characteristics into four areas: personality (e.g., traits, skills, and abilities), internal (e.g., gender, race, ethnicity, I.Q., sexual orientation), external (e.g., culture, nationality, religion, marital or parental status), and organizational (e.g., position, department, union/non-union)”. This depicts the range of diversity dimensions that extends from surface level diversity to deep level diversity. By recruiting diverse employees from diverse socio-cultural backgrounds, organizations try to be inclusive in diversity aspects. However, they overlook the opportunity of including diverse employees within the organizational processes effectively. These employees are often excluded from network information and opportunities in organizations. According to Mor Barak & Cherin (1998) “inclusion is the extent to which individuals can access information and resources, are involved in work groups and have the ability to influence decision making processes”. Shore et al. (2011) define inclusion as “the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatments that satisfies his or her needs of belongingness and uniqueness”.

When considering these definitions, it is obvious that there is a considerable disparity among researchers regarding the definition of inclusion. However, we can notice two general themes that are apparent in these definitions. Those are “Belongingness” and “Uniqueness”. ‘Belongingness’ is indicated by the words such as “accepted”, “insider”, “sense of belonging”, and uniqueness is indicated by the phrases such as “contribute fully”, “Individual talent”, “valuing contribution from all employees” and to “have their voices heard and appreciated” (Shore et al., 2011).

As explained by these definitions, inclusion makes employees to be a part of the organizations and critical organizational processes. That results in employees contributing their best to the organizations by enhancing the performances of the organizations. The absence of diversity and inclusion management practices lead to have many shortcomings and interrupts to achieve the desired performance goals. These shortcomings can be noticed through diminished performance levels, high employee turnover, disinterests and negative attitudes in the organization. When engagement and inclusion is low it can be indicated through the disconnected relationship between employees and organization. Successful organizations are those organizations with higher engagement of diversity and inclusion in their business operations (Tavakoli, 2015:38). Researchers have proposed different methods of diversity management that distinguishes the definition of diversity and inclusion. There are some factors that can be used to check whether the organizations have fully realized the value of diversity. For instance, Cox (1991), introduced a typology of organization based on the degree of acculturation, structural and informal integration, lack of cultural bias, organizational identification, and inter-group conflicts as the conditions to check whether the organizations have realized the value of diversity or not. According to him organizations can be categorized as monolithic, plural and multicultural based on the level of structural and cultural inclusion of employees across varying group memberships (Cited from Roberson, 2006). Thomas & Ely (1996) discussed about three different paradigms: discrimination-and-fairness paradigm, access-and-legitimacy-paradigm and learning-and-effectiveness paradigm in organizational diversity based on the varied knowledge brought by the different identity groups and their incorporation into the organization strategies, operations and practices. Discrimination-and-fairness paradigm is focused on equal opportunity, fair treatment, recruitment and compliance. In the access-and-legitimacy paradigm, the workforce is matched

with the key consumer groups in order to expand and serve the specialized market segments. On the other hand, learning-and-effectiveness paradigm links the diverse employees' perspectives and approaches to organizational strategy, culture, markets and processes in order to enhance the organizational performances (Roberson, 2006).

Particularly, diversity management utilizes applied behavioral science methods, research and theory with the special focus on change and stability processes involving diversity and social justice in organizations (Brazzel, 2003). According to Deaux and Ethier (1998); Deaux and Philogène (2001, cited from Gotsis & Kortezi, 2012) the researches focused on the social psychological theories of identifying inter-group relations that have massively contributed in explaining and understanding complex and ambivalent relationship between workplace diversity and group performance. As described in social identity and social categorization theories (Tajfel, 1978; Tajfel and Turner, 1986 cited from Shore et al., 2011) people decide themselves to be in certain social identity groups by taking membership and having belongingness to those groups. As described by Gotsis & Kortezi (2012), people try to stick to groups that provide them positive identities and they tend to categorize themselves and others into groups. Moreover, they develop sentimental and attitudes based bias in favor of their own group and tend to derogate the out-group members explicitly. This reflects the similarity attraction paradigm that excludes dissimilar others. In contrast to these theoretical approaches that can make negative diversity-related outcomes, an information processing perspective (Jackson, 1992) that focuses on task-oriented team activities, rather than affect-based interaction is endemic to any effort of capitalizing on the potential benefits of workplace diversity (Byrne, 1971; Osbeck et al., 1997 as cited by Gotsis & Kortezi, 2012).

According to Shore et al. (2011), diversity discussions in the past few decades were mainly focused on the issues such as biases in the organizations, affirmative action, discrimination and tokenism. These studies have given and are continuing to give an insight to construct informative and meaningful theories and empirical studies in diversity and inclusion studies (Jackson & Joshi, 2011). Diversity and its aspects have evolved and scholars are making an attempt to promote the potential value of diversity through enhanced work processes and organizational mechanisms (Gonzalez & DeNisi, 2009; Homan et al., 2008 as cited by Shore et al., 2011). They are investigating new ways to collaborate the diverse individuals in organizations by providing them an environment where they feel included (Thomas & Ely, 1996; Bilimoria, Joy & Liang, 2008; Roberson, 2006). The discussion on inclusion is advancing rapidly in the organizational literature for the past decade along with research in social work and social psychology (Roberson, 2006; Mor Barak, 2000; Brewer, 1991). However, there is a lack of understanding of the constructs and theoretical underpinnings of the concept. Thus it has slowed the utilization of the concept of inclusion in both theoretical and practical scenarios. Brewer's Optimal Distinctive Theory has been used by Shore et al. (2011) to define the inclusion and to create a framework for inclusion (Figure 2.1). As they suggest, 'uniqueness' and 'belongingness' act together to create the feelings of 'inclusion'. There they have focused on the individuals within the group. Particularly they have focused on employee perspectives regarding work group inclusion.

**Figure 2. 1 Inclusion Framework**

	<b>Low belongingness</b>	<b>High belongingness</b>
<b>Low value in uniqueness</b>	<p style="text-align: center;"><b>Exclusion</b></p> <p>Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders</p>	<p style="text-align: center;"><b>Assimilation</b></p> <p>Individual is treated as an insider in the work group when they conform to organizational/ dominant culture norms and downplay uniqueness</p>
<b>High value in uniqueness</b>	<p style="text-align: center;"><b>Differentiation</b></p> <p>Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success</p>	<p style="text-align: center;"><b>Inclusion</b></p> <p>Individual is treated as an insider and also allowed / encouraged to retain uniqueness within the work group</p>

(Source: Shore et al., 2011: p.1266)

According to their argument, when an individual is accepted within his group for his/her unique characteristics, it will provide an opportunity to increase the performance of that group. As they explain, low ‘belongingness’ and low value in uniqueness lead the employees to feel they are excluded and when there is a high value for ‘belongingness’ and uniqueness they feel included in their work groups. For instance, members who are considered as a minor group due to their ‘uniqueness’ but have the ‘sense of belongingness’ through developed networks, report a high level of career optimism (Friedman, Kane & Cornfield, 1998; cited from Shore et al. 2011). On



the other hand, when employees feel they are excluded it can develop harmful cognitive, emotional, behavioral and health performance (Shore et al., 2011). When the assimilation is there and a unique individual is conforming to organizational/ dominant culture by downplaying his/her uniqueness, he/she is considered as an insider of the organization (Shore et. al., 2011). Based on their own choice people can hinder revealing their unique characteristics such as sexual orientation, religion or disability from the others. Even for the apparent unique characteristics such as gender, race or age, some individuals decide not to reveal those characteristics as they are afraid of revealing their different characteristics to the others in the group. Some of them are trying to be adjusted to the group they belong and try to maintain the qualities that the majority of the employees have. Though these types of behaviors are increasing the satisfaction of belongingness needs they are decreasing the satisfaction of uniqueness needs (Shore et al., 2011). In 'differentiation', individuals are not treated as the insiders of the organizations but they are valued for their unique characteristics. Most of the people want to be moderately unique but their motives are different. The people with high uniqueness needs tend to be more creative. Conversely the people who give a priority to the uniqueness needs tend to publicly display those unique elements. The unique capabilities of employees are highly valued as human capital of the organizations and it considers as a source of competitive advantage (Snyder & Fromkin, 1980; Dollinger, 2003; Imhoff & Erb, 2008; Lepak & Snell, 1999 cited from Shore et al. 2011). Some organizations hire the diverse employees as they offer unique and rare capabilities for the organizations. However, these employees are not offered the permanent positions in the organizations and are not considered as the insiders of the organizations This scenario is discussed by Ely & Thomas (2001) in their study of racially diverse work groups based on the access-and-legitimacy perspective (Shore et al., 2011). For instance, the organizations that

valued diversity in order to reach the different markets and are hiring diverse employees from free agencies do not accept these minor groups within the organizations as insiders. These employees have to be isolated in the organizational culture and have to face race-based or any other stereotypes based discriminations in the organizations (Ely & Thomas, 2001)

Social identification is a crucial factor in diversity and it plays the role of creating in-groups and out-groups. Through social identification, people tend to attach with each other through their common connections to the social groups (Ashforth & Mael, 1989; Roccas & Brewer, 2002; 89). On the other hand, this social component contains a personal component that involves defining oneself as a unique individual (Brewer & Gardner, 1996). Thus the social identities contribute to less individuation as people tend to incorporate group aspects into their self-concepts (Tajfel & Turner, 1986 cited from Shore et al., 2011). As Brewer (1991) argues, individuals expect validation and similarity as same as the others receive. But they are willing to be treated as unique individuals for who they are. Individuals try to balance these two needs in the social groups through the optimization of inclusion. In order to fulfill belonging needs which is a basic human need, individuals tend to seek for the particular groups and expect the acceptance from those groups. Through these social groups and the connections, they move with the others, try to get rid of being isolated and try to associate with the others (Pickett, Silver & Brewer, 2002). Being an accepted member of a social group gives numerous advantages to the individuals. These individuals exhibit many positive attributes towards the group and its members and favor the group and fellow members in their groups over the other groups and other group members. The loyalty, cooperation and trustworthiness they build up through these teams let them to ensure their personal security in the society (Turner, 1975 & Brewer, 2007 as cited by Shore et al., 2011). However, if the members of these groups are identical, there is a possibility to replace

them. Therefore, individuals tend to fulfill their uniqueness needs by comparing the members of their own group with themselves or by comparing themselves with the members from the other outside groups (Synder & Formkin, 1980). Individuals tend to attract to the groups which provide them the opportunity to fulfill their belongingness needs and uniqueness needs (Pickett, Bonner & Coleman, 2002). Both the needs are important. However, tests of Optimal Distinctive Theory suggest that the individuals tend to prioritize between these two needs based on their situations (Correll & Park, 2005; Pickett & Brewer, 2001). If their circumstances are changed and if they prefer one of these needs over the other, that need will become salient in this situation. Conversely, when belongingness needs and uniqueness needs are placed in jeopardy, individuals make the attempt to balance them through self-stereotyping, intergroup differentiation and valuing a particular social identity. These studies reflect the strong desire of individuals to keep an optimal satisfaction of belongingness needs and uniqueness needs (Jetten, Spears & Manstead, 1998; Pickett, Bonner & Coleman, 2002; Pickett, Silver & Brewer, 2002 as cited by Shore et al., 2011). As noted by Shore et al. (2011), the tension between ‘belongingness’ and ‘uniqueness’ is a core theme in the inclusion literature as well as the diversity literature which is focused on individuals within the groups. Sometimes both diversity and inclusion studies focus on the demographic groups who are believed to be underprivileged. For instance, women and racial minorities can be recognized. According to Shore et al (2011) the ongoing struggle of these demographic groups to achieve success has increasingly inspired the diversity scholars to discuss about the diversity and the importance of diverseness of people. Through a diverse organizational culture and the differences of the individuals both organization and individuals can have an opportunity for learning. Concepts of diversity and inclusion can be differentiated based on the articulation of different organizational cultures and systems.

However, there is a lack of empirical researches conducted to investigate the explicit characteristics and practices for diversity and inclusion practices in organizations (Roberson, 2006). There are a few researches that provide an insight to the diversity and inclusion studies. As explained by Kossek & Zonia (1993) employee perceptions of diversity climate can depend upon workforce composition and equality. As MorBarak et al. (1998) define, there are four dimensions of diversity climate as personal value of diversity, personal comfort of diversity, organizational fairness and organizational inclusion. Even though the researches on diversity climates provide some insight to the relationship between diversity and inclusion there is a lack of empirical studies which investigates the constructs of workplace inclusion (Roberson, 2006). Pelled et al. (1999: 1014) have a similar definition for inclusion with Shore et al. (2011). According to them inclusion is ‘the degree to which an employee is accepted and treated as an insider by others in a work system’. They examined the relationship between demographic difference and three indicators of inclusion which includes employees’ influence on decision making, their awareness of company’s strategies and goals and their willingness to remain in their jobs. For them inclusion can be varied and based on the dissimilarity of demographic factors such as gender and race. Moreover, they identified decision making influence, access to information and job security as the indicators of organizational inclusion. Furthermore, they suggest investigating other indicators such as influence of organizational practices to broaden the constructs of inclusion. According to Shore et al. (2011), inclusion literature is still in its infancy. Thus there is lack of evidences for inclusion and its practices within organizations.

Diversity and inclusion are two different, yet related approaches of diversity management. While diversity focuses on organizational demography, inclusion focuses on getting rid of the

obstacles that resist the contribution and full participation of the employees of the organizations (Roberson, 2006).

### **2.3 The Paradigm Shift: From Diversity to Inclusion**

Due to many reasons such as globalization, advances in information and communication technology and improved transportation systems, the distance between people of diverse cultures, diverse social backgrounds and ethnicities has been reduced. As a result of globalization, it tends to increase the diversified nature of the organizations (Owoyeme, Elegbede & Gbajumo-Sheriff, 2011 cited from Ikeije, U. & Lekan-Akomolafe, 2015). This provides an opportunity to interact with people from diverse backgrounds. People are no longer isolated in an insular market place. They are exposed to the worldwide economy with competitive globalized market (Green et. al, 2012 as cited by Ikeije, U. & Lekan-Akomolafe, 2015). The discussions on national and local workers have shifted towards global workers. The employees from around the globe are allowed to work in the different parts of the world, regardless of their differences. The number of the migrants is increasing rapidly and the homogeneous workforce is replaced by the heterogeneous workforce. Thus managing this heterogeneous workforce is becoming increasingly important (Lillie et al, 2013).

According to Lorbiecki & Jack (2000), it can identify four main turns in ideas of diversity management as demographic, political, economic and critical. Even though these are identified as singular entities for the ease of understanding, in practice these turns are neither separate nor distinct but form parts of interlocking continuous strands. Regardless of physical ability or sexual orientation, the demographic turn factors cover women and men of all ages, from all races,

classes, occupations and religious groups. When the affirmative action policies which were causing widespread unease are replaced by the more attractive inclusive practices, it turns to be political (Lorbiecki & Jack, 2000). When considering economic turn of diversity management, it is related to the risk of putting organizational image or performance due to the lack of immediate attention on managing diversity. On the other hand, the literature on diversity management turned more critical when the problems were encountered in its implementation. The attempts made to use the diversity concerns in order to create a working environment that suits all, can cause frustrations and disappointments, if people felt that diversity initiatives fail to deliver their promises (Lorbiecki, A. & Jack, G., 2000).

Table 2.1 summarizes the main arguments identified in the practitioner literature on making a business case for diversity management.

**Table 2. 1 Diversity Management as a Business Case**

**Economic Rationale**

- Improves productivity (Gordon, 1992; De Souza, 1997; Owens, 1997) and encourages more innovative solutions to problems (Rice, 1994) and thus profits (Segal, 1997)
- Assists the understanding of a greater number of customer needs (Rice, 1994; Thibadoux et al., 1994; Tranig, 1994; Capowski, 1996) thus increasing the customer base and turnover (Segal, 1997)
- Enhances corporate competitiveness (McCune, 1996; Tranig, 1994; Capowski, 1996) and continued survival (Miller, 1994)
- Helps lower the likelihood of litigation (Segal, 1997)

**Moral Rationale**

- Promote interaction between ethnic groups (D' Souza, 1997)
- Helps foster culture change in the organization (Laabs, 1993; Thornburg, 1994; Owens, 1997)
- Foster adjustments in attitudes (Thornburg, 1994; Neck et al., 1997) and thus counters prejudice (Smith, 1991)
- Can increase attitudinal commitment, particularly amongst women for example (Harris, 1995; Dodd-Mc-Cue & Wright, 1996; P.C. Week, 1997)
- Creates organizational harmony (Rossett & Bickham, 1994), is socially just and morally desirable (Carnevale & Stone, 1994; Rossett and Bickham, 1994)

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(Source: Lorbiecki & Jack, 2000: p.S21)

Most of the organizations are having diverse workforce but their expected benefits of diversity seem to be far behind the expectations. Rather, it creates many challenges and tensions within organizations. Most of the time, the common assumption about diversity is focused only about increasing the number of minor groups or under-represented groups within the workforce. This

false assumption on diversity hinders the benefits of diversity and creates more problems and challenges for the organizations. During the recent past, companies have realized that creating a diverse workforce requires them to go beyond a multi-cultural and socio-cultural demographic base (Tavakoli, 2015:38). Besides they have to focus on the diversity of thoughts. When people with different thoughts are allowed in the organizations it eliminates restrictive group think, stimulate ingenuity, encourages vision, and increases productivity (Tavakoli, 2015:38). If organizations are able to manage the diverseness of employees through adequate measures and procedures it can result in high performances, increased profits, creativity and more. In order to maximize the benefits of diverse workforce Thomas & Ely (1996) have introduced three paradigms for managing diversity. Those are ‘discrimination-and-fairness paradigm’, ‘access-and-legitimacy paradigm’ and ‘learning-and-effectiveness paradigm’.

***Discrimination-and-fairness Paradigm:*** This is known as the most dominant theory of the workplace. This focuses on equal opportunity, fair treatment, recruitment of minorities and strict compliance with the employment opportunity laws (Williams, 2009: 456). Through the recruitment and retention of workers, it can measure the progress of diversity. In this phase organization does not consider the diversity and diversification of the workers does not affect the way of working in the organization.

***Access-and-legitimacy Paradigm:*** This is all about accepting and celebrating the differences of others. This is not only about being fair to the employees. Rather it considers the legitimacy for customers and other stakeholders. The progress of diversity is measured by the acquired and retained market share of the organization in diverse markets. Though the market motivation gives a good focus, internal tensions can create issues as the organization emphasizes cultural differences without considering their implications.



**Learning-and-effectiveness Paradigm:** Through this it is expected to use the employees' perspectives to enhance the organizational and work processes. The main objective is to work together with differences despite ignoring them. The progress of diversity is measured through the consequences of learning and their effectiveness.

Table 2.2 summarizes these three paradigms.

**Table 2. 2 Paradigms for Managing Diversity**

<b>Diversity Paradigm</b>	<b>Focus</b>	<b>Success measured by</b>	<b>Benefits</b>	<b>Limitations</b>
<b>Discrimination-and-fairness Paradigm</b>	Equal opportunity ,Fair treatment, Recruitment of minorities, strict compliance with law	Recruitment, promotion and retention goals for underrepresented groups	Fair treatments, increased demographic diversity	Focus on surface level diversity
<b>Access-and-legitimacy Paradigm</b>	Acceptance and celebration of differences	Diversity in company matches diversity of primary stakeholders	Establishes a clear business reason for diversity	Focus on surface level diversity
<b>Learning-and-effectiveness Paradigm</b>	Integrating deep-level differences in to organization	Valuing the people on the basis of individual knowledge, skills and abilities	Values common ground distinction between individual and group differences, less conflict, backlash and diverseness brining different talents and perspectives together	Focus on deep level diversity, which is more difficult to measure and quantify

(Source: Retrieved on 6<sup>th</sup> of February, 2016 from, <https://www.coursehero.com/file/p77kr0v/The-three-paradigms-for-managing-diversity-are-the-discrimination-and-fairness/>)

Conversely many of the organizations are shifting towards adopting the policy of inclusion in their organizations. According to Tavakoli (2015:38), by expanding diversity to the focus on inclusion, companies are expected to examine their effectiveness on embracing novel ideas, accommodating diverse thinking styles, enhancing collaboration and encouraging different types of leaders. Inclusion practices are leading to gain organizational benefits by ensuring the harmony of the organizational environment. With globalization, there is a rigorous competition among the organizations. Inclusion acts as a strategy for managing diversity in the workplace and plays a vital role of creating competitive advantages by integrating the diverse skills of the employees. However, inclusion differs from the diversity management policies such as equal employment opportunity and affirmative action. The scope of diversity and inclusion is broader than the legally protected attributes. It includes a much larger and wide-ranging pool of individual differences (Jayne & Dipboye, 2004 Cited from Ikeije, U. & Lekan-Akomolafe, C., 2015). In order to achieve the overall objectives of an organization, there should be an environment that respect and evaluate the differences of each individual. Through that, it is possible to encourage individuals to contribute their best for the organizations and to create optimal potentials. Inclusion is considered as an essential part of diversity management efforts as it helps to retain the diverse employees (Society for Human Resource Management, 2009 as cited by Ikeije, U. & Lekan-Akomolafe, C., 2015). As Hugh Mitchell, Human Resource Director of Royal Dutch Shell explained in Society of Human Resource Management (as cited by Sakitri, 2015; p.456);

*“If this is about having the right team photo, then that is not very hard. I can get diverse people in the door, and declare success. But without a focus on inclusion, five years later many of those people will have gone, and the team*

*photo will look the same as ten years ago. Inclusion is about making sure people can make the contribution they were brought in to make. If I hire someone because he or she is different, and then I do not draw that difference into my business thinking, then what is the point? So, for example, if I hire a Nigerian to work here in Netherlands, he or she should not be expected to think and act the same as an engineer from Delft.”*

The above statement emphasizes the importance of inclusion as a strategy in diversity management. Inclusion creates an environment that allows the employees to perform their best regardless of their differences. If the employees are treated equally and fairly through the inclusion practices, it will satisfy the employees. Conversely, the satisfied employees can align the business needs and objectives of the organizations. Thus the organizations are making attempts to develop the inclusive practices and policies by managing equality and diversity issues that assist the business contexts and circumstances (Chartered Institute of Personnel Development, 2011). Through the improved and motivated personal behavior of employees it is possible to reach the diverse customer needs and preferences in the market. Inclusion is considered as a trait of good management in any organization (Holvino, Ferdman & Merrill-Sands, 2004 as cited by Ikeije, U. & Lekan-Akomolafe, C., 2015). According to Wheeler (1999), an organization that truly values inclusion reflects some characteristics. It has an effective management system for diverse people and accepts the weaknesses and mistakes of the others. Employees are mutually empowered and they recognize and utilize the skills and abilities of the others. An inclusive organization maintains the heterogeneity at all levels and fosters a flexible organizational environment that enhances learning and exchanging of ideas. Thus inclusion becomes a tool of integrating all the differences of the employees in the organization in order to

achieve the organizational goals. As a result of the diverse perspectives and broader range of diverse experiences and views organizations with inclusion practices can make better decisions. That leads to organizations to have a good image in the marketplace. Therefore, managing and valuing diversity can be considered as a key component of effective people management that results the improved workplace productivity in the organizations (Black Enterprise, 2001). Organizations need to attract more diverse employees and maximize the benefits of diversity through the business strategies that encourage inclusion within the organizations. The absence of inclusion in the organizations can create numerous disadvantages for organizations. For instance, when the employees do not feel that they are included in their organizations, they tend to have negative attitudes towards their organizations. That leads to poor performance levels, disconnected engagement with organization, damaged relationships with colleagues and driving customers away. In this competitive business world, the importance and the efforts of strategic diversity and inclusion is apparent. However, that's inadequate. Most of the successful organizations have aligned their strategic business objectives with their employees' professional, personal and social goals. It fosters an environment where employees feel valued, appreciated and are motivated to contribute to achieve organizational goals (Tavakoli, 2015:38). By enhancing the organizational environment through diversity and inclusion practices, it increases the employee engagement, increases productivity, enhances collaboration and inspires innovations in organizations (Tavakoli, 2015:38).

## **2.4 Diversity & Inclusion in the Workplace**

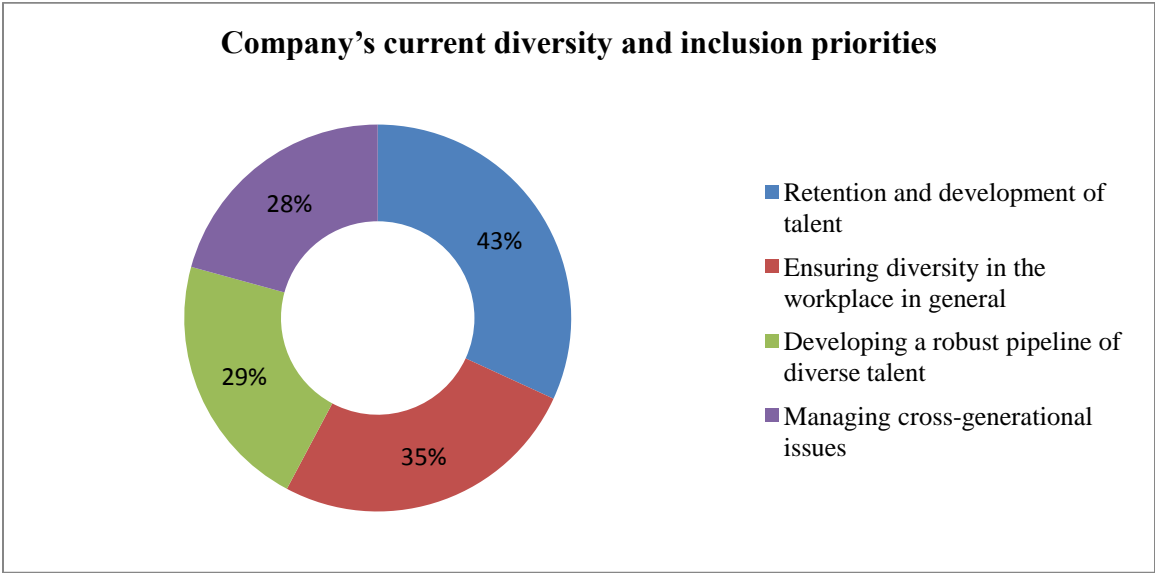
Diversity is rapidly evolving. Most of the organizations have realized that diversity means something beyond creating a heterogeneous workplace rather using the potentials of their diverse

workers for the better performances. Many organizations are paying their attention on using diverse workforce to gain competitive advantages through creative and innovative products, services and business practices. In this globalized world, organizations are competing on a global scale. Thus they have to shift diversity and inclusion frequently because the definition of diversity is changing based on different cultures. Majority of the top management teams of the organizations have realized that they are unable to compete with the rest of the world unless they are armed with diverse and inclusive workforce. Diversity is not about increasing the number of diverse people in an organization but the way these diverse employees act to enhance the innovativeness, creativeness and problem solving skills in the organization by using their diverse nature. The diversity of thoughts enhances the ability to foster novel ideas, new products and services and break the limitations of traditional thinking. Organizations have now realized that diversity and inclusion as a part of their other business practices and now making the efforts to utilize diversity and inclusion to attract new customers and other benefits. Forbes Insight has conducted a research on diversity and inclusion among 300 senior executives from the organizations that have revenue of above \$ 500 million and up to \$ 20 billion. These companies are representing the Americas, Asia Pacific, and Europe, Middle East and Africa. All these executives are engaged in developing, implementing, or managing strategies or programs related to diversity and inclusion for their companies' workforce. Additionally, they have interviewed a number of diversity officers, board members, and senior executives from large, multinational corporations. This study provides an insight on how companies are utilizing diversity for the betterment of their organizations and how a diverse workforce is able to strive within an organization to achieve the organizational goals through innovation and proper business practices. According to the findings of the survey, diversity is a key driver of innovation and it is

crucial for the success in global scale (Source: <https://www.forbes.com/forbesinsights/>). The senior executives have recognized that diversity is crucial to encourage different perspectives that foster innovations. On the other hand, diverse and inclusive workforce is crucial for attracting and retaining top talents in the organizations and for that they must be able to develop the plans to recruit, develop and retain diverse workforce. According to the respondents, all most all the companies have diversity and inclusion strategies in place. But they are not identical. One thirds of them are having global strategies and others are having global plans that allow regional needs and cultural differences.

Figure 2.2 exhibits the organizational diversity goals and priorities based on the survey. In most of the cases the top priority is retention and development of talents.

**Figure 2. 2 Organizational Diversity Goals and Priorities**



(Source: Forbes Insight – Retrieved on 7<sup>th</sup> of February, 2017 from

[http://images.forbes.com/forbesinsights/StudyPDFs/Innovation\\_Through\\_Diversity.pdf](http://images.forbes.com/forbesinsights/StudyPDFs/Innovation_Through_Diversity.pdf))

The responsibility of diversity and management practices within organizations lies with the senior management. However, for the implementation of those efforts within organizations it needs the contribution of all employees. Most of the organizations are trying their best to foster diversity and inclusion within their organizations. But sometimes they overlook the different dimensions of diversity. For instance, the organizations are focusing on gender diversity but they fall short in areas such as disability and age.

Shin & Park (2013) have identified some leading organizations for workplace diversity and inclusion practices and the way they handle diversity and inclusion within the workplace.

Table 2.3 depicts those companies and their best practices for managing diversity and inclusion

**Table 2. 3 Top Companies and their Best Practices for Managing Diversity and Inclusion**

Company	Diversity and inclusion principle	Best practices for managing diversity and inclusion
<b>Dell</b>	Has taken measures to create its own global culture that respond and successfully cope with the cultural and regional changes in the society	<ul style="list-style-type: none"> <li>• Mandatory annual online training programs</li> <li>• Creating a framework for managing work-life effectiveness</li> <li>• Management buy-in for diversity programs</li> </ul>
<b>Toyota</b>	Based on two roots that promote mutual respect and continuous improvement	<ul style="list-style-type: none"> <li>• The Toyota 21st Century Diversity Strategy in 2001</li> <li>• The company’s external Diversity Advisory Board</li> </ul>
<b>Coca-Cola</b>	Their global diversity mission is to reflect their rich diversity based on the market place they serve	<ul style="list-style-type: none"> <li>• Diversity Councils and Business Resource Groups</li> <li>• Diversity Education and Training</li> </ul>

(Source: Shin& Park, 2013 – Internet Source:  
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1044&context=student>)

As a globalized company, Toyota expects to promote a diverse range of human resource while enhancing the skills of each individual. They make efforts to foster an environment that allow the employees to realize their self-worth and to value the ideas of others. Besides the facts



mentioned above in the Table 2.3, Toyota has implemented diversity and inclusion initiatives in their company in 2015. They have recognized few key diversity groups to make diversity initiatives. Those groups are consisted with disabled people, people who are over sixties, fixed term contract employees, women and global human resource. In order to cater these groups Toyota implements the programs such as voluntary action plan for promoting women's participation in the workplace, "working at home program" (Japan), promoting female Science and Engineering Students through Toyota Female Engineer Development Foundation major initiatives of Nursing Care Policy (Japan), promotion of localization of management at overseas affiliates, job placement program for over-60s (Japan), employment of fixed-term contract employees (Japan), employment of people with disabilities (Japan) and Toyota Loops create a working environment friendly to people with disabilities ([www.toyota-global.com/sustainability/society/employees](http://www.toyota-global.com/sustainability/society/employees)). Through these kinds of practices these organizations are gaining the advantages of diversity and inclusion in their workplaces.

## **2.5 Diversity and Inclusion Practices Comparison**

### **2.5.1 Diversity and Inclusion Practices in Japan**

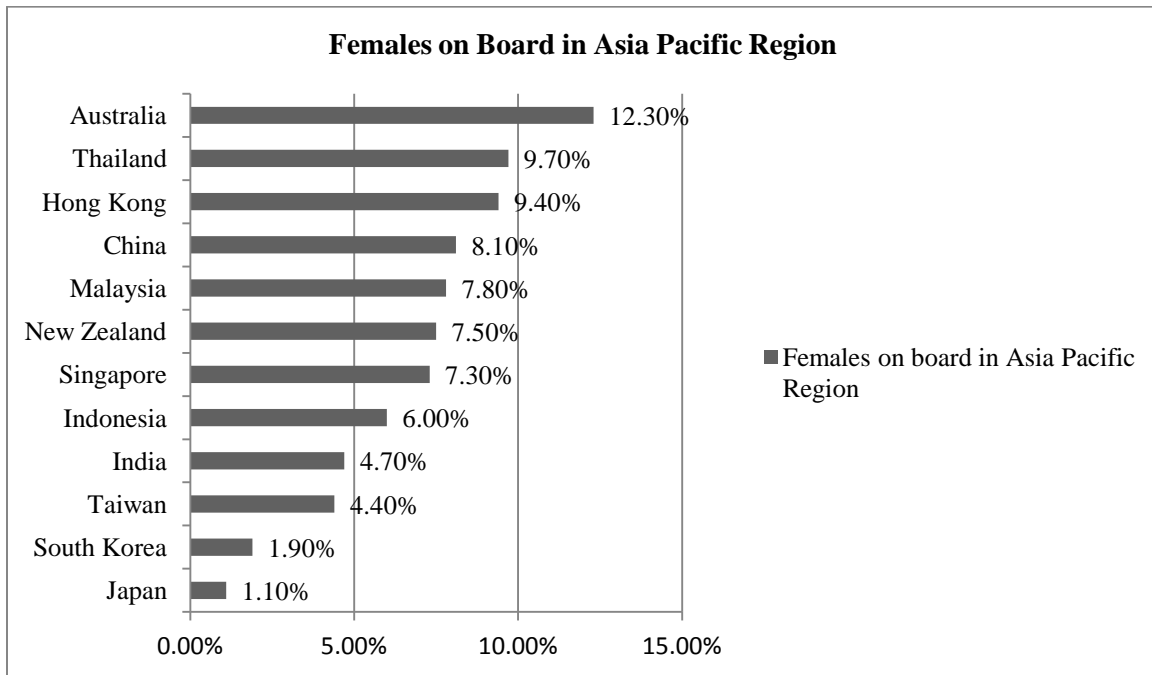
Japan is considered as a relative newcomer to diversity and inclusion discussions and utilization of diversity and management practices in the workplace. However due to the impact of globalization and the shifting demographics, it can notice a new interest towards diversity and inclusion in Japan. Japan's major concern regarding the diversity in the workplace is basically focused on women. It says that if Japan increases the female workforce up to 80%, the Gross Domestic Product (GDP) will increase by 14% (Matsui, 2013). The traditional attitudes towards women in Japanese society have been deeply rooted in the society and have been impacted on

many aspects of their lives. For instance, according to Yamaguchi (2000) there are some key ideas about gender that persevere in Japanese society. They are; men must play the role of breadwinners by working outside the home while women are more suited for household work and child rearing than men, the role of full time housewives is valuable to the society because of their family raising role and men and women must be brought up differently. These stereotypes make barriers for women to enter the workforce. However, women are now drawing the attention as a potential driving force to moderate the sluggish economic growth and labor shortage in Japan. Due to the initiatives that foster women workers in the workplace, the number of women in the workplace appears to increase but the representation of women in the middle and senior level is extremely low (Ng, W. & Yik, A., 2012). For instance, Graph 2.1 exhibits the female representation on boards in the Asia Pacific region. Out of all the countries considered, Japan shows the least percentage of females working as board members in their organizations. Some Japanese women tend to give up their jobs after marrying and giving birth to children. In addition, studies show that Japanese women are reluctant to accept top positions of the organizations as they are afraid of losing work-life balance and their ability to perform in the leadership roles. Besides they have to face the problems such as childcare facilities and long working hours. Childcare facilities are limited and expensive and the events such as ‘Nomikai’ create some problems for female workers while balancing their private life and work life. Regardless of the problems encountered on fostering more women in the workplace, some of the top organizations are supporting the advancement of female talent in the workplace.

Furthermore, the concept of “Womenomics” that foster female leaders under “Abenomics” policy has made a certain impact to increase the number of women in the top organizational positions. This is expected to increase the female representation in top positions up to 30% by

2020. However, there are many critics for this target as many believe that this is a hard to achieve goal.

**Graph 2. 1 Female Representation on Boards in the Asia Pacific Region**



(Source: Kimberly Gladman and Michelle Lamb, *GMI Ratings' 2013 Female on Boards Survey*)<sup>2</sup>

Japan is well known for its strong sense of nationalism. Table 2.4 provides the key diversity statistics in Japan by 2012. It is almost a homogeneous country and is having a little ethnic or racial diversity. This homogenous nature provides a strong foundation for harmony in Japanese society and organizations. This homogeneity can create the challenges for minority groups such as Koreans, Chinese and other foreigners. Japanese organizations are known to have very unique culture which differs from western organizational culture. These distinct cultural norms and work practices create many problems to the foreigners who work in these companies. Conversely

<sup>2</sup> Source: [https://www.calstrs.com/sites/main/files/file-attachments/gmiratings\\_wob\\_042013-1.pdf](https://www.calstrs.com/sites/main/files/file-attachments/gmiratings_wob_042013-1.pdf)

Japanese employees face numerous problems while they work in multinational companies and overseas companies. They face numerous challenges due to their lack of understanding in different cultures and language barriers. Thus many Japanese organizations increasingly recognize the need of increasing their cultural competency and introducing new policies and programs to develop and enable local Japanese talent to be effective in global business environment.

**Table 2. 4 Key Diversity Statistics in Japan in 2016/2017**

<b>Population</b>	127 million	
<b>Urban population</b>	93.5%	
<b>Labor force</b>	66.73 million	
<b>Ethnic groups</b>	Japanese	98.5%
	Koreans	0.5%
	Chinese	0.4%
	Others	0.6%
<b>Median age</b>	46.7 years	
<b>Life expectancy</b>	85.26 years (2017 Est.)	
<b>Fertility rate</b>	1.41 Births per woman	
<b>Languages</b>	Japanese	
<b>Religions</b>	Shintoism	79.2%
	Buddhism	66.8%
	Christianity	1.5%
	Other	7.1%

(Source: <http://www.worldometers.info/world-population/japan-population/>,

<https://www.statista.com/statistics/237609/religions-in-japan/> )

Japan is facing a serious problem due to the decline of working age population. As another solution to moderate the declining of working age workforce, the government has taken many measures to keep the adults working in the organizations by eliminating the mandatory retiring age and providing incentives for them. However, in Japan's competitive environment, older workers continue to face many challenges in the workplace from their younger generation. Younger generation is criticized to have vastly different values than their older generation and is often criticized for the lack of disciplines, being insular and the doubts of their ability to secure the continuous success of the economy in Japan (Japan by Ng, W. & Yik, A., 2012).

Local and multinational companies face a great challenge of managing multiple generations in the workplace. When considering the place for the disabilities in Japanese organizations they show a certain commitment of recruiting disables in the companies. For instance, in order to make opportunities for the disabled people, Japanese organizations have introduced a quota system. However, their employment rate is very low. In order to increase the participation of the disabled people in the workforce it needs more policies and programs which attracts them to the organizations. However, recruiting and managing disabled people can create some additional issues to the organizations (Ng, W. & Yik, A., 2012).

With the strong cultural and socio values, open discussions over the sexual orientation and gender identity remains forbidden in Japanese society and homosexual behaviors are illegal in Japan. Traditional family values are strong and the sexual orientations such as lesbian, gay, bisexual and transgender (LGBT) individuals in Japan have been typically marginalized. The representation of these LGBT in the workplace is low in both multinational companies and local companies in Japan. However, it is emphasized to be aware of the cultural sensitivity on this matter and the workplaces in Japan must be safe and open for LGBT (Ng, W. & Yik, A., 2012).

Japan has many laws and regulations such as equal opportunity provisions to eliminate discrimination in the workplace. However most of them are applicable only for the government sector and specifically the Japanese nationals and those who have acquired Japanese nationality. Thus the coverage for foreigners regarding workplace discrimination remains low. However foreign workers are now drawing the attention as a potential source of moderating the labor shortage in Japan. Thus during the past few years, attempts have been made by the Japanese companies to practice diversity and inclusion practices in the workplace to attract more foreign employees to their organizations. The Ministry of Labor has estimated 0.91 million foreign workers to be in Japan by 2015. Though the majority of them are working as part-timers, their contribution to Japan's economy is considerable. On the other hand, most of the top companies are recruiting foreign graduate students as permanent workers for their organizations. In addition, they make some attempts to create a favorable workplace for foreign workers. As an initiative some of the Japanese companies are now conducting their morning meeting sessions in English. However due to the unique Japanese organizational culture, employees are facing numerous challenges while getting adjusted to their workplaces in Japan. Japanese are well known for their perceived uniqueness and cultural homogeneity and to accept the differences of the foreigners need a drastic change in Japanese society. In order to protect the rights of these employees and to include them within organizations, Japan need to ensure adequate diversity and inclusion policies. Most foreign workers in Japan face problems due to the pressure they are experiencing while assimilating to Japanese culture. Japan is monolingual and mono-cultural and the majority of them are reluctant to accept the diverse nature of the others. Thus foreign employees are facing difficulties in their workplaces. Most of the time, Japanese do not trust foreigners and try to avoid the participation of foreign workers in some specific tasks as they have doubts on the

quality of the work done by foreigners. On the other hand, some Japanese employees are afraid that foreign workers will become their rivals in the job. As a result of this fear of competition most of the foreign workers are assigned to engage in low-level and unskilled tasks of the organizations. As a result, many foreign employees are experiencing frustration and that makes a negative impact on the working environment. Many foreign workers tend to lose the interest for their job in the long run due to the lack of opportunities to grow in their career and are unable to adjust to the environment in Japanese workplaces. Thus if Japan needs to attract and retain the talents in Japanese organizations they need to ensure a workplace with respect and dignity for foreign workers regardless of their differences. For that Japan needs to foster more diversity and inclusion policies and practices within their organizations.

### **2.5.2 Diversity and Inclusion Practices in Sri Lanka**

Sri Lanka is a nation with a multicultural and multi-religious background. It is enriched with different ethnic groups, different languages and different socio-cultural aspects. Table 2.5 depicts the diversity profile of Sri Lanka based on some major diversity factors in Sri Lanka. Sri Lankan economic transition passed the stages of self-sufficient and export orientation and now based on the migrant remittance. Sri Lanka was ruled by the British regime for 130 years from 1818 to 1948 and the impact of British culture and values is deep rooted in Sri Lankan society. Specifically, in Sri Lankan organizational culture, it can be noticed the impact of British rules and regulations and practices. When considering the diversity and inclusion in Sri Lankan organizations one of the main noticeable trends is lack of participation of women in the workforce. Though Sri Lanka is providing equal education rights and facilities for both girls and boys, the representation of females in the workforce is considerably low. Women account for

57% of the total population in Sri Lanka. However out of the total economically active population of 8.5 million, women are accounted only for 33.4%. That means around 70% of female population is inactive. According to the Constitution of Sri Lanka both men and women in Sri Lanka are entitled to share the equal privileges. As article 12 stipulates, regardless of the diverse nature of the citizens they are equal before the law and are entitled to the legal protection. No citizen can be discriminated based on their sex, religion, race, language, caste, place of birth, political opinion or any such grounds. Despite the constitutional guarantees, women in the workplace seem to experience discrimination in achieving leadership positions regardless of their educational and other necessary qualifications. It can assume that 'sticky floor syndrome' and 'glass ceiling' is making barriers for Sri Lankan women to achieve the leadership positions in the workplace. Female contribution in the sectors such as agriculture, garment sector and migrant workers contribute greatly to the economy. However, their representation in the managerial position is extremely low. Sri Lankan organizations do not maintain a quota for the recruitment of women in to the managerial and leadership positions.

Many women in different sectors are facing the challenges due to sexual abuse and harassment and the discrimination for just being women. Almost all the sectors such as medicine, engineering, law, education, banking, media, information technology, fashion, beauty culture and entrepreneurship are open for Sri Lankan women (Source: [www.salary.lk](http://www.salary.lk)). However, they encounter many problems while doing their jobs due to the prejudices and stereotypes held against women. Sri Lankan society values feministic nature of women and expect them to be good in their roles as a daughter, wife and mother. Sometimes these expectations are clashing with the reality of working women. Thus they lose their work life balance and have to go through many challenges to balance their normal day-to-day lives. However educational qualifications



provide a great support for the women to climb up in the leadership ladder regardless of the discrimination within organizations and society.

**Table 2. 5 Key Diversity Statistics in Sri Lanka**

<b>Population</b>	20.9 million (2015)	
<b>Urban population</b>	18.4% (2015)	
<b>Labor force</b>	30.1% (Female) / 76% (Males) (2015)	
<b>Ethnic groups<sup>3</sup></b>	Sinhalese	74.9% (2012)
	Sri Lankan Tamil	11.2% (2012)
	Moor	9.3% (2012)
	Indian Tamil	4.1% (2012)
<b>Median age</b>	32.6 years (2015)	
<b>Life expectancy</b>	78 years (Female) / 76 years (Male) (2015)	
<b>Fertility rate</b>	2.1 children (2015)	
<b>Languages</b>	Sinhalese, Tamil (official) / English (Spoken)	
<b>Religions<sup>4</sup></b>	Buddhism	70.1%
	Hinduism	12.6%
	Islam	9.7%
	Roman Catholic	6.2%
	Other Christians	1.4%
	Other	0.05%

(Constructed by the author based on the census in Sri Lanka, 2017,  
Internet Source: en.wikipedia.org and Department of census and statistics)

<sup>3</sup> Based on the latest census data in 2012. (Source: <http://www.statistics.gov.lk/PopHouSat/CPH2011/Pages/Activities/Reports/FinalReport/FinalReport.pdf>)

<sup>4</sup> According to the data of the latest census done in 2012

According to this researchers' experience after working in the public sector of Sri Lanka for more than 10 years, discrimination based on ethnicity is comparatively low. But most of the people favor their own ethnic groups and communities within workplaces against the others. Though ethnicity is creating issues in general life affairs such as marriages, it is unable to notice major discrimination based on ethnicity in the workplace. Yet, as an effect of the civil war that lasted for more than three decades it can be noticed that a hidden distrust exists among the different groups, especially between Sinhalese and Tamils. The equal opportunities in education have opened the doors to everyone regardless of their ethnicity. However, some ethnic groups seem to remain majoring in certain sectors regardless of the opportunity they are given under the equal opportunity for education in Sri Lanka. For instance, most Tamils are engaged in the plantation sector and Muslims are engaged in trade. Though the government is not having any obstacles for the different ethnic groups, language barriers and other problems can limit the opportunities for the minority groups. However, in the recent phenomena all the public servants need to be qualified in their second language besides their mother tongue. This provides an opportunity for Sinhalese to learn Tamil and Tamils and Muslims to learn Sinhalese. This can be considered as a good inclusion practice in the government organizations in Sri Lanka. Unlike the private sector, government sector does not allow favoring the people based on their ethnicity. That does not mean that the private sector is discriminating based on different ethnic identities. But based on the personal opinions and views there is a possibility to experience discrimination in some of the organizations in the private sector. However, there are people who are going through harassment and discrimination for being from minority ethnic groups. Some politicians and religious leaders try to breed extremism among Sri Lankans to achieve their personal goals and this causes issues regarding the ethnicity. However, in the general society it is unable to

notice a greater picture on discrimination faced by different ethnic groups. On the other hand, even within the same ethnic group, there are some issues due to different castes. Some people are discriminating the low caste people from their own ethnic group and are favoring the people from different ethnic groups. Anyway more diversity and inclusive practices in the workplaces is needed to be monitored in Sri Lanka. That will improve the workplace harmony as well as the quality of Sri Lankan society. Some experts suggest for a Ministry of Diversity and Inclusion in Sri Lanka and it seems as a promising idea for enhancing diversity and inclusion practices in Sri Lanka and Sri Lankan organizations.

When considering the sexual orientation in Sri Lanka, homosexual behaviors are prohibited by law and extremely shunned by society. Sri Lanka is known to inherit a great cultural and social value system and the impact of Buddhism is clearly visible in every sphere of society. Thus Sri Lankan society is expected to have a range of disciplines regarding this kind of matters. Thus conversations about sexual orientation are rare in Sri Lankan society. Gay, Lesbian, Bi-sexual and Transgender (GLBT) behaviors are considered as something to be ashamed and considered as sin. Thus there is no openly available space for this type of people in organizations. Though there are GLBT people in organizations, they are not revealing their identities as they are afraid of the harsh criticism from society. However, introducing diversity and inclusion policies to cater GLBT people in organizations seems a hard to achieve goal.

In Sri Lankan organizations, it is rare to see disabled people working. Unlike Japan they do not have a quota system to increase the number of disabled people in the workplaces. Rather most of these disabled people are treated with a special care and sympathy. Many of these people are engaged in self-employments such as making toys and sewing. There are special educational programs and counseling programs conducted by the government institutes and private or

volunteer organizations. Through these sessions it can enhance the self-esteem of these disabled people and allow them to work for the country. Sri Lankan organizations need more of diversity and inclusion policies to cater to these disabled people in the society.

However, the literature lacks evidence on diversity and inclusion practices in both Japanese and Sri Lankan organizations. Thus through this empirical study it is expected to shed light on the employee perceptions of inclusion in both Japanese and Sri Lankan organizations.

## **2.6 Employee Perceptions of Inclusion in Workplace**

The study measures employee perceptions based on three antecedents including ‘Inclusive Climate’, ‘Inclusive Leadership’ and ‘Inclusive Practices’. These antecedents cover three main areas of organizations that can be directly related to the perceived inclusion of the employees (Jayasinghe, 2017).

### **2.6.1 Inclusive Climate**

Inclusive climate in this thesis means ‘an organizational climate that provides employees a sense of inclusiveness through fair systems and diversity climate’. An organization with an inclusive climate has fair systems for hiring employees, performance evaluation and promotions and equal opportunities for training and development for employees (Shore et al., 2011). Such organizations treat all the employees equitably regardless their diverse nature and appreciate the workers with innovative and creative ideas. Moreover organizations with inclusive climate

welcome new comers in a friendly way and it provides employees a pleasant environment to work.

According to many researchers, diversity is contributing to perceptions that the organizations are valuing the contribution of all their employees (Gonzalez & DeNisi, 2009; Kossek & Zonia, 1993; Leslie & Gelfand, 2008; McKay, Avery, & Morris, 2009; Mor Barak et al., 1998; Thomas & Ely, 1996 as cited by Shore et al. 2015). According to Gonzalez & DeNisi (2009: 25; as cited by Shore et al., 2011), diversity climate can be considered as the exclusion or inclusion of people from different backgrounds (Mor Barak et al., 1998; as cited by Shore et al., 2011) and to the justice-related events relevant to the balance of power and relations across social groups (Kossek and Zonia, 1993; as cited by Shore et al., 2011). In recent studies, the implication of collective justice perceptions at the work-group level can be witnessed through significant performance such as turnover intentions, commitment, organizational citizenship behavior and customer service (Ehrhart, 2004; Simons & Roberson, 2003; as cited by Shore et al., 2011). Inclusive climate within an organization provides an environment that allows employees to think that they are a part of that organization (belongingness) and they are treated well as the individuals for their unique nature (uniqueness needs). An individual's perceptions of fair treatment in an organization can explore through their perception on how management is allocating opportunities, how they are treating individuals and how they are distributing opportunities in the organizations (Hayes, Bartle & Major, 2002:45; cited from Shore et al. 2011). Fair treatments can be either at the individual level or group level (Sheppard, Lewicki, & Minton, 1992: 13 as cited by Shore et al., 2011). According to Chrobot-Mason & Thomas (2002, Cited from Shore et al., 2011) racial identities are common for both individuals and organizations. Based on these identities it can identify four different types of employer-employee relationships. It can move

from mono-cultural identity level where racial differences are ignored and/or minimized to a level where the diverse nature of people is valued and associates with diversity issues vividly. As a result of these different organizational identities, employees tend to remain or to leave from the organizations. As Nishii (2010, cited from Shore et al., 2011) claims, inclusive climate is consisted with fair treatment practices for the employees, collective decision making and the methods of integrating diverse employees. As Shore et al (2011) explain, inclusive climate should ensure the fair treatment for all social groups with a special attention to the groups who are disfavored or have had fewer opportunities historically and are stigmatized by the society they belong. In order to ensure an inclusive climate within an organization they must provide the policies, procedures and actions that foster the inclusion in the organization. These policies and procedures can be established by the organizations themselves or they can be established by the external authorities including the government. For instance, a quota system for recruiting women for the leadership positions in an organization can be mentioned as an opportunity for the women who are affected by gender issues. However, at the organizational level this must be pertinent from social groups to individual level (Jayasinghe, 2017). That way the organizations can ensure to create an inclusive environment by ensuring the ‘belonging needs’ and ‘uniqueness’ need of each and every individual in an organization. The attempts made to ensure the rights of minority or less privileged groups in the organization should not be a cause to create a ‘reverse discrimination’ that leads the majority to feel that they are discriminated.

In an inclusive climate both majority and minority groups must be able to receive fair treatments and the justice regardless of their differences. That way it can minimize the concerns on conflicts among the employees and can avoid undermining the satisfaction of belongingness and uniqueness needs. Davidson & Proudford (2008; cited from Shore et al., 2011) explained the

patterns of resistance to diversity by majority and minority members. These patterns hinder the inclusiveness efforts. Friedman & Davidson (2001; cited from Shore et al., 2011) describe the first –order diversity conflicts (e.g. discrimination & bias) and second-order diversity conflicts (disputes over or caused by the remedies to eliminate discrimination – for instance affirmative action or diversity training). According to them, ‘first-order conflicts’ are perceived only by the minorities and the ‘second-order conflicts’ are experienced by both minority and majority members. An inclusive climate provides both minority and majority members the sense of belonging and the sense of being valued. Thus it minimizes the resistance and the conflicts in the organizations (Shore et al., 2011).

### **2.6.2 Inclusive Leadership**

Diversity and inclusion is far beyond recruiting and hiring diverse employees to show off the diverseness of an organization through numerical data. Rather it is an effort of ensuring a fair and comfortable working environment for all the employees in the organization regardless their differences. In that sense inclusive leadership plays a vital role.

This thesis defines ‘inclusive leadership’ as management philosophies/values and strategies and decisions that enhances the inclusive nature of an organization. Inclusive leaders/management acts exemplary by inspiring employees (Shore et al, 2011). They support the individuals for better performance and care for the well-being of employees. They make sure to let employees for participative decision making and establish policies to ensure the inclusive nature of the organization. Moreover they provide opportunities for their subordinates to identify their potentials and support to create a friendly working environment.

Most of the researchers who are engaged with diversity and inclusion studies have emphasized about the top management philosophy and values recognized as the leading factors that strive towards diversity and equal opportunities in the organizations (Avery, McKay, Wilson, & Tonidandel, 2007; Gelfand, Nishii, Raver, & Schneider, 2005; Ragins & Cornwell, 2001; Scheid, 2005; Wasserman et al., 2008; cited from Shore et al., 2011). As Reskin (2000; cited from Shore et al., 2011) claims those practices can either promote or undermine work-group inclusion. Thus the positive leader behavior plays a vital role in ensuring the positive perception of inclusion. Through the acts such as appreciation and recognition of employees regardless their diverseness can enhance employee perceptions on inclusion positively. As Lind & Tyler (1988; cited from Shore et al., 2011) mentioned that the way the leaders act can convey a message to the members regarding their position in the organization. If the leaders are having procedural fair treatments towards their employees, they are conveyed that they have a respected position within their organizations. The fair procedures and fair treatments lead the employees to perceive that they are valued and respected within the organizations. Conversely mistreatment and discrimination lead them to perceive that they are not valued and respected. That will reflect through the drawbacks such as psychological withdrawals and low identification with the group or the organization (Kreiner & Ashforth, 2004; cited from Shore et al., 2011). Employees' perceived experiences can be strongly impacted by the immediate supervisors or the leaders. The supervisors or managers who maintain a high level of two-way relationship with little or no discrimination with the employees result in high retention rates. Thus these work groups are reflected as highly valued by the managers or the leaders. The supervisors play an imperative role on deciding rewards and opportunities for the employees. Thus, as Douglas, Ferris, Buckley,



& Gundlach (2003; cited from Shore et al., 2011) claim, their behavior has a direct impact on creating a sense of inclusion among employees. Leaders must display positive behaviors on accepting and valuing diverse groups and encouraging their members to achieve the organizational goals as a group. Through that they can ensure high-quality leader-membership relationships and can enhance the sense of belongingness of the employees that results in the sense of inclusion. Overall as Shore et al. (2011) mention exploring the processes and behaviors involved in the domain of inclusive leadership appears to be an area conducive for future research.

### **2.6.3 Inclusive Practices**

‘Inclusive Practices’ in this thesis means ‘the organizational activities that promote the satisfaction of belongingness needs and uniqueness needs of employees working in that organization’ (Shore et al., 2011). When an organization is practicing such practices in their organization, it enhances the belongingness needs of employees including the pride of employees, their attachment to the organization and belongingness they and their families have towards the organization. Moreover it supports to satisfy the uniqueness needs of employees by giving the respect to the individuals for who they are, letting them work in harassment and bullying free workplace, let employees feel that they are contributing to the organization through their skills and abilities and let them see that they have opportunities to grow in their careers.

According to Dipboye & Colella (2005; cited from Shore et al., 2011), the practices which enhance the inclusive nature of the organizations rather than those that promote discrimination in the workplace have drawn the attention of many researchers. Freedom from stereotyping, access

to information, communication facilitation, conflict resolution procedures and participatory decision making are recognized as the practices that foster inclusion in the workplace (Mor Barak & Cherin, 1998; Roberson, 2006; Janssens & Zanoni, 2007; Bilimoria et al., 2008 and Nishii, 2010; as cited by Shore et al., 2011). But if the intention is to increase the inclusive nature in the organizations they must pay attention more on the practices which foster the ‘belonging and uniqueness needs’ of the employees (Shore et al., 2011) Through activities that enhance the cohesive nature of the work groups, creating an environment that encourages the creativity of the employees, supportive superiors and co-workers, it can increase the inclusive nature of an organization.

These antecedents are expected to investigate employees’ perceptions on how they have been included in their existing organizational culture, leadership and the current management practices. Moreover, contextual antecedents of ‘Fairness systems’, ‘Diversity climate’, ‘Management Philosophy/values’, ‘Strategies and Decisions’, ‘Promoting satisfaction of belongingness needs’ and ‘Promoting satisfaction of uniqueness needs’ have been used to explore the inclusive nature of the organizations. These contextual factors can be considered as part of the environment that inspire the individuals and are used to provide the information at work (Mowday & Sutton, 1993; and Weick, 1979; as cited by Shore et al., 2011). The antecedents such as organizational climate, organizational practices and leadership contribute to the employees’ perceptions of inclusion in the organization (Bilimoria et al., 2008 as cited by Shore et al., 2011). Based on the assumptions provided by the existing literature, this study proposes to analyze ‘the contextual antecedents that directly impact the perceived inclusion of employees’.

## **2.6.4 Demographic Factors**

Demographic factors can be identified as visible or non-visible socioeconomic characteristics that distinguish individuals from each other. In this thesis demographic factors are defined as country, gender, age, educational level, service length and industries of employees.

Based on the social categories arising in the broader culture, individuals tend to have status characteristics such as age, ethnicity and gender (Turner et al., 2006 as cited by Shore et al., 2011). When there is a status difference within a group, high-status group members are often having a considerable influence over the low-status group members. If these low-status group members are not given the opportunities and an environment to raise their voice they tend to hold back their opinions and tend to agree with the opinions of the high-status group members. Moreover, they refrain from directive behaviors and their value as group members is never fully realized (Asch, 1995; Early, 1999; Freese & Cohen, 1973; Johnson, Funk & Clay-Warner, 1998; as cited by Shore et al., 2011). Inclusion can remove or minimize the status differences in the organizations. It can assume that the demographic factors are having an impact on the perceived workplace inclusion.

## **2.6.5 Organizational Performance**

### ***2.6.5.1 Individual Level Performance***

If an organization has a well-balanced diversity and inclusion system, it can be reflected through the work-life balance and performance of employees. Individual level performance can be

identified as the expected work related activities within a certain period of time<sup>5</sup>. In this thesis individual level performance was defined based on employees' 'Interrelationships', 'Job satisfaction', 'Job Retention', 'Job performance', 'Commitment', 'Individual Well-being', 'Creativity' and 'Career development opportunities'. Moreover it was assumed that these factors are impacted by perceived inclusion (Shore et. al., 2011). This study helps to investigate the relationship between the perceived inclusion and the performance of individuals in an organization. However this is not the most accurate way of measuring the performance of individual employees, rather it is their own perception about how they perform within their organizations.

#### ***2.6.5.2 Organizational Level Performance***

Organizational performance can simply define as the actual output/results measured against that organizations' intended output<sup>6</sup>. The organizational performance can be measured either by using the financial performance or non-financial performance of the organizations. Non-financial performance can indirectly associate with the financial performance of the organizations. For instance, shared vision, degree of loyalty to the company and confidence in the management (Georgescu, Budugani & Cretu, 2010; Boyatzis, 2007; Schoorman et al., 2007) are three non-financial variables to measure the organizational performance based on the perceived workplace inclusion of employees. The non-financial indicators are based on the work of Kalpan & Norton's (1992) "Balance Scorecard". On the other hand, non-financial performance indicators were considered as attached with employee morale. For instance, it has been used to observe

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<sup>5</sup> Source: <http://www.businessdictionary.com/definition/job-performance.html> on 16th of June, 2018

<sup>6</sup> Source: [https://en.wikipedia.org/wiki/Organizational\\_performance](https://en.wikipedia.org/wiki/Organizational_performance)

employee turnover, absenteeism and tardiness for a long period since 1920. Chenhall (2006) claims that the control methods and non-financial performance measurement methods are frequently adapted by the Just in Time (JIT) and Total Quality Management (TQM) environments. Non-financial indicators that can measure organizational performance are ranged in a wide area. There are two main types of non-financial indicators and they can be identified as objective and subjective non-financial indicators. Indicators oriented to the organizational activities, indicators oriented to the employees and indicators oriented to the clients can be identified as the objective non-financial indicators. The subjective non-financial indicators can be identified as long-term perspective of the business, the ability to gain new skills / knowledge in an efficient way, the will to share knowledge in the organization, degree of cooperation with other departments in the organization, state of mind/morale of the employees in the department, management / leadership style and degree of loyalty to the company (Georgescu, Budugani & Cretu, 2010). In this study it did not consider the organizational level performance but it is recommended for future studies to analyze the organizational level performance to measure employee perceptions of workplace inclusion. Selected organizations for the study are not allocating direct expenses for the inclusion programs in their organizations and therefore it's hard to find an association between the return on investments related to the inclusion in the respective companies. On the other hand, in most cases it is extremely hard to distinguish the expenses for inclusion programs from investments made together for the diversity and inclusion programs. Thus, the study has not focused on either non-financial or financial performance of the organizations to measure organizational level performance for the study.

## 2.7 Culture, Cultural Diversity and Workplace Inclusion

Every corner of the world except Antarctica is inhabited by the humans for centuries. When a group of people worked and lived together they tend to develop distinctive cultures<sup>7</sup>. Defining culture is a controversy since ages. American anthropologists, Kroeber and Kluckhohn critically reviewed concepts and definitions of culture and compiled a list of 164 different definitions. According to Apte (1994, 2001), despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature (Spencer-Oatey, 2012).

According to Tylor (2016:1), '(c)ulture or civilization took in its wide ethnographic is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society'. Hofstede (1994: 5) defines culture as 'the collective programming of the mind which distinguishes the members of one group or category of people from another.' Furthermore Hofstede (1991:10) explains, almost all the people belong to a number of different groups and categories simultaneously. People unavoidably carry a different type of layers of mental programming within themselves, related to the different level of culture. According to him, culture can be differentiated based on the different levels of culture as national level (Country), regional and/or ethnic and/or religious and/or linguistic affiliation, gender level, role category, social class level and organizational or corporate level. This depicts that everyone is simultaneously a member of multiple and diverse cultural groups. Matsumoto (1996: 16) defines culture as the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one

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<sup>7</sup> Source: <http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/>

generation to the next.’ According to Spencer-Oatey (2008: 3), ‘culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member’s behavior and his/her interpretations of the ‘meaning’ of other people’s behavior.’ According to these definitions, it can observe that there is no universally accepted definition to define the culture.

Culture takes diverse forms across time and space<sup>8</sup>. Every culture has its own set of primary cultural drivers. When the cultures are different from one culture to another due to the differences they possess, they can call as “diverse cultures”. Two cultures can differ due to the patterns of human activities and the symbols that give them a significant value. Culture can be differentiated in the forms of foods, clothing, language, customs, religions, art, literature, music and etc. Human activities, their beliefs, their principles and moral values constitute their culture. People from different parts of the world can distinguish based on their diverse cultural values. Diverse nature of culture leads to the diversity in people’s thinking and lifestyles.

Due to the rise of international business operations, migration and many other technological and socio-cultural flows, the world has become so interconnected. In this modern world ‘culture’ has become a controversy about ‘diversity’ and ‘inclusion’ aspects. Multinational companies search for countries with low labor cost and other cheaper feasibilities for their businesses. In contrast, labor migrates and crosses national boundaries searching for better jobs, higher salaries and fringe benefits. Organizations believe that hiring diverse employees has myriad benefits that enhance the competitive advantages of international businesses. According to Ward, Bochner & Furnham (2001), crossing cultures can be a stimulating and rewarding adventure and also it can

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<sup>8</sup> Source: [http://portal.unesco.org/en/ev.php-URL\\_ID=13179&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html)

be a stressful and bewildering experience. Some countries themselves are multicultural in nature. For instance, religious rituals, castes systems, languages or slangs, accents, food habits can vary from one area to another even in the same country. Thus both international migrants and domestic migrants can experience hardships while they adjust to an unfamiliar culture. It can result a 'culture shock' due to the feeling of disorientation experienced by them when they are suddenly subjected to an unfamiliar culture, way of life or set of attitudes<sup>9</sup>. If an organization is providing new workers who are unfamiliar to the organizations with an inclusive background that enhances their familiarity with the organizational culture and organizational values it will help new employees to generate expected outputs.

People often tend to carry out their deep-rooted cultural values and viewpoints to the countries or to the areas they migrate. In contrast, particularly the countries they migrate have their own cultural values and ethics on their own. For instance, multinational companies reflect the cultural values and ethics they inherited from countries where their mother companies are located and the host countries reflect their own cultural values and ethics during the business operations. This can cause cultural shocks and clashes to the unfamiliar party about a certain culture. Though culture is assumed to be learned, it takes time and until the culture is learned and the unfamiliar party gets adjusted to the new culture, they can feel excluded from their new culture. Some cultures have some unique features where hard to follow up by the people from the other cultures. The cultural unfamiliarity of employees can result in many issues and challenges to organizations. In an unfamiliar culture, employees can keep their voices to be unheard by the others. It can resist the generation and developing of new innovative ideas and can interrupt the interrelations of employees. Integrating employees from multicultural backgrounds is one of the

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<sup>9</sup> [https://en.wikipedia.org/wiki/Culture\\_shock](https://en.wikipedia.org/wiki/Culture_shock)



hardest challenges an organization has to overcome. Disagreement of cultural views, prejudices and negative cultural stereotypes against the other cultures can harm the harmony of work teams in organizations. Language and communications barriers can misinterpret the communication among the team members from different cultures. Moreover different business etiquettes and different working styles can result in many issues in organizations. Hence national policies and other operations including business operations seem to grow worldwide, a successful business must continue to think inclusively and globally. If companies can embrace the beauty of diversity and if they can apply inclusion practices within their organizations it can enhance the expected benefits of diverse workforces regardless of the cultural diversity of employees. Inclusion can reduce the level of culture shock and can provide a friendly working environment for employees who are strange to the new culture.

There is no absolute set of features that can distinguish definitively one cultural group from another. Even in the same cultural group, it is hard to find members who share identical sets of attitudes, beliefs and other cultural values. Moreover, some parts of the diverse cultures can interrelate with each other to a certain extent. Organizations are a sub-stratum of the society. Thus they may reflect the cultural values of the culture they belong to a certain extent. Apart from that, they can have their own organizational culture that maintains their own values and codes of conduct that reflects their organizational values. The physical layout, the manner that people address each other, the way of maintaining company records, conducting a meeting and cooperating with social responsibilities are some of them. Employees from different cultures may have different views regarding these artifacts. When employees feel that they are familiar with these cultural artifacts, they tend to feel included in their organizations and if they are unfamiliar and unhappy with these artifacts they tend to feel excluded within their organizations.

Culture affects people's behavior and interpretation of it. According to Hofstede (1991:8), certain aspects of culture are physically visible but their meaning is invisible. Their cultural meaning lies precisely and only in the way these practices are interpreted by the insiders. When organizations are multi-cultured, employees from different cultures may have different cultural behaviors and interpretations even for the same thing. For instance, the same gesture can be interpreted differently by different groups of people or the cultures. Hugging or embracing people is a normal behavior for the people who represent the western culture and it reflects their friendliness towards the other person, an act of consoling or welcoming people. However, it is not common among the most of the people from Asian countries. They may interpret it as an embarrassing behavior and may be reluctant to accept that behavior due to their cultural viewpoints. Clothing of people can be interpreted differently by different groups of people in terms of indication of their wealth, ostentation, appropriateness and so on (Spencer-Oatey, 2012). This is common for the organizations as well. Some organizations have dress codes that reflect their uniqueness, suitability for the job, ostentation of their status and as a code of conduct. However, some employees may feel that those dress codes are inappropriate for their cultures and may not be willing to embrace them with a happy heart. This type of behaviors obviously leads towards the sense of exclusion and dissatisfaction and may result in negative outcomes for organizations. Hence culture is learned and not inherited most of the employees tend to learn the culture when time passes. Culture is subjected to change based on universal human nature and unique individual personality. Human nature represents the level of mental programs that is inherited from genes and all human beings have in common. This includes human ability to feel fear, anger, joy, excitement, interrelationships, expressions on others and about nature etc. These attributes are modified by culture. Certain parts of these attributes are common to the animal

world too. In contrast, personality refers to the unique personal set of mental programs which (s) he doesn't share with any other human being. Those are partly learned (modified by culture and unique personal experiences) and partly inherited. This depicts that no one is able to adjust to a new culture completely. Thus employees who are strangers to a new culture in an organization will also not adjust to those organizational cultures completely and easily.

Majority of the conscious behaviors of people are affected by the culture they belong. While fulfilling purely biological needs even people tend to respond in a way that they inherited and learned from their cultures. For instance, food is a basic biological need. Unless a minimum amount of calories is consumed people will starve. Thus all people eat. However, what they eat, the amount they eat, the type of food they eat and how often they eat will decide by their culture (Spencer-Oatey, 2012). According to Clyde Kluckhohn (1968: 25-26) sometimes biological processes can catch into a cultural web. In some cases, culture influences the biological processes due to the beliefs ethics and norms of a certain culture. For instance, some foods are considered as repulsive to eat by some cultures. For instance, Japanese prefer to eat 'Shushi' while Sri Lankans think it is repulsive to eat raw fish. Some cultures use biological pain relieve reflexes such as yoga, massages or some meditation methods that are not used by the other cultures. Moreover, while Hindus refuse to eat Beef Islamic people refuse to eat Pork. When employees are employed in a new cultural environment and if they are unable to fulfill their biological needs due to the clashes in the diversities of cultures, they may feel frustrated and may become weak both physically and mentally. Some people tend to have higher adjustability to new cultures while some people hardly adjust to new cultural environments. This may tend to result in less productivity of employees including their decreased job retention, increased absenteeism, damaged interrelations, frustrations and decreased job satisfaction.

Multinational companies face many challenges in diverse cultural settings. Workplace values can differ from one culture to another. According to Hofstede's cultural dimensions<sup>10</sup>, it can observe differences in power distance, individualism, uncertainty avoidance and masculinity in different cultures. These differences in cultures impose many challenges for the international affairs including multinational companies. For instance, Malaysian culture shows the highest value for the power distance and Austria shows the lowest value while expressing the power distance. Employees from these cultures where value the power distance tend to accept the hierarchies and employees from the cultures where have no preference towards power distance demand for the justice of unequal power distance. Employees from the United States highly prefer individualism and employees represent Guatemala shows the least preference towards individualism. Employees who prefer to work individually can be succeeded in individual assignments and targets while employees who prefer to work collectively can be succeeded by assigning group works and targets to achieve collectively. When employees who prefer to work individually are assigned to the group works it can reduce the effectiveness and productivity of them. In contrast, some employees may reluctant to work alone and they may perform their best as a part of a group work. Thus organizations must be able to understand these cultural values to avoid employees' disengagement, sense of exclusion and disappointments. Some countries are willing to avoid the uncertainties linked to risk. It is common in the businesses and it is believed that when the risk is higher the profit is higher. Employees who represent the countries who prefer to avoid the risks may reflect their fear of accepting challenges linked to risks. Sometimes organizations may face issues while dealing with this type of employees as they refuse to accept the tasks they feel risky. For instance, Greece shows the highest value for uncertainty avoidance and Singapore shows the least value for the dimension of uncertainty avoidance. Some countries

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<sup>10</sup> <https://www.hofstede-insights.com/country-comparison/>

have cultures that are male dominant and are known as masculine. Japan is showing a higher value for the masculinity that refers to the distribution of roles of men and women in their culture. That is reflected in their organizational culture too. In this organizational culture, employees are expected to demonstrate their success and to be strong and fast in what they do. These characteristics are accepted as positive qualities for employees regardless of their gender. In contrast, culture that exists in Sweden shows the lowest value for masculinity and reflects the characteristics of a feminine culture.

Due to the cultural differences, people tend to distrust the others who show different cultural values. Employees who represent this type of cultures can damage the interrelationships and harmony in organizations. Stereotypes also lead to some clashes in organizations. People tend to have prejudice and stereotypes against the people from different cultures. For instance based on the races and religious beliefs people have some misconceptions about the other people. For instance due to the terrorism that was started by the Islamic extremists some people from other cultures reluctant to trust Islamic people.

Communication is one of the hardest challenges for the organizations that are operated in diverse cultural settings as miscommunication can create many clashes and conflicts among employees. As a result of miscommunication, it can destroy positive outcomes of a diverse workforce in an organization. Employees from western countries such as the United States prefer to communicate in a straightforward and direct way. In contrast employees from countries such as India and China are less aggressive in communicating. If an organization is having a diverse workforce with employees who share these qualities it can lead towards conflicts and misinterpretations among employees. For an instance, straightforward and direct saying of an employee can hurt the feelings of an employee who is less aggressive in communicating their ideas. On the other hand,

as some employees are less aggressive in communicating it can misinterpret their point of view regarding an organizational matter. Some employees represent the cultures that are Monochronic in nature and value the punctuality and rigid schedules in their work. In contrast, countries that show Polychronic features are giving their priority to maintain relationships and socializing is considered to be more important than the schedules. When an organization is having a workforce consisted with the employees from the cultures with this type of attitudes it can lead to disagreements among employees.

When considering diversity and inclusion of employees, culture is not an exemption. It seems to play a vital role in perceiving workplace diversity and inclusion of employees. When summarizing all the challenges generated due to the diversity of culture it can observe that managing cultural diversity in a proper way is a must. Workplace values, communication issues, the concept of time, distrust, prejudice and stereotypes are some of the different issues associated with cultural diversity. Through an inclusive environment including inclusive leadership, inclusive climate, and inclusive practices an organization can ensure to reduce the negative outcomes of a culturally diverse workforce. An inclusive environment is believed to enhance the group cohesion, mutual respect, mutual trust, organizational engagement, attachment to the organization and positive outcomes of the organization including productivity and efficiency of work. Thus through this study, it assessed the impact of 'cultural diversity' on perceived workplace inclusion of employees. This study defines 'diverse cultural setting' based on the factor of 'country' while assessing the perceived workplace inclusion of employees in diverse cultural settings. According to Hofstede (1999:10), there are different levels of cultures and national level (Country) is one of them. This study considered two culturally diverse destinations (Japan & Sri Lanka) to investigate the perceived workplace inclusion of employees.

**Table 2. 6 Definitions of Key Constructs of the Study**

<b>Key words</b>	<b>Definition</b>	<b>Cited from</b>	<b>Journal/ Book/ Magazine/Web:</b>	<b>Page</b>
<b>Diversity</b>	Diversity has evolved from a focus on legally protected attributes such as race, gender, and age to a much broader definition that includes the entire spectrum of human differences.	Jayne & Dipboye (2004)	Human Resource Management Vol.43, No.4	409-424
	Diversity of people can define as any significant difference that distinguishes one individual from another – a description that encompasses a broad range of overt and hidden qualities	Kreitz (2007)	SLAC-PUB-12499	2
	Diversity is the heterogeneity and the demographic composition of groups or organizations	Roberson (2006)	Group & Organizational Management Vol.31, No.2	228
	Diversity is the varied perspectives and approaches to work that members of different identity groups bring	Thomas & Ely (1996)	Harvard Business Review Vol.74	79-90
	Diversity represents a characteristic of social grouping that reflects the degree to which objective or subjective differences exist between group members	Van Knippenberg & Schippers (2007)	Annual Review of Psychology Vol.58:1	516
	Diversity is the collective mixture of differences that includes individual and organizational characteristics such as values, beliefs, experiences, backgrounds and behaviors	Andrews (2017)	Strategic Alignment (Sep /October)	13
	Workforce diversity is the composition of work units in terms of the cultural or demographic characteristics that are salient and symbolically meaningful in the relationship among group members	DiTomaso, Post & Parks-Yancy (2007)	Annual Review of Sociology Vol. 33	473
	Diversity is the distribution of differences among the members of a unit with respect to a common attribute	Harrison & Klein (2007)	Academy of Management Review Vol. 32, No. 4	1200
	Diversity refers to the variation of traits, both visible and not of groups of two or more people	McGrath, Berdahl & Arrow (1995)	Diversity in work teams	17-45

<b>Inclusion</b>	The degree to which an employee is accepted and treated as an insider by others in a work system.	Pelled, Ledford & Mohrman (1999)	Journal of Management Studies Vol.36, No.7	1013-1031
	The extent to which diverse individuals are allowed to participate and are enabled to contribute fully.	Miller (1998)	Public Personnel Management, Vol.27, No.2	151
	The removal of obstacles to the full participation and contribution of employees in organizations.	Roberson (2006)	Group and Organization Management, Vol.31	217
	When individuals feel a sense of belonging and inclusive behaviors such as eliciting and valuing contribution from all employees are part of the daily life in the organizations.	Lirio, Lee, Williams, Haugen, and Kossek (2008)	Human Resource Management Vol. 47	443
	Culture of inclusion is the existence of people of all social identity groups (have) the opportunity to be present, to have their voices heard and appreciated and to engage in core activities on behalf of the collective.	Wasserman, Gallegos, and Ferdman (2008)	Diversity resistance in organizations	176
	One in which the diversity of knowledge and perspectives that members of different groups bring to the organization has shaped its strategy, its work, its management and operating systems, and its core values and norms for success	Holvino, Ferdman and Merrill-Sands (2004)	The psychology and management of workplace diversity	249
	The extent to which employees believe their organizations engage in efforts to involve all employees in the mission and operation of the organization with respect to their individual talents.	Avery, McKay, Wilson & Volpone (2008)	Paper presented at the conference of the Academy of Management, Anaheim, CA.	
<b>Inclusive Climate</b>	Workers' perception of a workplace atmosphere where everyone has a sense of belonging, is invited to participate in decisions, and feels that their input matters	Edited by Khosrow-Pour, Mehdi (2014)	Encyclopedia of Information Science and Technology, Third Edition	761
	An organizational climate that is characterized by open communication, transparent recruitment, promotion and development	Daya (2014)	Equality, Diversity and Inclusion, Vol. 33 No.3	293-308



<b>Inclusive leadership</b>	Inclusive leadership is the practice of leadership that carefully includes the contributions of all stakeholders in the community or organization.	Retrieved from <a href="http://www.nuf.org/inclusive-leadership-model">http://www.nuf.org/inclusive-leadership-model</a> on 13th of June 2018		
	Inclusive leadership can be considered as cognizance, curiosity, courage, commitment, collaboration and cultural intelligence	Retrieved from <a href="https://www2.deloitte.com/insights/us/en/topics/talent/six-signature-traits-of-inclusive-leadership.html">https://www2.deloitte.com/insights/us/en/topics/talent/six-signature-traits-of-inclusive-leadership.html</a> on 13 <sup>th</sup> of June 2018		
	Inclusive Leadership is about treating people and groups fairly based on their unique characteristics, rather than acting on biases derived from stereotypes	Retrieved from <a href="https://marshallelearning.com/blog/inclusive-leadership/">https://marshallelearning.com/blog/inclusive-leadership/</a> on 13 <sup>th</sup> of June 2018		
	Inclusive leadership can be characterized as visibly champions diversity and initiatives linked to it, seeks out and values employees' contributions, demonstrates a collaborative leadership style, has the ability to manage conflict, embodies merit-based decision-making, possesses cultural competency, and creates a sense of collective identity	As cited by Vohra et al (2015)	The Journal for Decision Makers Vol. 40(3)	328
<b>Inclusive Practices</b>	Leadership involvement, performance and accountability, policies and procedures, employee networks and education and training are some inclusive workplace practices that companies can apply to their own workforces.	Andrews (2017)	Strategic Alignment (Sep /October)	13
<b>Demographic Factors</b>	Demographic factors are socio economic characteristics of a population expressed statistically, such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage.	Retrieved from <a href="http://www.businessdictionary.com/definition/demographic-factors.html">http://www.businessdictionary.com/definition/demographic-factors.html</a> on 16th June, 2018		
<b>Perceived (workplace) Inclusion</b>	Perceived inclusion refers to employees' perception of their inclusion status in the workplace.	Chen & Tang (2018)	Journal of Managerial Psychology, Vol. 33 No: 1	43-57
<b>Individual performance of Employees</b>	The work related activities expected of an employee and how well those activities were executed.	Retrieved from <a href="http://www.businessdictionary.com/definition/job-performance.html">http://www.businessdictionary.com/definition/job-performance.html</a> on 16th of June, 2018		
	The overall expected value from employees' behaviors carried out over the course of a set period time.	Motowidlo, Borman, & Schmidt (1997)	Human Performance Vol.10	71-83

## **2.8 Summary of the Chapter**

This chapter discussed the background of the study with reference to the theoretical background and diversity and inclusion paradigms. It also provided a background to diversity and inclusion practices in Japanese and Sri Lankan organizations based on dimensions such as gender, ethnicity and sexual orientation and a description of culture. Moreover it discussed about the cultural diversity and workplace inclusion in general. Furthermore this chapter discussed the definitions of the key constructs for the study. The chapter helps to set the direction for the creation of variables, questionnaire and data collection for the rest of the research.

### 3 CHAPTER - METHODOLOGY

#### 3.1 Introduction

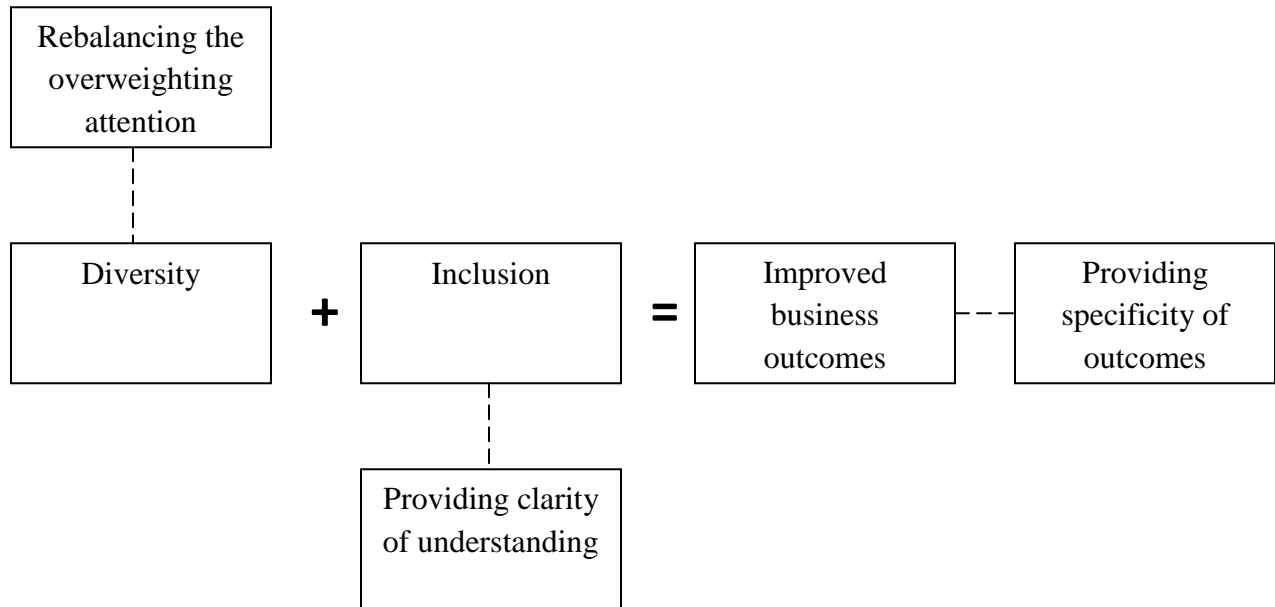
This chapter provides a discussion of the methodology used for the study. Operationlization of the variables, conceptual framework, hypotheses of the study, questionnaire design and the sampling methods are discussed under respective sub-topics. In addition, it discusses the pilot survey used in the preparation of the questionnaire and the challenges faced in the field survey and the techniques of data analysis used for the study.

During the past few decades, discussions of labour force diversity have shifted increasingly towards that of inclusion (Nair & Vohra, 2015). While the body of research in diversity is enriched with adequate researches, inclusion has drawn the attention of scholars as a fairly recent domain of study. Thus the empirical studies on organizational practices of inclusion are rather limited, barring a few studies. The varied meanings and interpretations of the terms on diversity and inclusion in the literature provide a broader and distinct understanding of the meanings and related concepts. The areas such as recruitment and selection, training and development and socialization activities such as gatherings and welfare activities are related to the organizational practices of inclusion. However, a thorough and adequate investigation of inclusion practices, approaches and measures for inclusion are largely missing. Perception of inclusion is often referred to an assumed mainstream feature of an organization. Some studies have explored the perception of inclusion with reference to the majority groups or privileged groups and a very limited research have focused on other less common demographic interests such as the experience of migrants (Nair & Vohra, 2015). Most organizations are making attempts to increase the number of diverse employees in their workforce. However, if they are unable to

make an environment that is inclusive for them, it ruins the objectives of recruiting a diverse workforce. The organizations that are aiming to increase their business performance through a diverse workforce must balance their emphasis on diversity by giving adequate attention to inclusion. Scholars and organizational experts have made immense efforts to have a clear definition of inclusion during the recent past (Deloitte & the Victorian Equal Opportunity and Human Rights Commission, 2013). Without having a clear understanding on aspects of inclusion, it is hard to achieve the expected outcome of inclusion practices. When employees perceive that their organizations are committed and supportive of diversity and they are included in the organizational processes, they have reported high business performances. A research done by Deloitte & the Victorian Equal Opportunity and Human Right Commission in three diverse Australian Companies, reported better employee performances in terms of ability to innovate (83% uplift), team collaboration (42% uplift) and responsiveness to changing customer needs (31% uplift). However, an organization must be able to rebalance the excessive focus on diversity with the focus of inclusion to unleash their diversity potentials. Conversely if the organizations are excessively focused on diversity aspects, they need an additional effort to focus on inclusion to maintain the balance between diversity and inclusion. Thus in order to achieve the organizational success through diverseness, there must be a balanced focus on diversity and inclusion with a clear understanding of the concept of inclusion and its drivers.

Figure 3.1 illustrates the balance between diversity and inclusion in an organization and its drivers to enhance the organizational outcomes.

**Figure 3. 1 Balance Between Diversity and Inclusion**



(Source: Deloitte & the Victorian Equal Opportunity and Human Rights Commission, 2013<sup>11</sup>)

Diversity and inclusion are distinct but interrelated concepts. Thus in most of the studies, inclusion is coupled with diversity aspects. On the other hand, diversity and inclusion is mostly studied from an Anglo-Saxon perspective. As most of these studies originated in the west, they have mainly focused on gender and race. The studies are limited on the conceptualization of diversity and inclusion in other countries (Daya, 2014 as cited by Nair & Vohra, 2015). Inclusion literature is comparatively a new area of research domain. It is still developing and an agreement on the conceptual groundwork of the constructs seems limited (Shore et al., 2011). Inclusion literature lacks adequate empirical evidence and the available researches are too focused on senior managers' or leaders' perspectives on inclusion in the organizations. However, measuring

<sup>11</sup> Source: "Waiter is that inclusion in my soup? A new recipe to improve business performance". pp. 3, Internet Source: <https://www2.deloitte.com/content/dam/Deloitte/au/Documents/human-capital/deloitte-au-hc-diversity-inclusion-soup-0513.pdf>

true inclusion needs an analysis of how employees perceive inclusion in their organizational settings. As stated by Nair & Vohra (2015), it is necessary to explore the voice of ‘minorities’ in the organizations regarding their perception on diversity and inclusion. That way it can check whether the theoretical approaches of diversity and inclusion are meeting the reality. As perceived by most of the minority group members and the members who are having a moderate view on diversity and inclusion, most of the time diversity and inclusion efforts are limited to tokenism. Thus the organizations must make efforts to not to reduce the diversity and inclusion efforts only to tokenism. As Shore et al. (2011: 1276-1277) suggest,

*“Future research could test specific component of climate, such as those involved in justice-related events, in opportunity and interpersonal integration or in an organization’s racial identity as they relate specifically to employees’ perception of inclusion”.*

Moreover, they suggest that the future researches on inclusion must consider the experiences of both majority and minority group members. That way they can capture the effects of an inclusive climate for all employees. On the other hand, Tavakoli (2015:38) suggests that in order to measure true inclusion in an organization, it requires an analysis of employee perceptions of the organization’s culture, their sense of value as individuals and their belief on full opportunities they have got in the organizations to grow in their career regardless of their differences. This study, thus explores the employees’ perceptions of inclusion in Japanese companies in Japan and Sri Lanka in order to investigate how these employees with shared cultural and social values perceive inclusion in diverse cultural settings.

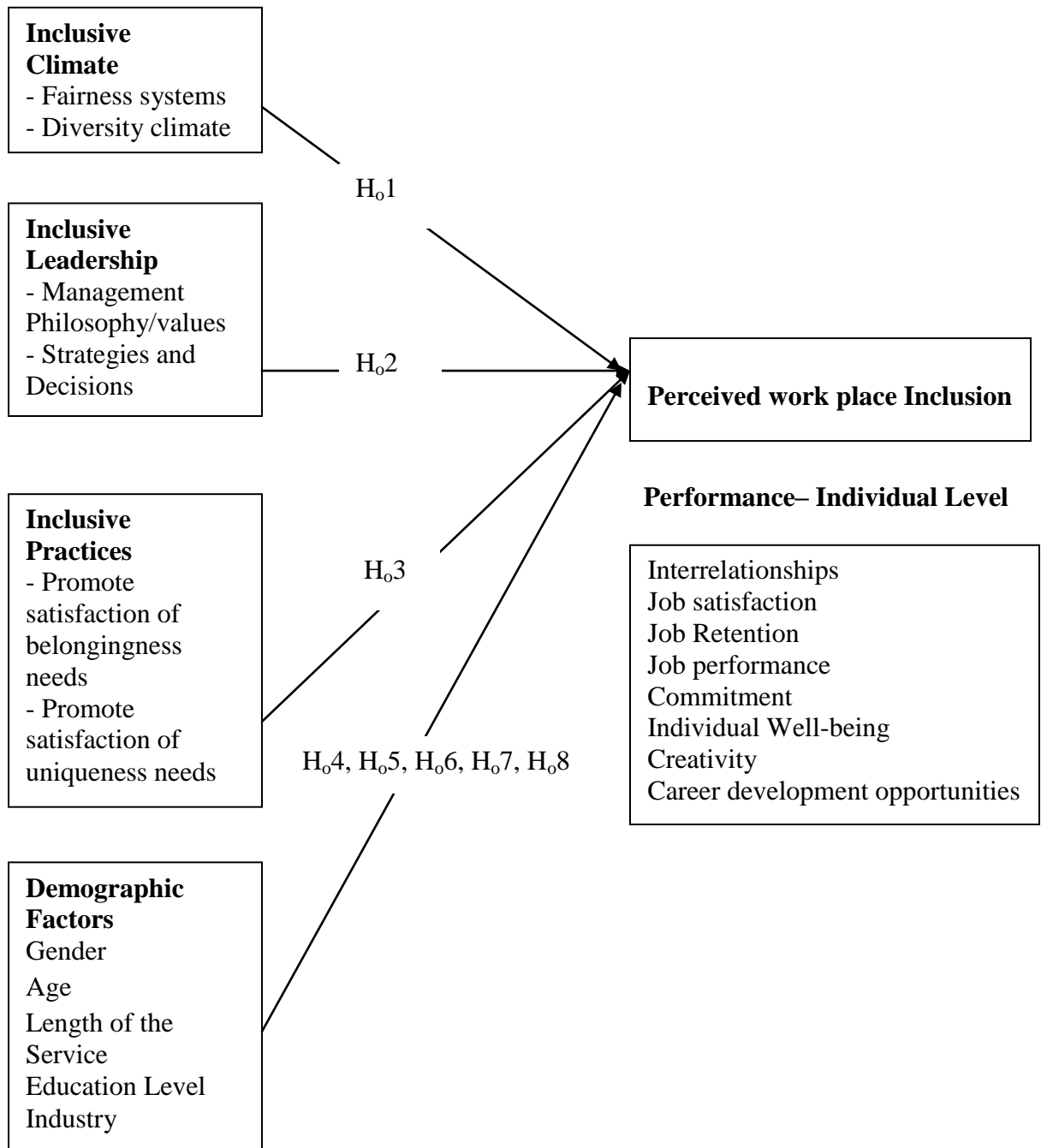
### **3.2 Conceptual Framework**

Independent variables of this study are the contextual antecedents and demographic factors of the respondents. The dependent variable is perceived workplace inclusion. ‘Inclusive Climate’, ‘Inclusive Leadership’ and ‘Inclusive Practices’ are used as the three main contextual antecedents. Perceived workplace inclusion is measured based on different dimensions. To describe the demographic factors of gender, age, length of the service and educational level, industry of employees’ are used. Figure 3.2 describes the conceptual framework of the study.

**Figure 3. 2 Conceptual Framework**

**Antecedents and Outcome of Inclusion**

**Contextual Antecedents**



Reference: Shore et al. (2011); Georgescu, Budugani & Cretu (2010), Boyatzis (2007), Schoorman et al. (2007), Pelled, Ledford, & Mohran (1999), Bae et al (2016)



### **3.2.1 Comparison of Sri Lanka and Japan**

The current relationship between Sri Lanka and Japan is known to trace back the last quarter of the 19<sup>th</sup> century. It has strongly affected by the strong cultural bias that has been developed over the time. The relationship which is known to develop after the Second World War has been reached the formal diplomatic level in 1952. Inter-country relationship of Sri Lanka and Japan has developed over the years through the cultural and economical links of the two governments and their people. However there is a significant difference between these two countries and their people in geography, dominant cultural practices, the levels of socio-economic development, technological advancements achieved by the two countries and their general observable mutual perception on each other. However apart from the differences between these two countries and their people, there is also some closeness and neighborliness between Sri Lanka and Japan that makes these two countries “the distant neighbors” (Lakshman, 2003).

The initial stages of the relationship of Sri Lanka and Japan can be assumed to begin with the cultural aspects that originated through the theory and practices of Buddhism. Though it is assumed that there were ‘some trade contracts’ between Sri Lanka and Japan during the Portuguese and Dutch periods in Sri Lanka, the first ever well documented and well known relationship is known to take place around 1889 (Wijayasiri, 2003). Then the relationship between these two countries has evolved as cultural and religious at one end and the economic and trade related at the other end. According to Wijayasiri (2003), until 1970’s the dominant aspect was the cultural and religious relationship between these two countries. However by the early decades in the 20<sup>th</sup> century, trade and economic orientation has evolved stronger. During the Second World War Japan has showed a military motivated interest in Sri Lanka and through the Japanese air-raids in Colombo and Trincomalee in April, 1942. That highlighted the strategic

importance Japan had towards Sri Lanka. After the middle of 1970's the most dominant aspect of Sri Lanka – Japan relationship was revolved around economic links. Since then Japan has been an official donor to Sri Lanka that is considered to reflect Japan's gratitude towards Sri Lanka due to the stance taken by Sri Lanka in the 1951 San Francisco Peace Conference against imposing war reparation on Japan (Lakshman, 2003). After 1977, the relationships originated through economic assistance and foreign trade investment has created the contacts and relationship among people in these two countries. Sri Lankans started to migrate to Japan for study purposes and mostly for the 3-K jobs (referred by Japanese for *Kitanai - Unclean, Kitsui – Difficult and Kiken –Dangerous jobs*). As the social and economical links between two countries are evolved, the number of Sri Lankans living in Japan and the number of Japanese living in Sri Lanka has been increased. Thus the relationship between these two nations has upsurge and is getting stronger. Not only the economical links but the cultural links also have been evolved around the commonalities and differences in the different versions of Buddhism (Theravada and Mahayana) practiced by these two countries. However according to Lakshman (2003), the Buddhist monks from these two countries are appear to ignore the differences in these two practices deliberately and are building up the relationship around the elements that are in common.

The human relationships between two countries have reached to another level through the official exchange programs that are launched mostly by the Japanese government. For instance the technical education assistance from Japan to Sri Lanka and long or short term scholarships for Sri Lankans to study in Japan has blossomed up the relationship between these two countries through the human relationships and contacts. Around 1960s, Sri Lankans started to join the postgraduates programs in Japanese universities. Initially there was not much interest towards

these programs but later on it can be witnessed an increased interest from Sri Lankans to join these programs (Nakamura, 2003). Currently it can notice a considerable number of Sri Lankans who are Japanese University Alumni, working in Sri Lankan universities and other prestigious institutions in Sri Lanka. Furthermore it can notice a slow but steady trend of Sri Lankan students who are joining Japanese universities for their undergraduate studies (Lakshman, 2003). On the other hand some Japanese students are joining Sri Lankan universities for different study purposes. As the Sri Lankan migrants are having a great enthusiasm on learning Japanese language and the Japanese migrants on learning Sinhalese, it assists to create a strong relationship and friendship between these two nations. Migrants from both the countries have built-up an affectionate relationship on the other country that becomes a second home for them. Most of the Japanese who have visited Sri Lanka for different study aspects and other economical and social aspects become frequent visitors of Sri Lanka. On the other hand Sri Lankans also show a great interest on Japan that makes them even to stay permanently there in Japan. The organizations such as Toyota Japan are assisting these two countries with the translations of the important books in Sinhalese to Japanese and Japanese to Sinhalese. These type of positive steps backup the blossoming interactions between Sri Lanka and Japan. Even though Japan and Sri Lanka was not involving in each others' political affairs, Japan has involved in bringing up a peaceful solution for the long lasted civil war in Sri Lanka based on the Sri Lankan governments' request during the past war decades. During the post war era Japan has given their helping hand to Sri Lanka on reconstructing, rehabilitation and implementing development programs of the country. Japan's Official Development Assistance (ODA) to Sri Lanka through grants and concessionary loans on official accounts as well as technical assistance flows remarked an important economic factor between these two countries. Inter-trade

relationship between these two countries has increased during the past decades. Japan has become a market for its products, a source of Foreign Direct Investments (FDI), a source of Official Development Assistance (ODA) and a technology assistant to Sri Lanka. In contrary Sri Lanka has become an exporter for their goods to Japan and importer of Japanese products such as electronic devices and automobiles. However Sri Lanka marked a huge trade deficit during the last three decades with Japan (Lakshman, 2003). As some of the other countries are drawing the attraction of Japan in the terms of low cost labor, production facilities and feasibilities and socio-economical stabilities in their countries, Japan's interest on investing in Sri Lanka seems to be reduced. Thus Japan's assistance to Sri Lanka in financial and other resources through ODA outperformed their available markets or direct investments for Sri Lanka. However, according to JETRO, Sri Lanka is proven as a demanding destination for the foreign direct investments. They have identified Sri Lanka as a place that has a potential economic growth, high quality workers and geographical advantages. Moreover they claim that Sri Lanka as a place where politically and socially stabilized. Hence Sri Lanka is in a trade deficit due to the limited exports and exceeded imports, attracting foreign direct investment will be an ideal solution to overcome from the available deficit. JETRO suggests Japanese companies as the best source of foreign direct investment for Sri Lanka. Thus hopefully it can expect a positive increase of Japans' foreign direct investments in Sri Lanka in the future. Cooray (2003) argues foreign aid has positive and tangible effects on the macro-economy. However as he further explains the large volume of Japan's foreign aid has not been able to raise and sustain Sri Lanka's rate of economic growth to high enough level to take the country and its people from the underdevelopment. Less possible growth benefits are resulted due to the systematic errors and other socio-economic problems in Sri Lanka and that has negatively affected to Japan's interest on providing more Official

Development Assistance to Sri Lanka. However without a self-reliant development ambition any country cannot survive only with the Official Development Assistance as it provides only a temporary support to a country. However Japan's Official Development Assistance has significantly contributed to the improvement of infrastructure facilities and human resource in Sri Lanka (Cooray, 2003; Rathnayaka, 2003).

As Lakshman (2003) explains, he highlights two implications of the expansion of the economic relations in Sri Lanka during the last few decades. First, these economic relations are involving with flows of money, goods and human relations and formal diplomatic relations between Sri Lanka and Japan. The unequal economic relation has dominated the cultural links built up by these two countries. Secondly, though Sri Lanka can learn invaluable lessons from Japan by looking at the way they have raised after the Second World War, it cannot be seen such an interest from Sri Lanka. As he further explains, if Sri Lanka can overcome from the foreign dependency syndrome Japan will be a great example for them to develop themselves as a country and as a nation. In human relations also Japan becomes the 'dominant' and Sri Lanka becomes the 'dependant' due to the unequal relationship between these two countries in terms of the technical assistance, training programs and other Official Development Assistance related activities. On the other hand Japan has increased the number of scholarships they are offering for Sri Lankan students and the scholars. Thus as Lakshman (2003) expects that the contribution of the returned scholars will assist to change the curriculums and training methodologies at least in some of the disciplines practice by Sri Lanka. Besides human resource development and technology transfer through Japanese Foreign Direct Investments and Japanese companies in Sri Lanka plays a vital role. However as Japan's Foreign Direct Investments volume is limited, Japan's role in Sri Lanka in the transfer of technology and management skills seems low. Due to

many reasons, it cannot witness a strong tendency of technology transfer from Japanese companies to Sri Lanka. But their contribution on improving domestic industrial activities especially in export oriented industries cannot underestimate (Lakshman & Rathnayaka, 2003). According to Nishantha (2003), in order to have an effective technology transfer, training in Japan for Sri Lankan employees in the subsidiary would be very necessary. However Japanese immigration laws limited that to only one trainee for every 20 employees who are working in the parent company in Japan. As the capacity of the parent company is rather low many employees in Sri Lanka would not get the chance to participate for such training programs that are conducted in Japan. On the other hand as the employees who are sending as the trainees to Japan are not returning back, Japanese firms in Sri Lanka are reluctant to send their employees as the trainees to Japan (Nishantha, 2003). However as Dassanayake (2003) argues there is an impressive tendency in transferring soft technologies (human and organizational) that contributes towards a tremendous human development and substantial productivity improvement within the Japanese firms in Sri Lanka.

Japan is (almost) homogenous in nature and Sri Lanka is a multi-ethnic and multi-religious country. Shades of the socio cultural differences in these two countries are reflected in many stratum in the society including organizational culture. Japan maintains a high standard of organizational ethics and their own unique management principles and standards within their organizations and Sri Lankan organizations seem to reflect the shades of the standards and principles they have received from the colonial regime especially from the west. Compared to Japanese organizations, Sri Lankan organizations have more diversified employees in terms of different ethnic and religious backgrounds. Though there are some mishaps can be noticed, both countries have enacted rules and regulations to treat the employees equitably within the

organizations including recruiting, training, promoting etc. For instance the government of Sri Lanka conducts examinations to recruit new employees for government organizations and it creates an equal and fair opportunity for the job seekers with necessary qualifications to enter the government sector. In contrast Japanese organizations are letting new graduates to become employees in their organizations through diverse and fair approaches including job interviews and entrance examinations. Japanese organizations are almost homogenous in nature and reflect less power distance and status quo within the organizations. However it can notice respectful and loyal behaviors towards 'Senpais' (Seniors). Sri Lankan organizations have a greater power distance and status quo compared to Japanese organizations. Though there is a tendency to change, life time employment and seniority base promotion systems in Japanese organizations seems to disrupt the fairness of recruiting new blood to the organizations and promoting young talents to the higher positions. In Sri Lanka, especially in government organizations it can notice reasonably fair systems of promoting the employees. However it is subjected to long run and rigorous processes including bar examinations and interviews. Organizations in private sector are generally known as better places compared to the government sector to get promoted based on the talents of the employees. However, still the majority of Sri Lankans are willing to work in the government sector than the private sector due to the pension scheme and other fringe benefits. Compared to Sri Lankan organizations, Japanese organizations are known as over sensitive to reasonable business risks, dense in communication, time consuming processes of decision making and resistance to change and long term orientation.

Equal opportunities for both men and women are enacted by the law in both countries. However gender discrimination can be witnessed in both countries to a certain extent. Japan's labor force is consisted with 43.2% (2017) of females and Sri Lankan females represent 30.1% (2015) of the

total workforce. Both countries have some barriers for women in their careers while climbing up and holding leadership positions and Japan reflects more barriers for women than Sri Lanka. Both countries have the access to education for all and maintain high literacy rates. Both countries are male dominant and some stereotypes are there for women in both countries regarding her role in the society. For instance both countries value her role as a mother and rearing children. In both countries most of the organizations are male dominant and compared to Sri Lanka, Japan practices rigid and well disciplined organizational culture. Japanese organizations and the society value the collectivism and Sri Lanka is a collectivist country to a certain extent. Compared to Sri Lankan organizations, Japanese organizations encourage the familial concept and are proud to showoff that they belong to their organizations. Both countries value family and the characteristics such as sharing and caring and those characteristics are sometimes reflected in the organizational cultures as well. Japan leads in advanced technologies and as a developing country Sri Lanka is far behind to Japan.

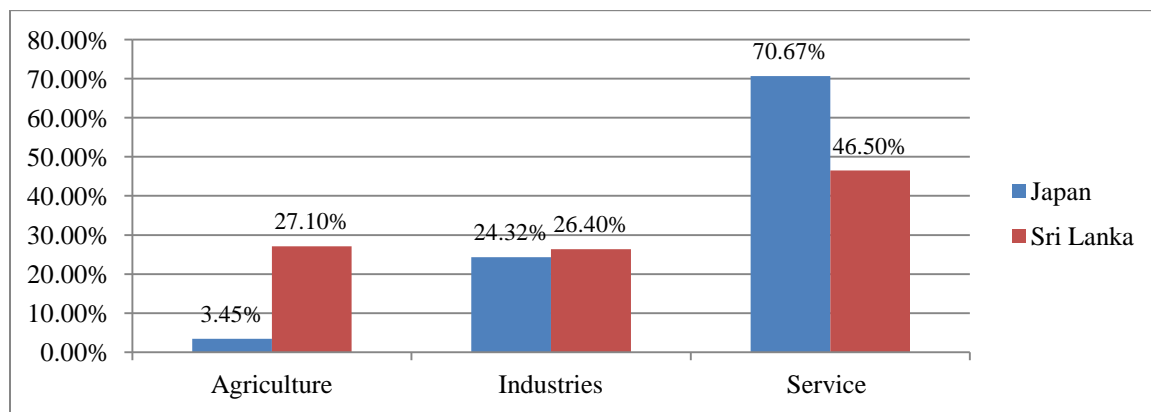
Most of the Japanese employees still value lifetime employment system and are being loyal to their organizations. Sri Lankan employees working in the government sector show a similar tendency as they show a higher retention rate in their jobs due to pension scheme and some other fringe benefits but employees working in private sector can observe to shift the jobs often based on various reasons including higher remunerations and status. Some private organizations head hunt the talented employees from their rivals or other organizations.

Both countries provide equal education opportunities for their citizens and make initiatives to encourage them to have education at least to a certain years of age. For instance in Sri Lanka School life expectancy (primary to tertiary education) is 14 years for both males and females



(2013)<sup>12</sup> and in Japan it is 15 years for both genders (2014)<sup>13</sup>. Education expenditures in Japan is 3.8% of GDP (2014)<sup>7</sup> and in Sri Lanka it is 2.2% of GDP (2015)<sup>6</sup>. Literacy rate in Japan is 99% and in Sri Lanka it is 92.6%. For most of the high salary jobs, education has become one of the major determinants in Sri Lanka. It seems that Education and job expectations including wages, fringe benefits, status and recognition are greatly related in Sri Lanka. In the general point of view people with higher education qualifications seek for high level jobs with higher salaries and recognition. It can notice a huge gap between the salary and other fringe benefits of so called white collar jobs and blue collar jobs in Sri Lanka. Generally in Japan every job is accepted and respected with similar manner and salary distribution among various jobs is comparatively lower than that of Sri Lanka. Sri Lanka reflects a rigorous competition in education and demand for the jobs. Compared to Sri Lanka, Japan is greatly advanced in modern technology and distribution of the workforce across economic sectors in both Sri Lanka<sup>14</sup> and Japan<sup>15</sup> is showing in Graph 3.1.

**Graph 3. 1 Distribution of the Workforce across Economic Sectors in Japan and Sri Lanka**



<sup>12</sup> Source: [https://www.indexmundi.com/sri\\_lanka/demographics\\_profile.html](https://www.indexmundi.com/sri_lanka/demographics_profile.html)

<sup>13</sup> Source: [https://www.indexmundi.com/japan/demographics\\_profile.html](https://www.indexmundi.com/japan/demographics_profile.html)

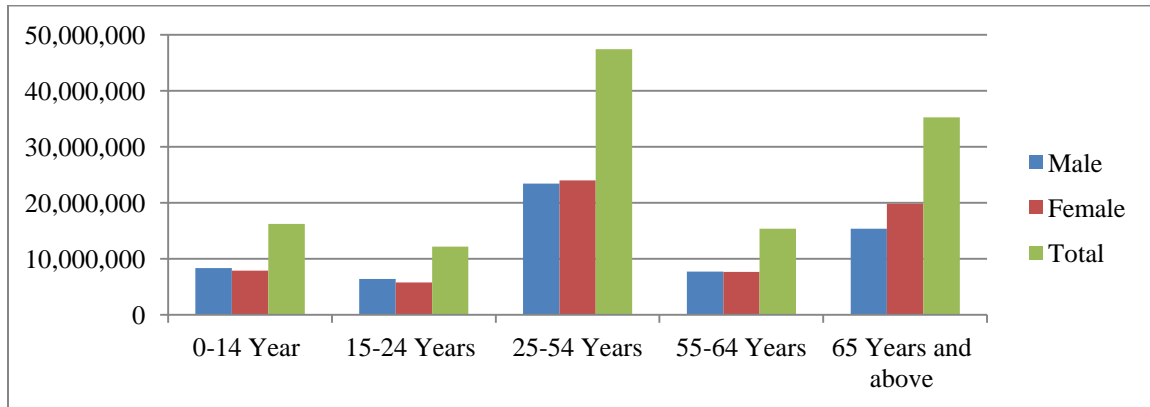
<sup>14</sup> Source: <http://www.statistics.gov.lk/EconomicStat/EconomicStat2017.pdf>

<sup>15</sup> Source: <https://www.statista.com/statistics/270161/economic-sector-distribution-of-the-workforce-in-japan/>

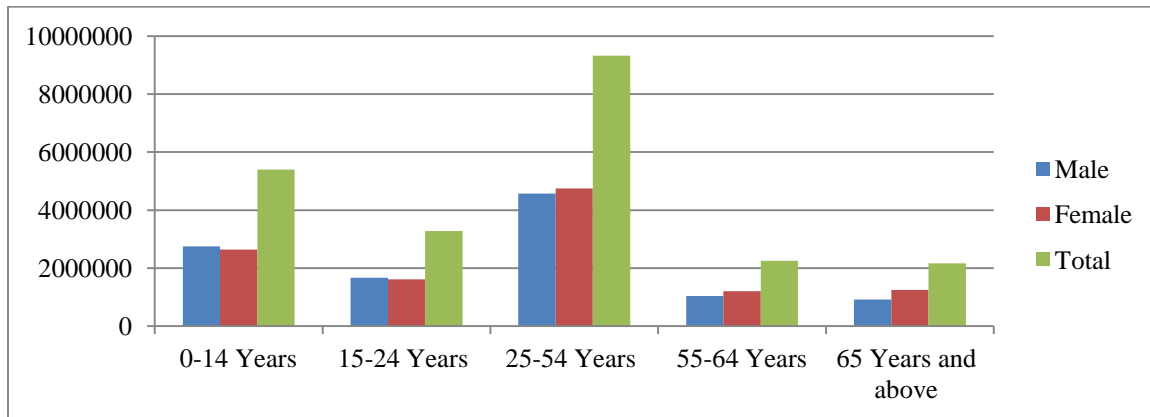
Japan is one of the leading countries that is known for its elderly population. According to the estimated data by 2017, the elderly population above 55 years old is exceeding 40% out of the total population (Graph 3.2). In contrast, in Sri Lanka, the elderly population above 55 years old is 19.73% (Graph 3.3). Due to the decreasing working age population in Japan, they face some severe issues. In both countries retirement age is age of 65 years. However compared to Sri Lankans, Japanese tend to engage with paid work after their retirement age.

Japanese organizations in Sri Lanka are maintaining a mixed management approach that is partially Japanese and partially localized. In these organizations Japanese management principles are used to increase the productivity of the organizations in terms of both human relations and productions. Besides they use these principles as the general ethics of the organizations. For instance these organizations use core Japanese management principles such as 5'S and Quality Circles and way better than treating and respecting employees compared to the other ideal organizations in Sri Lanka. Thus Sri Lankans working in these companies may expect to have a higher job satisfaction compared to the employees in other Sri Lankan organizations. In contrast, when Sri Lankans migrate to Japan, they bring their own kind of attitudes and experiences of cultural and social values with them to Japan. It can assume that they may find some difficulties while adjusting to their newest jobs and cultural and socio backgrounds in Japan especially as their working environments are assumed to be unique and persistent than Sri Lanka. On the other hand as most of these Sri Lankan employees are graduates from Japanese Language schools and universities before they get employed in Japanese organizations it can assume that their previous experiences may reduce their cultural shock and challenging nature for some extent. However based on this background Hypotheses were formed and tested for the study to investigate the perceived workplace inclusion of employees in these culturally diverse countries.

**Graph 3. 2 Age Structure of Japan (2017)<sup>16</sup>**



**Graph 3. 3 Age Structure of Sri Lanka (2017)<sup>17</sup>**



### 3.2.2 Hypotheses of the Study

Hypotheses for the study were formed and tested to investigate the relationship between the independent variables of ‘Inclusive Climate’, ‘Inclusive Leadership’, and ‘Inclusive Practices’ and the dependent variable of ‘Employee perceptions’ of inclusion within the workplace. In order to measure the inclusive climate, the dimensions of fairness systems and diverse climate

<sup>16</sup> Source: [https://www.indexmundi.com/japan/demographics\\_profile.html](https://www.indexmundi.com/japan/demographics_profile.html)

<sup>17</sup> Source: [https://www.indexmundi.com/sri\\_lanka/demographics\\_profile.html](https://www.indexmundi.com/sri_lanka/demographics_profile.html)

are used. Inclusive leadership is measured based on the dimensions related to management philosophy/values and strategies and decisions. Inclusive practices are measured based on the dimensions that foster the satisfaction of belongingness needs and uniqueness needs of the employees. The perceived workplace inclusion is measured based on the individual outcome for the employees including interrelationships, job satisfaction, job retention, job performance, commitment, individual well-being, creativity and career development opportunities. The following Hypotheses are formed and tested for the study.

- H<sub>0</sub>1: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive climate.
- H<sub>0</sub>2: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive leadership
- H<sub>0</sub>3: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive practices.
- H<sub>0</sub>4: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' gender
- H<sub>0</sub>5: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' age group

- H<sub>0</sub>6: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' service length group
- H<sub>0</sub>7: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' educational group
- H<sub>0</sub>8: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' industry group

The alternative hypotheses for the study are as follow;

- H<sub>1</sub>1: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive climate.
- H<sub>1</sub>2: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive leadership
- H<sub>1</sub>3: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive practices.
- H<sub>1</sub>4: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' gender

- H<sub>15</sub>: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' age group
- H<sub>16</sub>: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' service length group
- H<sub>17</sub>: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' educational group
- H<sub>18</sub>: There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' industry group

### **3.3 Questionnaire Design**

#### **3.3.1 Developing Survey Questionnaire**

A standardized questionnaire developed originally by the researcher was used for the study. Questions were formed based on Five Point Likert Scale (1= strongly disagree, 2=disagree, 3=neutral, 4= agree and 5= strongly agree) to express the level of perception of the independent and dependent variable used (Appendix 1 and 2).

Before finalizing the questionnaire, the content was discussed with some Human Resource Executives who have had experiences of conducting a similar type of surveys in similar organizations. Through this process, the applicability and relevancy of the questionnaire to

collect the data from the selected sample has been ensured. Additionally, a pilot survey was conducted among 40 respondents to check the reliability and validity of the questionnaire. The original form of the questionnaire was in English and it was basically used for the online survey conducted in Japan. The translated version of Sinhala was mainly used in Sri Lanka for the field survey and it was distributed among the employees working in Japanese companies in Sri Lanka.

The questionnaire consisted of two parts. The first part had 12 questions that investigated the background of the respondents. Specifically, this part was used to collect the demographic data for the study including gender, age, educational qualifications, service length and industry of employees.

The second part of the questionnaire consisted of 46 questions related to the objectives of the study. Questions were formed based on three main antecedents of inclusive climate, inclusive leadership and inclusive practices, and an individual level performance of perceived workplace inclusion. These variables were identified based on the model of Shore et al (2011). Question numbers 1 to 7 in the second part addressed the dimensions of inclusive climate. According to Daya (2014), inclusive climate is an organizational climate that is characterized by open communication, transparent recruitment, promotion, and development. According to Shore et al (2011), inclusive climate can measure based on the availability of fair systems and diversity climate in organizations. Thus these seven questions were formed to investigate employee perceptions of fair systems and diversity climate in organizations they work. It investigated the questions of how employees perceive about a fair system for hiring employees, a fare assessment and promotion, equal opportunities for training and development, respect for people who look for new and innovative ways of doing things, welcoming new workers and workplace happiness.

Question numbers 8 to 14 addressed the dimensions of inclusive leadership. Questions were formed to investigate how employees perceive the inclusive nature of their leaders and/or management. In general, the inclusive leaders/management reflects exemplary qualities including fairness and equal treatments for all the stakeholders. They show optimism, promote collaboration and are dependable<sup>18</sup>. Hence the study was based on the model of Shore et al (2011), questions were formed based on two variables they have identified. They are management philosophy/value and strategic decisions. In order to assess the employee perceptions of inclusive leadership, questions were formed to assess employees' perception of support from managers and leaders, their consideration of employees' wellbeing, involving employees in decision making, providing opportunities to identify the potentials of employees, establish policies to improve employees' belongingness to organization, providing a role model, and creating a worker friendly environment.

Inclusive practices are the practices that tend to increase the satisfaction of belongingness and uniqueness needs of employees (Shore et al, 2011). Through inclusive practices, it allows to recognize the diversity of employees, enable them to access organizational information relevant to them, let participative decision making and let employees improve their abilities through training and development. Question numbers 14 to 21 were used to assess employee perceptions of inclusive practices they experience in their workplaces (their pride of being a part of the organizations they work, their attachment to their organizations, sense of belongingness to organization, the respect that employees receive within their organizations, their experiences of harassments, bullying or discriminations within the workplace, their perception of their

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<sup>18</sup> <https://www.talentgear.com/learn/december-2015/inclusive-leaders/>



productivity within the workplace, and the opportunities they have to promote within the organizations).

Other 25 questions in the second part addressed the individual level performance that assumed to reflect the perceived workplace inclusion of employees. In that phase it was assessed through employees interrelations (Q22: employee relationships with others, Q23: opportunities to associate with the others beyond the work, Q24: caring about each other), job satisfaction (Q25: self confidence gained through the job, Q26: job security, Q27: satisfaction as a worker), job retention (Q28: willingness to accept any job task in order to keep working in the organization, Q29: willingness to work in long run, Q30: consider the organization as a part of future plans, -), job performance (Q31: completing targets on time, Q32: receiving good performance feedback, Q33: employee perception of their contribution to the output of the organization), commitment (Q34: employee attendance, Q35: employee perception on how they perform, Q36: employee belief on their own commitment), individual well-being (Q37: employee satisfaction of how they are paid, Q38: employee satisfaction on welfare system of the organization, Q39: organizational support to live a better life), creativity (Q40: encouragements gain from leaders and management, Q41: possibility to share new ideas and thoughts for improving the work quality, Q42: appreciations receiving for the good works done) and career development opportunities (Q43: new learning opportunities, Q44: possibilities for sufficient training programs, Q45: opportunities to grow up in the career). Question number 46 of the questionnaire assessed the overall perceived workplace inclusion of employees in general.

### **3.3.2 Sample of the study & Data collection**

In order to research the objectives, a population of Sri Lankan nationals working in Japanese companies in Japan and Sri Lanka were selected. For purposes of scientific data collection and analysis, the study identified and conducted a survey research among 450 Sri Lankans working in Japanese companies in Japan and Sri Lanka. Purposive sampling method was used to conduct the survey in Sri Lanka and an online survey and snowball sampling method was used to collect the data in Japan. The questionnaire was administered among full time workers in Japanese companies of the selected industries in Japan and Sri Lanka. In Sri Lanka, the sample was selected from companies in Colombo and Matale areas registered under the Board of Investments in Sri Lanka. As indicated by the records of Board of Investments (2015) in Sri Lanka, around 10,000 employees are working in Japanese companies in Sri Lanka.

In Japan, the total number of full time Sri Lankan workers is not available. According to Sri Lanka Bureau of Foreign Employment (SLBFE), the registered full time Sri Lankan workers in Japan for 2015 are 88 and for 2016 it accounts for 106 (unpublished data). However, the total number of full time workers is not available. Data has been collected from Sri Lankans who are mainly working in the industries in Oita Prefecture, Tokyo Prefecture, Chiba Prefecture, Yamanashi Prefecture and Saitama Prefecture.

### **3.3.3 Reliability and Validity**

Out of the total number of 450 respondents a pilot survey was conducted among 40 respondents in order to measure the reliability and validity of the study. Special attention was given to clusters of questions which were used to capture the same latent variables such as Inclusive

Climate, Inclusive Leadership, Inclusive Practices, and Perceived Workplace Inclusion. Convergent and discriminant validity of the constructs was tested in order to make sure that the survey is going to gather data effectively

### **3.3.3.1 Convergent Validity**

Based on the results as shown in Table 3.1 there is convergent validity in Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion at 10% significant level.

**Table 3. 1 Convergent Validity of the Questionnaire**

<b>Factor</b>	<b>Correlation</b>	<b>Sig.</b>
Inclusive Climate	.237	.071
Inclusive Leadership	.318	.023
Inclusive Practices	.367	.010
Perceived Workplace Inclusion	.241	.017

### **3.3.3.2 Discriminant Validity**

Ratio of comparisons and violations were calculated for each constructs of Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion. Percentages are presented below.

**Table 3. 2Discriminant Validity for the Questionnaire**

<b>Factor</b>	<b>Agreements</b>	<b>Violations (= 100 – Agreements)%</b>
Inclusive Climate	63%	37%
Inclusive Leadership	55%	45%
Inclusive Practices	67%	33%
Perceived Workplace Inclusion	56%	44%

As suggested by Campbel & Fiske (1959), in order to accept two constructs has Discriminant Validity, percentage of violations should be lesser than 50%. Therefore, based on these results all the variables can be considered as discriminately valid.

Based on these values Convergent and Discriminant Validity are proved for the questionnaire.

### **3.3.3.3 Reliability Test**

Cronbach's Alpha value for all the constructs (Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion) is 0.98. The acceptable values should be more than 60 percent according to Sekaran (2006: 311). Therefore, the value exceeding the foregoing proportion indicates that a survey/questionnaire is reliable and consistent. As the above test results for all the variables are  $> 0.60$  it indicates that the questions for the different variables are reliable and consistent.

**Table 3. 3 Cronbach's Alpha of the Constructs**

<b>Variable</b>	<b>Items</b>	<b>Cronbach's Alpha Value</b>
Inclusive Climate	1,2,3,4,5,6, 7	0.916
Inclusive Leadership	8,9,10,11,12,13,14	0.942
Inclusive Practices	15,16,17,18,19,20,21	0.904
Individual Performance	22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37, 38,39,40,41,42,43,44,45,46	0.959

### 3.3.4 Testing Multicollinearity of the Study

**Table 3. 4 Multicollinearity Analysis**

<b>Factor</b>	<b>Tolerance</b>	<b>VIF</b>
Gender	.458	2.182
Age	.537	1.862
Education	.579	1.728
Service Length	.656	1.524
Industry	.863	1.159
Inclusive Climate	.930	1.076
Inclusive Leadership	.876	1.141
Inclusive Practices	.973	1.027

Variance Inflation Factor (VIF) measures how much the variance of the estimated regression coefficients are inflated as compared to when the predictor variables are not linearly related. Hence all the VIF are  $1 < VIF < 5$  (Less than 10) and tolerance level is considerably high this does not have a Multicollinearity issue.

Table 3.5 shows the variables and content/Key factors of the survey.

**Table 3. 5 The variables and content of the survey**

<b>Groups of variables</b>	<b>Contents / Key Factors</b>
Background Information	<ol style="list-style-type: none"> <li>1. Respondents' Gender</li> <li>2. Respondents' Age</li> <li>3. Respondent's Highest Educational Qualification</li> <li>4. Respondent's Ethnicity</li> <li>5. Respondent's Job</li> <li>6. Respondent's Religion</li> <li>7. Respondents' Service Length</li> <li>8. Respondent's Job Title</li> <li>9. Respondents' Related Industry</li> <li>10. Respondents' Permanent Residence</li> <li>11. Respondent's Job</li> <li>12. Preferable Job over their Current Job and the Previous Job (Only if it's relevant)</li> </ol>
Inclusive Climate	<ul style="list-style-type: none"> <li>- Fair systems</li> <li>- Diversity climate</li> </ul>
Inclusive Leadership	<ul style="list-style-type: none"> <li>- Management Philosophy/values</li> <li>- Strategies and Decisions</li> </ul>
Inclusive Practices	<ul style="list-style-type: none"> <li>- Promote satisfaction of belongingness needs</li> <li>- Promote satisfaction of uniqueness needs</li> </ul>
Individual Outcome	<ul style="list-style-type: none"> <li>- Interrelationships</li> <li>- Job satisfaction</li> <li>- Job Retention</li> <li>- Job performance</li> <li>- Commitment</li> <li>- Individual Well-being</li> <li>- Creativity</li> <li>- Career development opportunities</li> </ul>

### **3.4 Clarifying Scales, Measurements and the Statistical Methods Used for the Study**

There are many arguments on deciding the statistical tests used for the scales of measurements: nominal, ordinal, interval or ratio (Brown, 1988: 20-24; 2001:17-18 as cited by Brown, 2011). The study has used five point Likert Scale (1-Strongly Disagree to 5-Strongly Agree) as the data collection tool. Likert items have been introduced by Rensis Likert in 1932. As cited by Brown (2015), a number of articles have argued that Likert items must not be considered as interval scale. As they argue Likert items must be considered as ordinal scale and the statistical approaches should be done accordingly (Coombs, 1960; Vigderhouse, 1977; Jakobsson, 2004; Jamieson, 2004; Knapp, 1990; Kuzon, Urbanchek & McCabe, 1996 as cited by Brown, 2011). As he further explains, in some articles it has been used as an alternative Likert-like item formats such as the two-stage introduced by Albaum (1997) or the phrase completion alternative introduced by Hodge & Gillespie (2003). As Brown (2011) explains, the confusion between the 'Likert items' and 'Likert scale' creates the argument of 'ordinal' and 'interval' scales. As he explains these two must be treated with different views. In contrast several papers have explained that Likert Scales can be analyzed effectively as interval scales (Baggaley & Hull, 1983; Maurer & Pierce, 1998; and Vickers, 1999 as cited by Brown, 2011). As Allen & Seaman (1997:2 as cited by Brown, 2011) argue, Likert Scales can be used as interval scale with some conditions. Here 'Interval' is an attribute of the data, not of the label. The scale item should be at least five categories. Seven categories are more preferable. According to Sullivan & Artino (2013), parametric tests can be used to analyze Likert Scale responses. However, as they mention the authors must be able to provide a justification on why they have chosen the respective methods for their analyses. On the other hand, to transform the Likert scale into interval it can form item indexes by combining sets of Likert items. However most of the researchers insist that

those indexes must pass the Cronbach's Alpha or Kappa test of inter-correlation and validity. And it assumes that these indexes are forming the underlying characteristics of a variable (Brown, 2011). As Shown in Table 3.6, it can differentiate the characteristics of Likert Items and Likert Scale based on their different characteristics.

**Table 3. 6 Likert Items Vs. Likert Scale**

<b>Likert Items</b>	<b>Likert Scales</b>
Must think about individual Likert scales (made up of multiple items) in different ways	Likert scales are totals or averages of answers to multiple Likert items
Likert items represent an item format not scale	Likert scales contain multiple items and are therefore likely to be more reliable than single items
Whether Likert items are interval or ordinal is irrelevant in using scale data, which can be taken to be interval	Naturally, the reliability of Likert Scale should be checked using Cronbach's Alpha or another appropriate reliability estimate.
If a researcher presents the means and standard deviations (interval scale statistics) for individual Likert items, he/she also should present the percent or frequency of people who selected each option (a nominal statistic) and let the reader decide how to interpret the result at the Likert-item level	Likert Scales contain multiple items and can be taken to be interval scales so descriptive statistics can be applied, as well as correlational analyses, factor analyses, analysis of variance procedures etc. (if all other design conditions and assumptions are met)
In any case, we should not rely too heavily on interpreting single items because single items are relatively unreliable	

Source: Browns (2011: 10-14)



The statistical tests used for this study are as follows.

### **3.4.1 Cronbach's Alpha**

Cronbach's alpha was used to assess the reliability of the study as a pre test.

### **3.4.2 T-test**

In this study “T-test” was used for many different analyses including differentiating mean values of Inclusive Climate, Inclusive Leadership, Inclusive Practices, and Perceived Workplace Inclusion based on gender and country.

### **3.4.3 Pearson’s Product-Moment Correlation Coefficient**

Pearson's Product-Moment Correlation Coefficient; sometimes referred as the PPMCC, PCC or Pearson's  $r$ , was used in this study for the reliability analysis and finding correlations among the variables of Inclusive Climate, Inclusive Leadership, Inclusive Practices, and Perceived Workplace Inclusion.

### **3.4.4 Chi-Squared Test**

Chi-squared test ( $\chi^2$  test) was used in the research to test whether the observed frequencies (number of respondents) in each category (E.g.: education by country, gender by country) are random or not.

### **3.4.5 Analysis of Variance (ANOVA)**

Analysis of Variance (ANOVA) was used to test the significant differences among means in Inclusive Climate, Inclusive Leadership, Inclusive Practices, and Perceived Workplace Inclusion based on gender, country, education and job status of employees working in Japanese companies in Japan and Sri Lanka.

### **3.4.6 Levene's Test<sup>19</sup>**

This test assumes that variances of the populations from which different samples are drawn are equal. It tests the null hypothesis that the population variances are equal (called homogeneity of variance or homoscedasticity). If the resulting p-value of Levene's test is less than some significance level, the obtained differences in sample variances are unlikely to have occurred based on random sampling from a population with equal variances. Thus, the null hypothesis of equal variances is rejected and it is concluded that there is a difference between the variances in the population.

### **3.4.7 Anderson–Darling Test**

Anderson-Darling test was used in this study to test normality of Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion (factor scores).

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<sup>19</sup> Source: [https://en.wikipedia.org/wiki/Levene%27s\\_test](https://en.wikipedia.org/wiki/Levene%27s_test)

### **3.4.8 Bartlett's Test**

In this study, the respective test was used when means of Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion are tested against variables having more than two levels (age, education, industry, nationality, religion, service length and job status)

### **3.4.9 Mann–Whitney U test**

In this study Mann–Whitney U test was used to assess the differences between un-standardized factor scores of Inclusive Climate, Inclusive Leadership, Inclusive Practices, Perceived Workplace Inclusion by country, gender and other dichotomized variables. This was also used in differentiating pseudo-scaled variables such as education and service length.

### **3.4.10 Kolmogorov–Smirnov Test**

The study employed Kolmogorov–Smirnov test to test the probability distribution of extracted factor scores of Inclusive Climate, Inclusive Leadership, Inclusive Practices, and Perceived Workplace Inclusion for normality (along with some other tests such as Anderson–Darling Test).

### **3.4.11 The Spearman's Rank-Order Correlation**

The Spearman's rank-order correlation was used in this study to find out the correlations between ranked variables. For instance work related questions from questionnaire.

### **3.4.12 Kendall's Tau-b**

Kendall's tau-b ( $\tau_b$ ) correlation coefficient was used to find the correlations between ranked variables such as finding out the concordance of seven questions to get Inclusive Climate etc.

### **3.4.13 Cochran's Q Test**

In this study this test was used to find the effects of dichotomous variables such as Gender, Country etc. on dependent variable of Perceived Workplace Inclusion.

### **3.4.14 Factor Analysis**

Factor analysis played a major role in this study. All the variables (initial questions) were subjected to data reduction using factor analysis to get the latent effects for Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion.

### **3.4.15 Bartlett's Test of Sphericity**

This test was used along with factor analysis in assessing the correlations of factor loadings for Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion in this study.

#### **3.4.16 Kaiser-Meyer-Olkin (KMO) Test**

In this study, KMO test was used to assess the sampling adequacy of factor loadings for Inclusive Climate, Inclusive Leadership, Inclusive Practices and Perceived Workplace Inclusion.

#### **3.4.17 Multiple Linear Regression**

This study used Multiple Linear Regression to find the relationship between ultimate dependent variable (Perceived Workplace Inclusion) and all the independent, causative variables such as gender, education, job status and contextual antecedents.

#### **3.4.18 General Linear Model**

In this study General Linear Model was used to find the effects of more than one variable and interactions of the effect. For instance Country and Education on Perceived Workplace Inclusion, effect of Country and Gender on Perceived Workplace Inclusion and etc. However, only significant relationships were published as results.

### **3.5 Challenges of Field Survey**

The main challenge of the field survey in Sri Lanka was to convince the management to get their consent to conduct the field survey in their organizations. Most of them were willing to cooperate with the survey but their main concern was taking the time off from employees' busy schedule. As they mentioned, these employees are bound to complete the daily targets and the

only free time they receive is their lunch and tea breaks. Thus they were reluctant to give their consent to employees for participating in the survey during the working hours including their break times. On the other hand, as the questionnaire is related to an inquiry of internal management of the organizations, the senior administrative officers assumed that the employees will be reluctant to answer the questions and their answers will be biased with the fear of thinking that their answers will be seen by the administration and they will face problems. Therefore, employees had to be convinced with the help of their union leaders and supervisors who are closer to the employees by explaining them that their answers will be kept anonymous and confidential and the questionnaires will be used only to get the feedback from them to enhance the quality of their current working environment. In order to avoid time constraints, the questionnaires were distributed among employees in a sealed envelope and they were asked to return the completed questionnaires in sealed envelopes after two days.

In Japan, it was originally planned to conduct an online survey due to the easy access and convenience of technology among respondents. However, it was harder than expected. The Facebook pages of Sri Lankan communities and Facebook personal messages and emails were used to approach the potential respondents. However most of the members of these pages and groups were students or part-time workers. Many others just shared and liked the link with the questionnaire but they did not answer the questions. Therefore, it was decided to use snowball sampling method to approach the target respondent group that works as full time workers in Japanese companies in Japan. Though it would have been more effective to select both the parent company and their subsidiaries from the same company, as the number of Sri Lankan who are

working in these Japanese companies are less and due to the difficulties of approaching the respondents, it was limited only to the same industries from both countries.

### **3.6 Summary of the Chapter**

This chapter discussed the methodology used in the study to achieve the research objectives by emphasizing the research design, questionnaire design, administration of questionnaire, data collection and methods of analysis.

## **4 CHAPTER - DATA ANALYSIS & RESULTS**

### **4.1 Introduction**

The study investigated the impact of the contextual antecedents and the demographic factors on the perceived workplace inclusion of Sri Lankan employees working in Japanese companies in Sri Lanka and Japan. This chapter discusses the data analysis and the results of the study.

### **4.2 Data Analysis**

The study was conducted in two phases. In the first phase, 325 questionnaires were distributed among potential respondents working in Japanese companies in Sri Lanka. For the purposes of accessibility and proximity of the research, purposive sampling method of the mixed sampling technique was used in the first phase. The selected companies are established mainly in Gampaha and Katunayake industrial zones of Sri Lanka which have been registered under Section 17 of Sri Lanka Board of Investments (BOI) law and Section 16. One more company was established out of the Industrial Zone at Matale. In the first phase, a high rate of response (94.15%) was observed as 306 completed questionnaires out of 325 distributed questionnaires were returned. It can be considered as a very high rate of response. However, six questionnaires with unfilled answers were excluded in the data analysis.

In the second phase an online survey and a field survey was conducted among 150 Sri Lankans working in Japanese companies in Japan. In this phase snowball sampling was used as the main sampling technique. This was due to the fact that there is no list of full-time Sri Lankan employees in Japan. Snow-ball sampling allowed for locating them and easy access to the potential respondents. As the potential respondents of the study were full-time workers in



Japanese companies in Japan and as they are scattered in different areas of Japan it was difficult to reach the respondents. According to the unpublished data of Sri Lanka Bureau of Foreign Employment (SLBFE), the registered full-time Sri Lankan workers in Japan for 2015 are 88 and for 2016 it accounted for 106. Thus it was difficult to decide the most suitable sample size for the study. As noted earlier, the respondents for the study are from Oita Prefecture, Tokyo Prefecture, Chiba Prefecture, Yamanashi Prefecture and Saitama Prefecture in Japan.

Three categories of data can observe in the study. First category was related to the background information and the demographic factors of the respondents such as gender, job status and country he/she resides etc. The second category of data was related to the employee perceptions of contextual antecedent factors of inclusive climate, inclusive leadership and inclusive practices. The respondents have scaled their responses regarding diversity and fairness of their workplace, management philosophy and values, strategies and decisions and their perceptions of their satisfaction on belongingness and uniqueness needs.

Third category investigated the responses related to employees' perceived workplace inclusion. It was partially respondents' view point of their individual performances and at the same time their psychological orientation towards their own inclusiveness. This was not measured directly during the questionnaire fill-in sessions. However according to the factor analysis of their answers for 25 questions regarding their perceptions on their 'individual performance' clearly reflects that there were two groups of responses were existed. First category underestimated their contribution and answered negatively. Second category overestimated their contribution and stayed positively. However this is not the actual measurement on their production or efficiency

levels, rather their perception on their own performance, interrelations, creativity and satisfaction etc. It is important to understand that; though the same two identifies were used in this study, partially their similarity in the factor loadings, group X and group Y were not used here in the exact meaning suggested by McGregor (1960). Rather these two variables were used when measuring and presenting respondents' perceptions of their performance and the mutual benefits within their organizations.

In order to interpret perceived workplace inclusion or individual performance, factor analysis was used. However, differently to Inclusive Climate, Inclusive Leadership and Inclusive Practices where only one factor was appeared with more than one eigen values, perceived workplace inclusion was tested for two factors. In this analysis extracted 1 factor will be used when model fitting is required such as Multiple Linear Regression, and two factors will be used when describing of respondents response is required. Therefore, it is vital to understand variables used as Individual Performance and group X & Y are not two variables, rather different representation of the same variable (with one factor and with two factors).

### **4.3 Demographic and Univariate Data**

Gender, Ethnicity, Religion, Age, Education, Employment Status, Work experience, industry of the employees etc. were categorically analyzed and cross tabulated and compared as per the data insights and visualized patterns in the data. A summary of the demographic distribution of the sample based on the each demographic variable is shown in Table 4.1.

### **4.3.1 Country**

Out of 450 respondents in the sample, 300 respondents were working in Japanese companies in Sri Lanka and 150 respondents were working in Japanese companies in Japan.

### **4.3.2 Ethnicity and Religion**

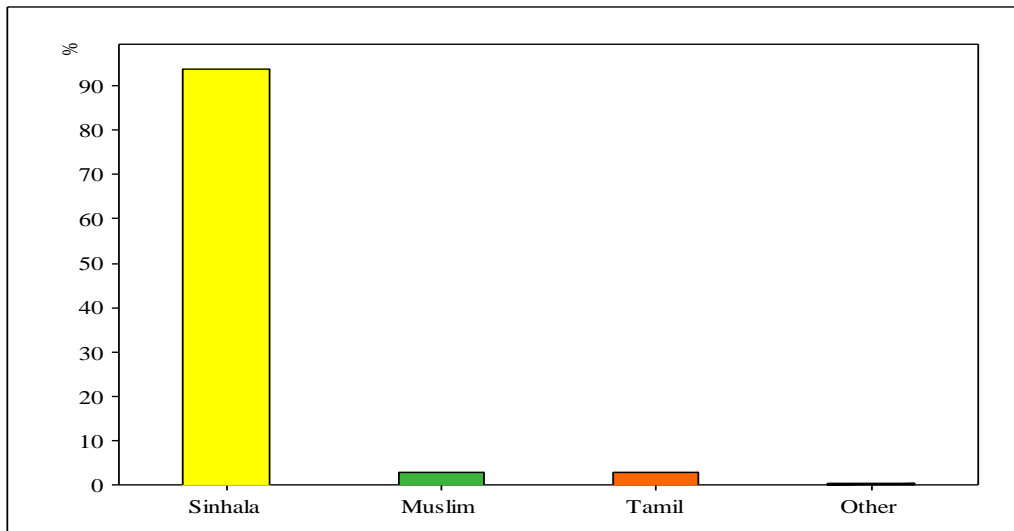
The study is not investigating the employees' perception based on the factors such as their ethnicity, job status, religion and their job conditions that expresses whether their current job is their first job or not and their preference of the current job over their previous job if they have had any (Table 4.4). However, the following description is expected to provide a general idea about the background of the respondents of the study beyond the factors used for the study.

Sinhala was the predominant ethnic group in both destinations 422(93.8%). The sample had 13 (2.9%) Tamil respondents and 13 (2.9%) Muslim respondents (Graph 4.1). As the representation of other ethnic groups was low, statistically significant difference cannot be claimed with respect to other categorical variables. Religious background of the respondents in both destinations was composed with majority (363-80.7%) of Buddhists. Second largest number of the respondents (47-10.4%) was Roman Catholics. There were 2 (0.4%) respondents who claimed that they have no religion (Table 4.4).

As mentioned above, as more than 90% of the sample was represented by one ethnic group and one religion, they were not used in many analyses in this research. However, finding out how ethnicity relates with perceived workplace inclusion of employees' is recommended for future

researches who wish to engage in comparative studies specifically in Multinational Companies and cross cultural studies. Moreover it is recommended to investigate how and why relative abundance of each ethnic group represented in the sample is significantly different than that of ethnic composition of the country. For an instance Sinhala represents 94% of the ethnic composition in the sample. However they represent only 74.9% out of the total population of the country.

**Graph 4. 1 Ethnic Compositions of the Respondents Based on Country**



**Table 4. 1 Demographic Distribution of the Respondents Based on Age, Educational Level, Service Length and Industry of the Respondents**

Demographic profile	Sri Lanka		Japan		Total	
	N	(%)	N	(%)	N	(%)
<b>Age</b>						
16-25 years	82	27.3	45	30.0	127	28.2
26-35 years	120	40.0	90	60.0	210	46.7
36-45 years	81	27.0	12	8.0	93	20.7
46-55 years	16	5.3	1	.7	17	3.8
56-65 years	1	0.3	2	1.3	3	0.6
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Education level</b>						
Primary	9	3.0	0	0.0	9	2.0
G.C.E. (O/L)	81	27.0	4	2.7	85	18.9
G.C.E (A/L)	138	46.0	29	19.3	167	37.1
Diploma or other	48	16.0	40	26.7	88	19.6
Bachelor's Degree	20	6.7	57	38.0	77	17.1
Post Graduate/ Masters	3	1.0	17	11.3	20	4.4
PhD	0	0.0	3	2.0	3	0.7
Missing	1	0.3	0	0.0	1	0.2
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Service length</b>						
0-2 Years	50	16.7	96	64.0	146	32.4
2-4 Years	61	20.3	33	22.0	94	20.8
4-6 Years	52	17.3	7	4.7	59	13.1
6-8 Years	29	9.7	9	6.0	38	8.4
8-10 Years	24	8.0	1	.7	25	5.6
Above 10 Years	83	27.7	4	2.7	87	19.3
Missing	1	0.3	0	0.0	1	0.2
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.00</b>	<b>450</b>	<b>100</b>
<b>Industry</b>						
Semi-conductors	36	12.0	32	21.3	68	15.1
Printed Circuit	10	3.3	5	3.3	15	3.4
ceramic	104	34.7	0	0.0	104	23.1
Cement	0	0.0	2	1.3	2	0.4
Garments	19	6.3	0	0.0	19	4.2
Infrastructure	9	3.0	64	42.7	73	16.3
Tourism	0	0.0	17	11.3	17	3.8
Other	120	40.0	30	20.0	150	33.3
Missing	2	0.7	0	0.0	2	0.4
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>

### **4.3.3 Gender**

The gender distribution of two respondent groups was significantly different (Chi-Square = 24.396,  $p < .01$ ). Workforce was dominated by females in companies located in Sri Lanka (61%). In contrast workforce of companies located in Japan was dominated by males (64%).

No specific reason can be advanced about the diverse nature of the distribution of the workers based on their gender in these two destinations. However, it may assume that the demands for the considered industries in these destinations are having an impact over the difference in gender participation in the workplace and their contribution for the study. For instance, in Sri Lanka except for one company all the other selected organizations are established in the industrial zone in Sri Lanka. Female participation in these companies is considerably higher than males. In contrast in Japan most of the Sri Lankan migrants are males and their participation in the selected industries for the study exceeds the females. The causative factor of females' less preference to travel to Japan due to their traditional viewpoints related to their family responsibilities and other socio-economic responsibilities might reduce their mobility to Japan compared to males.

### **4.3.4 Age of the Respondents**

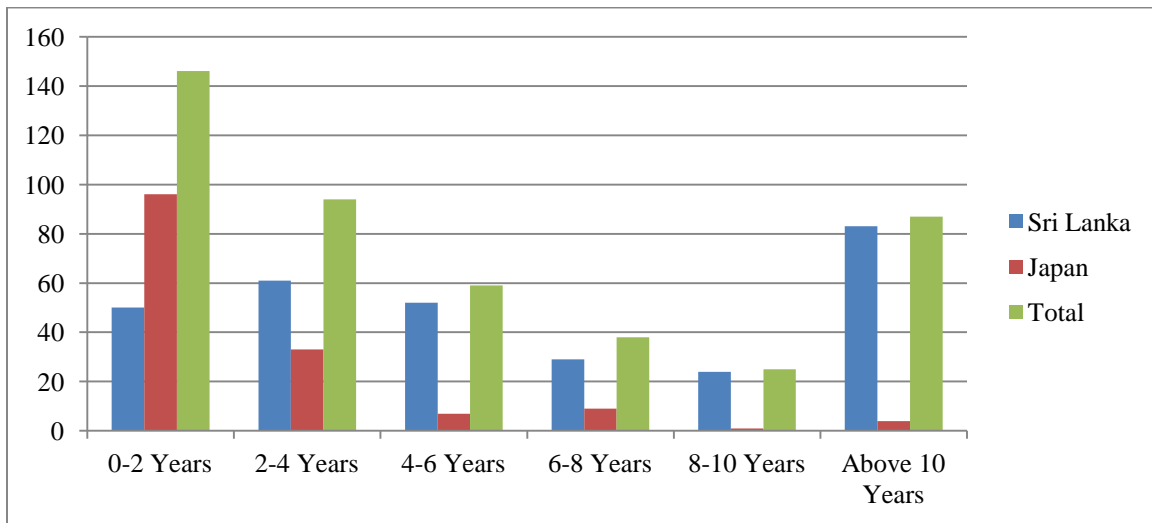
In both destinations the majority of the respondents (210 - 46.7%) were in the age group of 26-35 years (Table 4.1). It counts as 120 (40%) respondents out of the total number of the respondents in Sri Lanka and as 90 (60%) respondents out of the total respondents in Japan. In Sri Lanka, the least number of the respondents is recorded in the age group of 56-65 Years (1-0.3%) and in Japan the least number of respondents is recorded in the age group of 46-55 Years (1- 0.3%). In contrast, in both of the destinations the second largest respondent group was recorded as the

group of 16-25 Years. As shown in Table 4.1, in both destinations the distribution of the respondents is less between the age of 16-45 Years. It appears that a youthful population of Sri Lankans is employed in Japanese companies. For the convenience, age was recorded as a grouped variable.

#### **4.3.5 Service Length**

Service length of the respondents in the considered two destinations shows a significant difference (Graph 4.2). In Sri Lanka the majority of the respondents (83 - 27.7%) have a service experience of above 10 years in the current company and in contrast the majority of the respondents (96 - 64%) in Japan have the service experience of 0-2 Years in their current company. It can be assumed that the respondents who are 0-2 Years of service length in Japan are the fresh graduates from the universities as the highest number of the respondents in Japan have acquired a Bachelors' Degree. In Sri Lanka the highest number of the respondents belonged to service length group of above 10 Years. In both destinations the least number of the respondents were belonged to the service length group of 8-10 Years. When considering these two destinations as a whole, the majority of respondents were in the category of 0-2 Years in their service length (Table 4.1).

**Graph 4. 2 Service Length of Employees in Sri Lanka and Japan**



#### **4.3.6 Education Qualifications**

Respondents were classified according to the highest educational qualification acquired (Table 4.1). There is a significant difference between the education levels of the employees in the selected two destinations. According to the related data, the respondents work in Japan tends to have higher qualification than that of Sri Lanka. This shifting of the distribution can be resulted due to the migration of intellectuals to Japan for higher studies, scholarships and jobs.

In Sri Lanka the minimum education level acquired by the respondents was primary education (9 - 3%) and the highest education level acquired by the respondents was holding a post graduate qualification or Master’s Degree (3 - 1%). In contrast among the respondents in Japan the minimum education level acquired by the respondents was the General Certificate of Education (Ordinary Level) (4 - 2.7%) and the highest education qualification was holding a PhD (3 - 2%). In Sri Lanka the majority of the respondents have studied up to General Certificate of Education (Advanced Level) and it counts as 138 (46%) respondents out of the total number of the respondents. In contrast in Japan the majority of the respondents have Bachelors’ Degree and it



counts as 57 (38%) respondents out of the total number of the respondents in Japan. However, out of the total sample size of 450 in both destinations, 356 (79.1%) respondents have acquired at least the General Certificate of Education (Advanced Level) or above indicating the education level of the respondents to be high (Table 4.1).

The frequencies of gender vs. education can be viewed in Table 4.2. Differentiation of highest education qualification obtained based on gender is less obvious (T-test of mean difference = 0 vs. not = 0, p value was 0.627) than the highest education qualification obtained based on country.

Also examining the education qualifications in selected industrial sector that they work reveals having General Certificate of Education - Advanced Level (G.C.E. (A/L)) qualification is sufficiently enough to enter into many sectors. However, in the case of infrastructure category they seem to have higher qualifications (Table 4.3).

**Table 4. 2 Education Qualifications of the Respondents vs. Gender**

<b>Education</b>	<b>Female</b>	<b>Male</b>	<b>All</b>
Primary	6	3	9
G.C.E. (O/L)	49	36	85
G.C.E (A/L)	102	65	167
Diploma or other	40	48	88
Bachelor's Degree	34	43	77
Post Graduate/ Masters	5	15	20
PhD	0	3	3

Further drilling down of the observed data in different industries reveals that, the greater number of highly qualified workers worked in Japan particularly in infrastructure sector (Table 4.3).

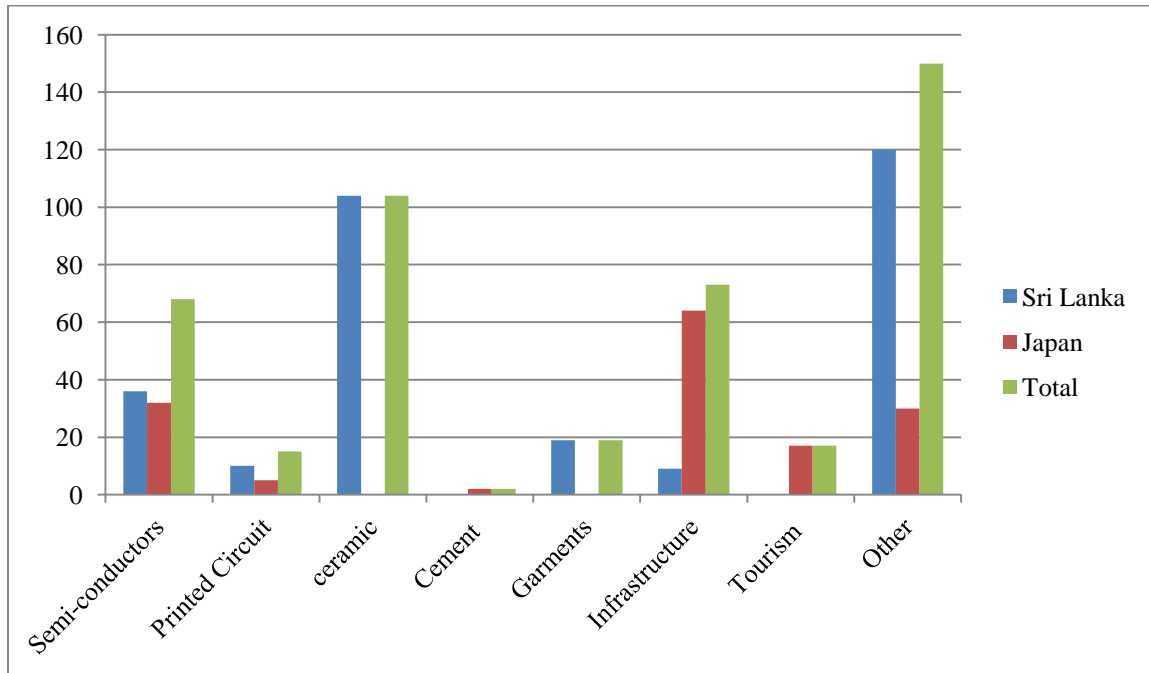
**Table 4. 3 Education Qualifications of the Respondents based on Industry**

Education	Ceramic	Garments	Infrastructure	Printed Circuits	semi conductors	Tourism
Primary	5	0	1	0	1	0
G.C.E. (O/L)	7	8	3	5	12	0
G.C.E (A/L)	55	8	7	5	26	3
Diploma or other	27	2	17	2	19	3
Bachelor's Degree	7	1	33	3	8	6
Post Graduate/ Masters	3	0	9	0	2	5
PhD	0	0	3	0	0	0

#### 4.3.7 Industry

Respondents of the study were employed in various industries as shown in Table 4.1. In Sri Lanka the majority of workers (120 - 40%) were engaged with `industries falling in the ‘Other’ category that includes Electronic Devices, Automobiles, Jewelries and Ornaments Manufacturing industries. In contrast the majority of respondents (64-42.7%) in Japan were worked in industries related to infrastructure facilities. They were engaged in industries such as power and energy supply, road and building construction, water supply, telecommunication and sanitary facilities. No respondents were found in Sri Lanka related to cement and tourism industries and no respondents were found in Japan related to ceramics and garments industries. As Table 4.1 shows, in both destinations the majority of respondents (150-33.3%) were employed in the ‘other’ category that includes Electronic Devices, Automobiles, Jewelry and Ornaments manufacturing industries. In contrast the least number of respondents 2 (0.4%) was recorded in the Cement industry. Graph 4.3 demonstrates the distribution of employees based on different industries they are engaged with.

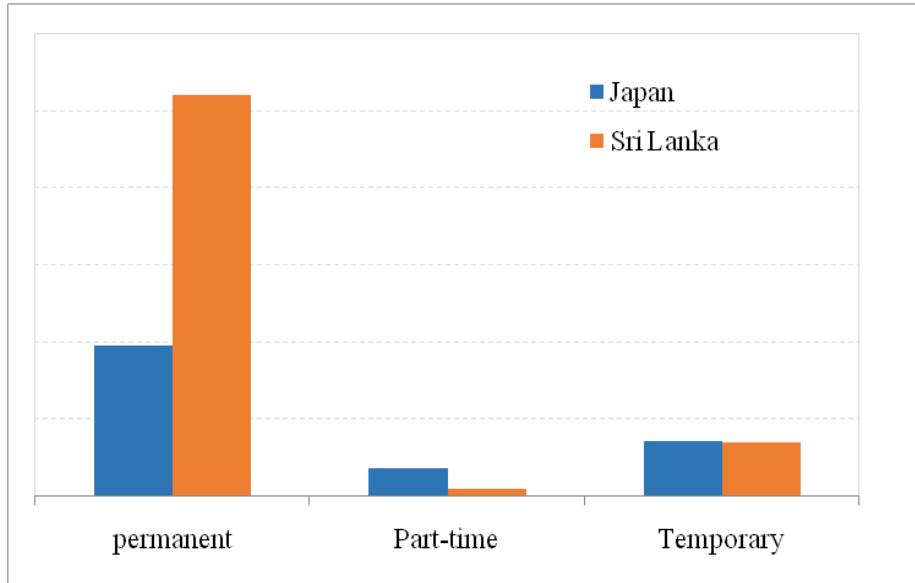
**Graph 4. 3 Industries of Employees in Sri Lanka and Japan**



#### **4.3.8 Job Status**

Out of total 450 respondents, 357 (79.3%) were permanent employees. In Sri Lanka there were 34 (11.3%) temporary workers among respondents and in Japan there were 35 (23.3%) temporary workers among respondents (Graph 4.5). In total there were 22 (4.9%) part-time workers in both destinations and in Japan it was observed that more respondents were doing part time jobs ( $p < 0.05$ ) than Sri Lanka. In Sri Lanka there were 2 (0.7%) respondents who were employed on contract basis. In Japan no contract-basis workers were found (Table 4.4).

**Graph 4. 4 Job Status of the Respondents Based on Country**



Out of the total number of respondents in both destinations, majority (290-64.4%) of respondents claimed that their current job is their first job. There were 158 (35.1%) respondents who claimed that they have had previous job experiences. However, when considering individual responses in these two destinations, 211 (70.3%) respondents in Sri Lanka claimed that their current job is their first job. In Japan there was no significant difference between the number of respondents who claimed that their current job is their first job and the ones who claimed that they have had previous jobs. To be exact, in Japan, for 79 (52.7%) respondents, their current job is their first job and for 71 (47.3%) respondents they have had previous job experiences. It can assume that, most of the Sri Lankans who were working in Japanese companies have worked as part-time workers while they were studying and later joining as permanent workers in their current companies. There were 2 (0.7%) respondents who have avoided responding the relevant question (Table 4.4).

Out of the total number of the respondents in both destinations, 31 (6.9%) respondents chose their previous job as their most preferred job over the current job. In Sri Lanka there were 10 (3.3%) respondents who claimed that their previous job is their most preferred job (Table 4.4). Their explanations for their responses were quite interesting. Two of the respondents who have served as a Nurse and as a Field Officer stated that they preferred their previous jobs over the current jobs as their previous jobs provided them the opportunity to interact and serve the public directly. On the other hand, they claimed that they could gain more self-satisfaction from their previous jobs while enjoying the freedom of the job and associating with people. One respondent claimed that she was quite happy and satisfied with her previous job as it was interesting due to many reasons. As she claimed they have had the freedom to work freely and to enjoy with same aged cohort. Moreover, as she claimed the Japanese company that she was working before was more tidy and neat when compared to the current company. Other respondents had similar explanations for their responses. They preferred their previous jobs based on reasons such as; the previous job is directly related to their educational qualifications, preferable working environment and nice co-workers, high Salary and well organized working environment, freedom to work, specialized job and the opportunities to gain different experiences on a daily basis. In Japan there were 21 (14%) employees who preferred their previous job over the current job. Their reasons included easy commuting, easy working hours, friendly working environment, work freedom, friendly superiors and fewer responsibilities.

Out of the total number of the respondents of 300 in Sri Lanka, 211 (70.3%) respondents have responded as ‘Not Relevant’ as the current job is their first job and they have no previous working experiences. There were 68 (22.7%) respondents who preferred their current job over their previous jobs due to the following reasons such as; the current job is interesting, a well-

recognized company, availability of future career path, high job satisfaction, vast learning opportunities, permanent job, high / sufficient salary, skilled based promotions, employee welfare, peaceful/ friendly working environment and friendly management, job security, easy commuting, freedom to work, stability of the organization, favorable working shifts and less work pressure. In Japan 75 (50%) respondents chose their current job as their most preferred job. The reasons were as follows: a permanent job, job security, friendly colleagues, sufficient salary and the reputation of the company. In total there were 292 (64.9%) respondents who responded as 'Not Relevant' in both the destinations. Those respondents had no previous job experience and the current job was their first job (Table 4.4).

**Table 4. 4 Demographic Distribution of the Respondents Based on Ethnicity, Job Status, Religion, Job Condition and Preference of the Job of the Respondents**

Demographic profile	Sri Lanka		Japan		Total	
	N	Per. (%)	N	Per. (%)	N	Per. (%)
<b>Ethnicity</b>						
Sinhala	293	97.7	129	86.0	422	93.8
Tamil	3	1.0	10	6.7	13	2.9
Muslim	3	1.0	10	6.7	13	2.9
Other	1	.3	1	.7	2	0.4
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Religion</b>						
Buddhist	253	84.3	110	73.3	363	80.7
Hindu	1	.3	6	4.0	7	1.6
Islam	3	1.0	10	6.7	13	2.9
Roman Catholic	31	10.3	16	10.7	47	10.4
Christian	11	3.7	7	4.7	18	4.0
No-Religion	1	0.3	1	.7	2	0.4
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Job Status</b>						
Permanent	260	86.7	97	64.7	357	79.3
Temporary	34	11.3	35	23.3	69	15.3
Part-time	4	1.3	18	12.0	22	4.9
Other	2	.7	0	0	2	0.4
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Job condition</b>						
Yes	211	70.3	79	52.7	290	64.4
No	87	29.0	71	47.3	158	35.1
Missing	2	0.7	0	0	2	0.4
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>
<b>Job preference</b>						
Previous Job	10	3.3	21	14.0	31	6.9
Current Job	68	22.7	54	36.0	122	27.1
Not Relevant	217	72.3	75	50.0	292	64.9
Missing	5	1.7	0	0	5	1.1
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>450</b>	<b>100.0</b>

#### 4.4 Perceived work place Inclusion of Employees

Principal Axis Factoring with Direct Oblimin was conducted to assess the underlying structure of the 25 items of perceived workplace inclusion.

Kaiser (1974) recommended 0.5 (value for KMO) as a minimum (barely accepted), values between 0.7-0.8 acceptable and values above 0.9 are superb. According to the analysis, Kaiser-Meyer-Olkin Measure of Sampling Adequacy value is closer to 1 (.956) that is known as superb and 0.000 Bartlett's Test of Sphericity is indicating significance value of less than 0.05 indicates that variables are correlated highly enough to provide a reasonable basis for factor analysis in the study (Table 4.5).

**Table 4. 5 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.956
Bartlett's Test of Sphericity	Approx. Chi-Square
	7178.472
	Df
	276
	Sig.
	.000

The following Communalities table shows the initial commonalities before rotation. All the initial communalities are greater than 0.40 which was considered as good (Table 4.6).



**Table 4. 6 Communalities of Perceived Workplace Inclusion of Employees**

	Initial	Extraction
IO-22. I am having a good relationship with the others in my organization	.521	.394
IO-23. Our organization provides an opportunity to associate with the other workers besides the working hours (Ex: Annual Trips, Sports meets and welfare activities)	.546	.460
IO-24. Our organization is a place where everyone cares about each other	.607	.568
IO-25. This job gives me the confidence to associate well with the society	.610	.561
IO-26. I feel secure in my position and my job	.654	.612
IO-27. I am satisfied as a worker of this organization	.648	.574
IO-28. I would accept almost any type of job assignment in order to keep working for the organization	.556	.428
IO-29. I hope to work in this organization as long as possible	.616	.517
IO-30. I feel that this organization is a part of my future plans	.565	.437
IO-31. I always meet the production targets on time	.620	.623
IO-32. I always get good feedbacks for my performance	.487	.424
IO-33. I believe that I am contributing enough for the organizational output	.489	.490
IO-34. I come to work regularly	.453	.361
IO-35. I always try to do my best in my job	.578	.594
IO-36. I believe that I am a committed worker	.529	.462
IO-37. I am paid enough for my job	.565	.499
IO-38. I am satisfied about the welfare system in our company	.610	.553
IO-39. This organization helps me to live a better life	.657	.625
IO-40. Our managers and team leaders encourage us to be creative in our work	.681	.640
IO-41. I can share new ideas and thoughts for the improvement of work	.704	.639
IO-42. I am recognized and appreciated enough for the creative ideas and works I have done	.687	.630
IO-43. I am having enough opportunities to learn new things related to my job	.588	.549
IO-44. We get enough training to do our jobs well	.620	.536
IO-45. I believe that I have enough opportunities for future career developments	.635	.601
IO-46. Overall I feel included in my work group and my organization	.607	.577

Extraction Method: Principal Axis Factoring.

**Table 4. 7 Total Variance Explained**

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings <sup>a</sup>
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	12.264	49.054	49.054	11.811	47.243	47.243	11.250
2	2.011	8.042	57.096	1.544	6.174	53.417	7.314
3	1.184	4.735	61.831				
4	1.075	4.302	66.132				
5	.796	3.185	69.317				
6	.699	2.796	72.113				
7	.651	2.605	74.717				
8	.548	2.190	76.907				
9	.504	2.014	78.921				
10	.479	1.918	80.839				
11	.465	1.861	82.700				
12	.426	1.702	84.402				
13	.416	1.663	86.066				
14	.407	1.627	87.693				
15	.357	1.428	89.121				
16	.351	1.402	90.523				
17	.342	1.368	91.891				
18	.306	1.223	93.115				
19	.299	1.195	94.310				
20	.287	1.147	95.457				
21	.271	1.085	96.542				
22	.250	1.002	97.544				
23	.232	.928	98.472				
24	.196	.785	99.257				
25	.186	.743	100.000				

Extraction Method: Principal Axis Factoring.

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

The Total Variance Explained table (Table 4.8) shows how the variance is divided among the 25 possible factors. Based on the analysis it was identified four different factors for perceived workplace inclusion that exceeded 1 for eigenvalue. However, those four clusters did not indicate any distinct features that described the latent variables of perceived workplace inclusion. Thus it extracted two factors for the study and they were recognized as F1: X (=Employee satisfaction of mutual benefits; i.e. the benefits employees receive from organizations and the benefits organizations receive from employees) and F2: Y (=Employee satisfaction of their own performance) for the convenience of finding the relationship with other independent variables. According to the Table 4.9, it can observe that Factor 1 and Factor 2 together explained 57% of variance out of the total variance explained.

Hence IO-22, IO-23 and IO-32 seem to be crossover with both Factor 1 and Factor 2; the analysis was redone with a cutoff value factor loading of 0.40. Through that, IO-23 (= our organization provides an opportunity to associate with the other workers besides the working hours) was included in the Factor 1 and both IO -22 (=I am having a good relationship with the others in my organization) and IO -32 (=I always get good feedbacks for my performance) were excluded.

**Table 4. 8 Factor Correlation Matrix**

Factor	1	2
1	1.000	.574
2	.574	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

**Table 4. 9 Rotated Factor Matrix for Perceived Workplace Inclusion**

	Factor	
	1	2
IO-42. I am recognized and appreciated enough for the creative ideas and works I have done	.835	
IO-45. I believe that I have enough opportunities for future career developments	.834	
IO-43. I am having enough opportunities to learn new things related to my job	.816	
IO-40. Our managers and team leaders encourage us to be creative in our work	.801	
IO-38. I am satisfied about the welfare system in our company	.795	
IO-37. I am paid enough for my job	.790	
IO-41. I can share new ideas and thoughts for the improvement of work	.789	
IO-39. This organization helps me to live a better life	.777	
IO-26. I feel secure in my position and my job	.727	
IO-27. I am satisfied as a worker of this organization	.663	
IO-44. We get enough training to do our jobs well	.633	
IO-24. Our organization is a place where everyone cares about each other	.610	
IO-29. I hope to work in this organization as long as possible	.589	
IO-46. Overall I feel included in my work group and my organization	.585	
IO-30. I feel that this organization is a part of my future plans	.568	
IO-28. I would accept almost any type of job assignment in order to keep working for the organization	.550	
IO-25. This job gives me the confidence to associate well with the society	.544	
IO-23. Our organization provides an opportunity to associate with the other workers besides the working hours (Ex: Annual Trips, Sports meets and welfare activities)	.431	
IO-35. I always try to do my best in my job		.820
IO-33. I believe that I am contributing enough for the organizational output		.728
IO-31. I always meet the production targets on time		.680
IO-36. I believe that I am a committed worker		.599
IO-34. I come to work regularly		.550
IO-22. I am having a good relationship with the others in my organization		
IO-32. I always get good feedbacks for my performance		

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 6 iterations.

**Table 4. 10 Distribution of Factor Scores for Perceived Workplace Inclusion**

	Factor 1	Factor 2	ABS Differ
IO-22. I am having a good relationship with the others in my organization	0.018	0.058	0.04
IO-23. Our organization provides an opportunity to associate with the other workers besides the working hours (Ex: Annual Trips, Sports meets and welfare activities)	0.03	0.078	0.048
IO-24. Our organization is a place where everyone cares about each other	0.056	0.048	0.008
IO-25. This job gives me the confidence to associate well with the society	0.054	0.077	0.023
IO-26. I feel secure in my position and my job	0.089	0.017	0.072
IO-27. I am satisfied as a worker of this organization	0.07	0.044	0.026
IO-28. I would accept almost any type of job assignment in order to keep working for the organization	0.038	0.016	0.022
IO-29. I hope to work in this organization as long as possible	0.059	0.039	0.02
IO-30. I feel that this organization is a part of my future plans	0.043	0.027	0.016
IO-31. I always meet the production targets on time	0.014	0.227	0.213
IO-32. I always get good feedbacks for my performance	0.025	0.067	0.042
IO-33. I believe that I am contributing enough for the organizational output	-0.016	0.179	0.195
IO-34. I come to work regularly	-0.001	0.091	0.092
IO-35. I always try to do my best in my job	-0.028	0.274	0.302
IO-36. I believe that I am a committed worker	0	0.121	0.121
IO-37. I am paid enough for my job	0.067	-0.048	0.115
IO-38. I am satisfied about the welfare system in our company	0.081	-0.039	0.12
IO-39. This organization helps me to live a better life	0.096	-0.009	0.105
IO-40. Our managers and team leaders encourage us to be creative in our work	0.09	-0.013	0.103
IO-41. I can share new ideas and thoughts for the improvement of work	0.086	-0.013	0.099
IO-42. I am recognized and appreciated enough for the creative ideas and works I have done	0.099	-0.037	0.136
IO-43. I am having enough opportunities to learn new things related to my job	0.084	-0.055	0.139
IO-44. We get enough training to do our jobs well	0.063	0.034	0.029
IO-45. I believe that I have enough opportunities for future career developments	0.099	-0.048	0.147
IO-46. Overall I feel included in my work group and my organization	0.06	0.072	0.012

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.

**Figure 4. 1 Absolute Difference of Factor 1: X and Factor 2: Y**

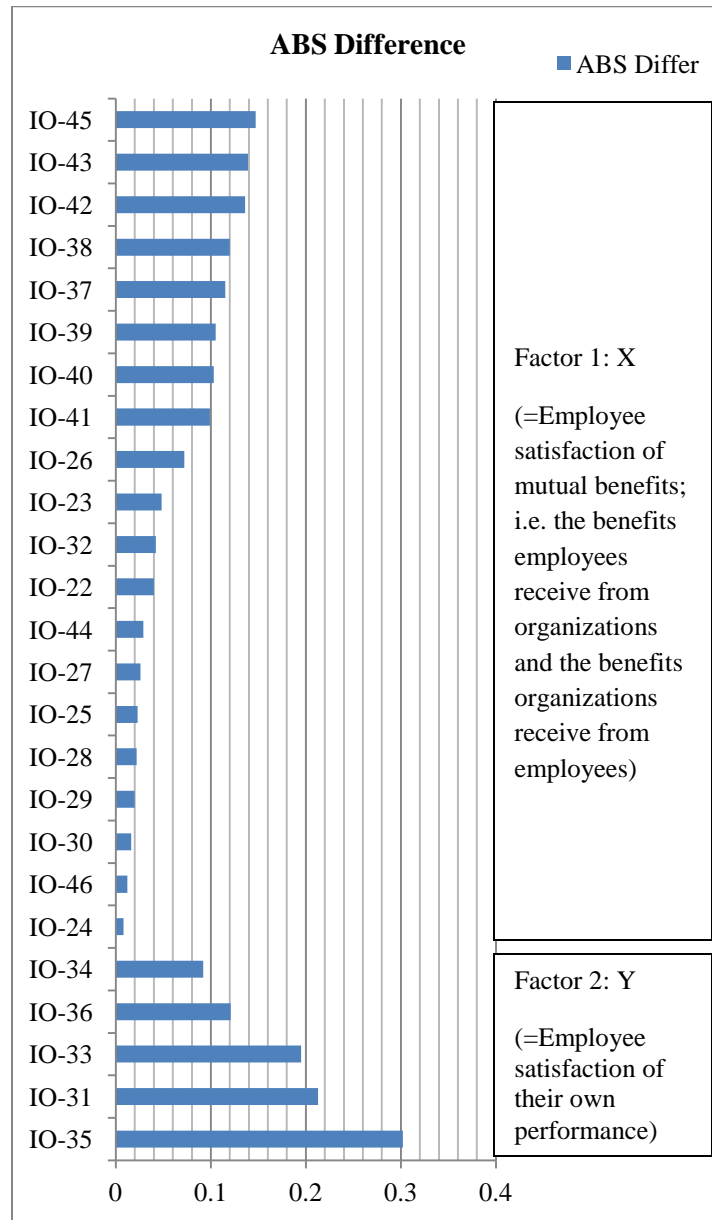
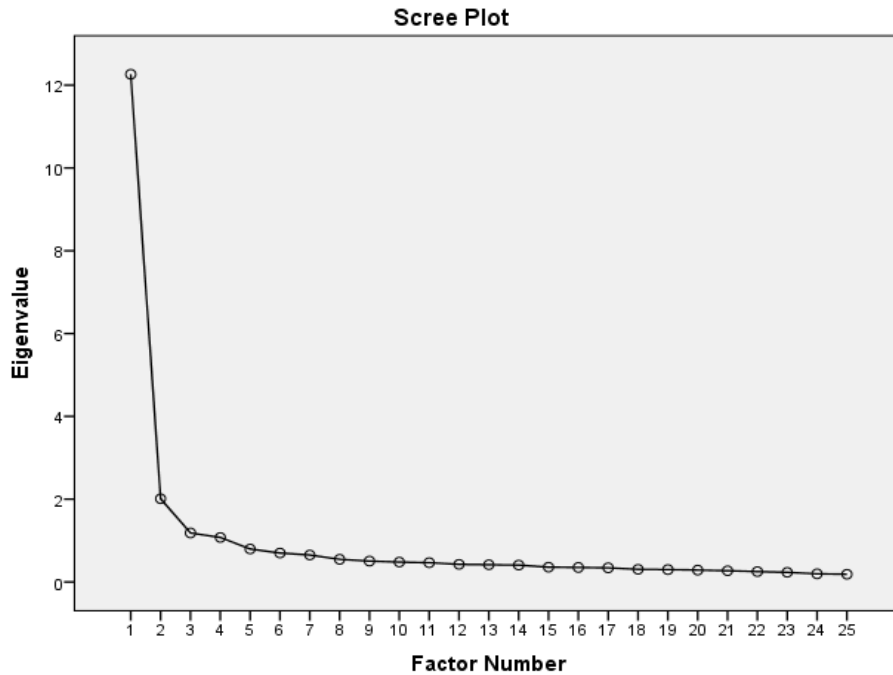


Figure 4.1 shows the Absolute Difference of Factor 1: X (=Employee perceptions of mutual benefits; i.e. the benefits employees receive from organizations and the benefits organizations receive from employees) and Factor 2: Y (= Employee perceptions of their own performance).

When finding the relationship with other independent variables, these two clusters were used.

Scree Plot for the factor analysis of perceived workplace inclusion is shown in Figure 4.2

**Figure 4. 2 Scree Plot of Perceived Workplace Inclusion Factor Loadings**



According to Figure 4.2, Scree Plot shows that after the first two factors, differences between eigenvalues decline and they are less than 1.0. This again supports a two-factor solution.

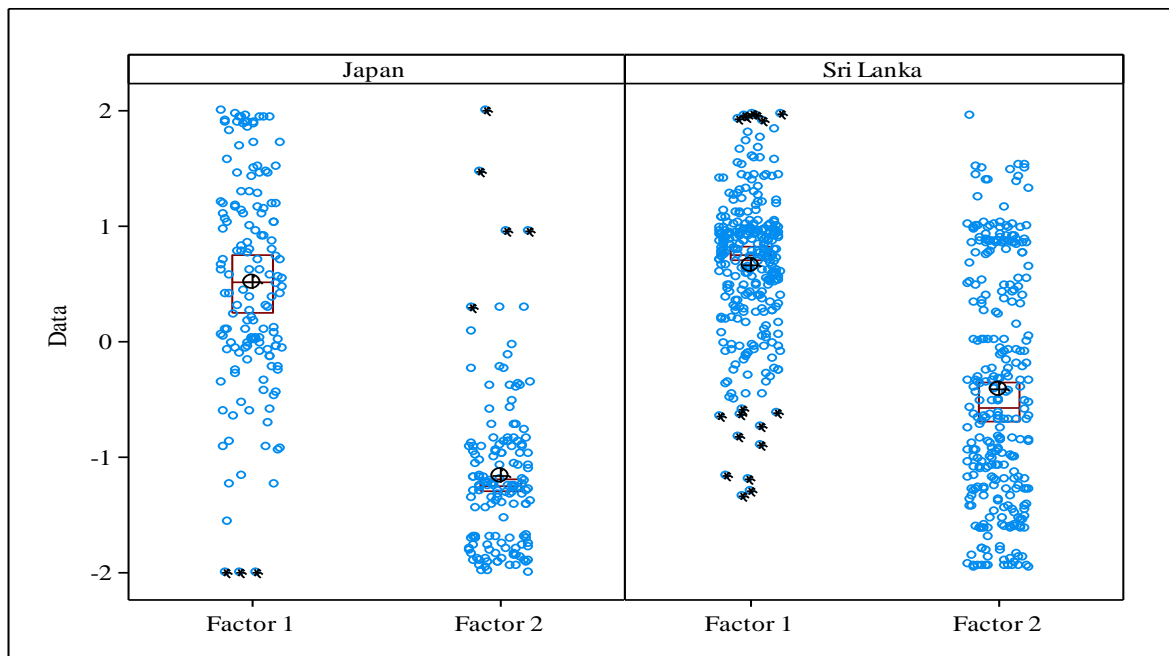
#### **4.4.1 Perceived Workplace Inclusion of Employees Based on Country**

Workplace Inclusion that measured through perceived individual performances is shown in Figure 4.3. The individual plot and confidence interval for Japan and Sri Lanka shows a slightly similar pattern for perceived workplace inclusion values for both the groups X and Y. F1 (Group X: Employee satisfaction of mutual benefits) shows the highest value for perceived workplace inclusion for both countries. However for both F1 (Group X: Employee satisfaction of mutual benefits) and F2 (Group Y: Employee satisfaction of their own performance) Sri Lanka shows a

greater value than that of Japan for perceived workplace inclusion. The difference for perceived workplace inclusion of F1 (Group X: Employee satisfaction of mutual benefits) between two countries is 0.30 and the difference of F2 (Group Y: Employee satisfaction of their own performance) between two countries is 0.9.

T-test for mean difference between two difference countries at alpha = 0.1 level shows residing country is a factor that change perceived workplace inclusion. Both the groups of Sri Lankans working in Sri Lanka have higher means than Japan.

**Figure 4. 3 Individual Dot-plot and Confidence Interval (CI) plot of Perceived Workplace Inclusion (PWI) Based on Country**



Factor 1: X (=Employee perceptions of mutual benefits; i.e. the benefits employees receive from organizations and the benefits organizations receive from employees) and Factor 2: Y (= Employee perceptions of their own performance).



Perceived Workplace Inclusion has been differentiated based on individual satisfaction of employee performance and employee satisfaction of mutual benefits they have in their organizations. Two countries have significantly different mean values for Inclusive Climate, Inclusive Leadership and Inclusive Practices. This indicates how their perceptions vary with the country they reside in. Employees working in Sri Lanka have high mean values for all the contextual antecedents. Compared to workplace conditions of other companies in Sri Lanka, Japanese companies there may assume to provide employees with extra satisfaction as they maintain high standards. In contrast, all the Japanese companies in Japan are almost similar in maintaining organizational standards and that creates a higher expectation from all the organizations. Because Sri Lankans working in Japan may have challenges to face as migrants and due to cultural shock or similar issues, respondents in Japan might not feel that they are included in their companies as same as the employees working in Japanese Companies in Sri Lanka.

#### **4.5 Perceived workplace Inclusion of Employees Based on Contextual Antecedents**

##### **4.5.1 Perceived Workplace Inclusion of Employees Based on Inclusive Climate**

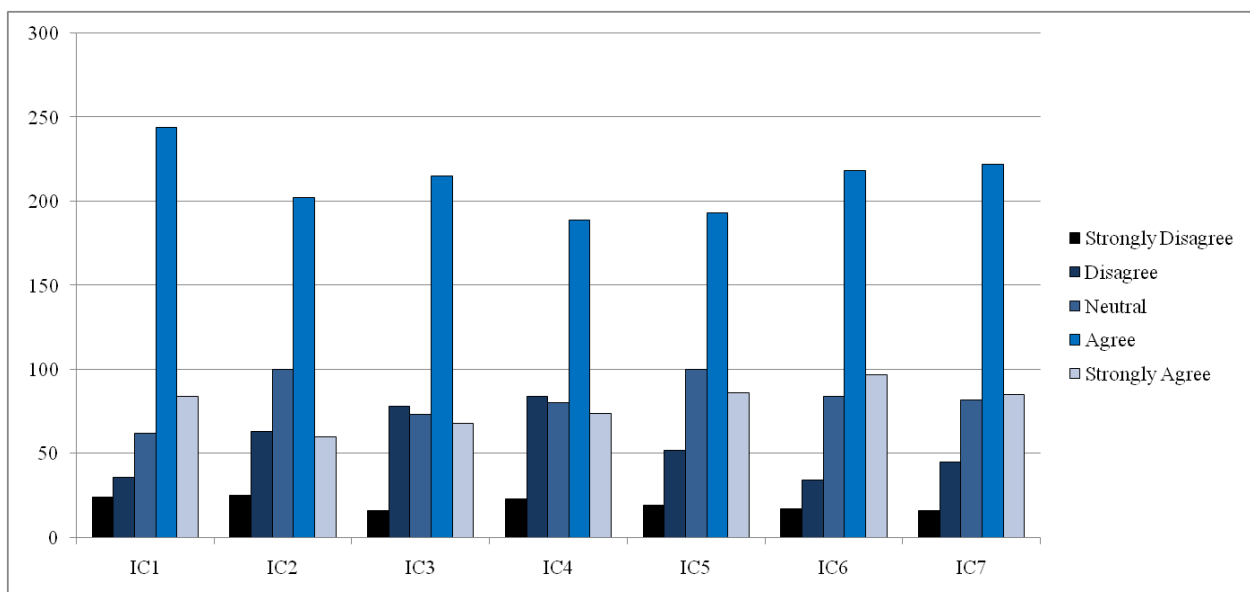
Following seven questions were presented to the respondents and opts were recorded as Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

1. IC1- Our organization has a fair system for hiring the employees
2. IC2- Performance of employees are fairly assessed and promoted based on the performances

3. IC3- Our organization provides the employees with equal opportunities for training and development
4. IC4- All the employees in our organization are treated equitably
5. IC5- People who look for new and innovative ways of doing things are respected within our organization
6. IC6- Our organization welcomes newcomers by letting them to know about the organization and co-workers
7. IC7- I feel happy to work here and recommend this organization for the interested people as a great place to work.

The responses of the employees reflected similar patterns. Majority (on average 65%) of employees opted either Agree or Strongly Agree as the answer for these seven questions. Graph 4.5 shows the distribution of their responses.

**Graph 4. 5 Employee Responses for Questions of Inclusive Climate**



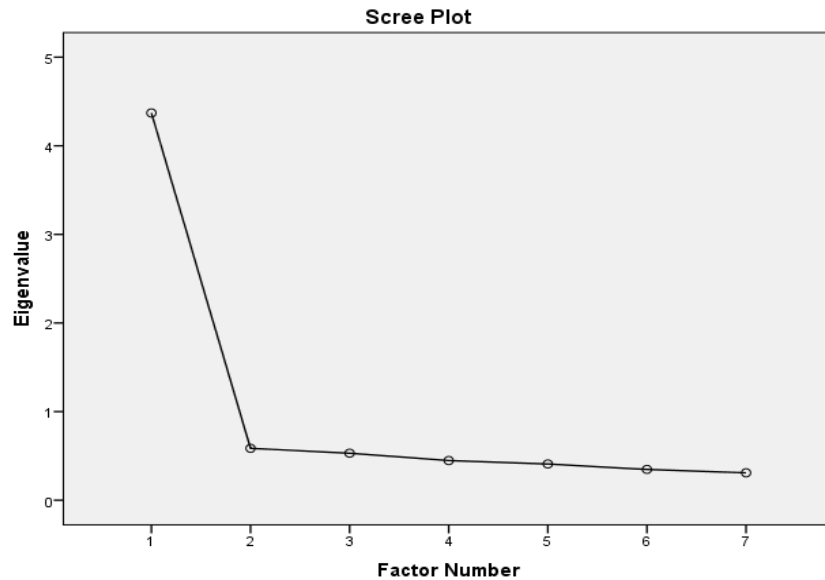
In order to further analysis of different attributes of Inclusive Climate, especially to identify changing behavior with socioeconomic factors and other measurements of inclusiveness and perceived workplace inclusion, data reduction method for these seven questions were needed. Therefore Factor Analysis was carried out for these seven variables with Principal Axis Factoring (PAF) method. 1 factor was extracted based on eigenvalues. Further, it was resulted a value of 0.918 for Kaiser-Meyer-Olkin Measure of Sampling Adequacy as well as 0.0001 significance level for Bartlett's Test of Sphercity indicating suitability of performing the Factor Analysis for the selected data (Table 4.11). Resulted Factor Scores were recorded and were used in further analysis to represent the common attributions by all the seven variables of Inclusive Climate. In order to maintain the same scale of original responses, factor scores were standardized into the scale of -2 to+2. Figure 4.5 shows the Scree Plot produced by Factor Reduction (Principal Component Extraction). Drastically dropping down after component 1 indicates only one Factor to be extracted.

**Table 4. 11 Kaiser-Meyer-Olkin Measure and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.918
Approx. Chi-Square	1615.200
Bartlett's Test of Sphercity	Df
	21
	Sig.
	.000

As shown in the Scree plot for inclusive climate variable (Figure 4.4) after the first two factors differences between eigenvalues decline and they are less than 1.0. This supports to the one-factor solution.

**Figure 4. 4 Scree Plot for Inclusive Climate Variables**



In the analysis of Communalities, Extraction column reflects the common variance in the data structure. For instance, 51.3% of the variance associated with the first question (Q: IC-1) is common or shared variance. Another way, Extractions are the proportions of variance explained by the underlying factors. Extraction leads some of the factors to be discarded and thus after the extraction, some of the information can be lost. The amount of variance in each variable that can be explained by the retained factor is represented by the communalities after extraction<sup>20</sup>. In this analysis, on average 56.26% variation of selected seven variables was explained by the extracted factor. The results are displayed in Table 4.13

<sup>20</sup> <http://users.sussex.ac.uk/~andyf/factor.pdf>

**Table 4. 12 Communalities Analysis of Variables of Inclusive Climate**

	Initial	Extraction
IC-1. Our organization has a fair system for hiring the employees	.463	.513
IC-2. Performance of employees are fairly assessed and promoted based on the performances	.561	.604
IC- 3. Our organization provides the employees with equal opportunities for training and development	.572	.620
IC-4. All the employees in our organization are treated equitably	.545	.609
IC-5. People who look for new and innovative ways of doing things are respected within our organization	.416	.449
IC-6. Our organization welcomes new comers by letting them to know about the organization and co-workers	.513	.559
IC-7. I feel happy to work here and will recommend this organization for the interested people as a great place to work.	.539	.584

Extraction Method: Principal Axis Factoring.

**Table 4. 13 Total Variance Explained for Inclusive Climate**

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.370	62.435	62.435	3.938	56.257	56.257
2	.586	8.369	70.805			
3	.531	7.580	78.384			
4	.448	6.396	84.780			
5	.409	5.840	90.620			
6	.347	4.964	95.584			
7	.309	4.416	100.000			

Extraction Method: Principal Axis Factoring.

Initial eigenvalues and Extracted Sums of Squared Loadings of each component are shown in Table 4.13. Except Factor 1, all the other factors are less than eigenvalue of 1. As shown in Table 4.13, the first factor explained 62.44% and 56.23% percent of co-variation among items explained by each factor before and after rotation respectively. However as there was only one factor had a value greater than eigenvalue, no rotation of factor was needed.

#### **4.6 Perceived Workplace Inclusion of Employees Based on Inclusive Leadership**

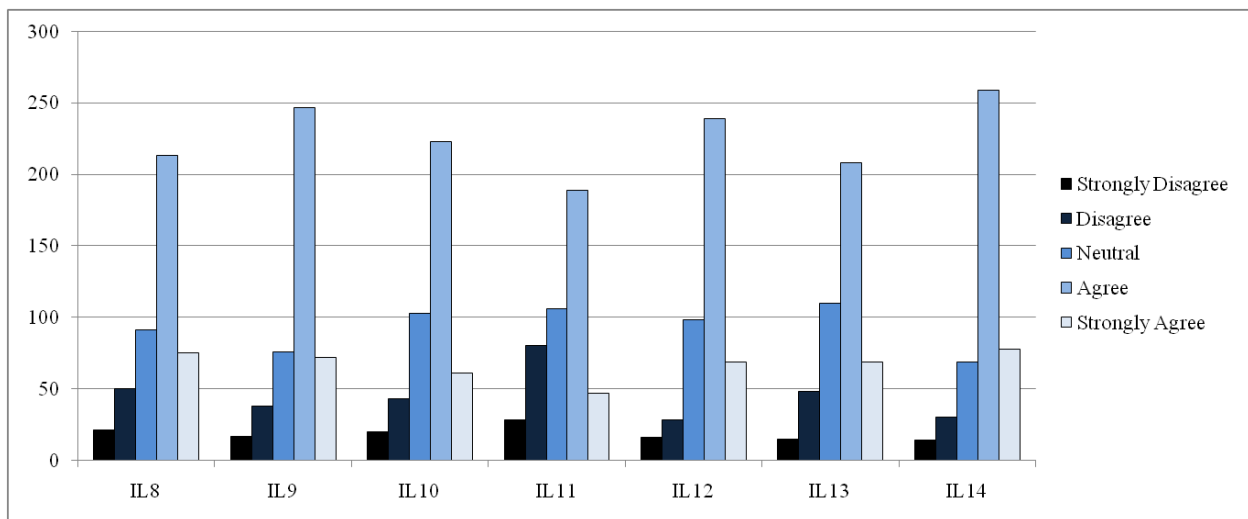
Leadership plays a vital role in organizations as it has a great influence on workers who work in the respective organizations. Employee perceptions of management philosophy and values, organizational strategies and decisions are vital in order to build up a strong relationship with superiors and colleagues within organizations. Leadership of an organization can enhance employees' loyalty and attachment to their organizations through added inclusiveness. Leadership of an organization becomes decisive when deciding the attraction and retention of employees and their perceived workplace inclusion. Thus it investigated the perceived workplace inclusion of employees based on leadership by using following seven questions.

1. IL8- Our management and team leaders provide an example to inspire employees
2. IL9- Our management and team leaders support the individuals to perform well in their tasks
3. IL10- Our management and team leaders consider the wellbeing of all employees
4. IL11- Our Managers and team leaders let us to participate in decision making
5. IL12- Our managers and team leaders establish policies to make everyone feel a part of the organization

6. IL13- Our management and team leaders provide opportunities for all the employees to realize their potentials
7. IL14- I feel that our management and team leaders are supporting to create a worker friendly environment

The responses were recorded as Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. Though there was considerable variation/distribution when answering a question, pattern (degree of concordance and correlation) of this distribution was quite similar among all the questions (Graph 4.6).

**Graph 4. 6 Employee Responses for Questions of Inclusive Leadership**



Dominant response was “Agree”. 71% of the respondents were either agreed or strongly agreed with the questions provided. It can conclude that these selected organizations are maintaining their inclusive leadership qualities in high standards.

Principal Axis Factoring with Direct Oblimin was conducted to assess the underlying structure for the seven items of Inclusive Leadership questions.

**Table 4. 14 KMO and Bartlett’s Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
Bartlett's Test of Sphericity	Approx. Chi-Square	1856.725
	Df	21
	Sig.	.000

According to the Table 4.14, Kaiser-Meyer-Olkin (KMO) and Bartlett’s test was carried out to test the assumptions. Hence KMO measure is greater than .70 (.928 – Superb) and the Bartlett’s Test of Sphericity is significant, the variables are correlated highly enough to provide a reasonable basis for factor analysis for the variable of inclusive leadership.

**Table 4. 15 Communalities Analysis of Variables of Inclusive Leadership**

	Initial	Extraction
IL-8. Our management and team leaders provide an example to inspire employees	.575	.611
IL-9. Our management and team leaders support the individuals to perform well in their tasks	.637	.696
IL-10. Our management and team leaders consider the wellbeing of all employees	.536	.582
IL-11. Our Managers and team leaders let us to participate in decision making	.550	.583
IL-12. Our managers and team leaders establish policies to make everyone feel a part of the organization	.566	.622
IL-13. Our management and team leaders provide opportunities for all the employees to realize their potentials	.557	.605
IL-14. I feel that our management and team leaders are supporting to create a worker friendly environment	.500	.539

Extraction Method: Principal Axis Factoring.



Analysis on Communalities was carried out to assess the proportion of each variable’s variance that can be explained by the factors (Ex: the underlying latent continua)<sup>21</sup> . Communalities analysis of variables of inclusive leadership is shown in the Table 4.15.

The Total Variance Explained Table (Table 4.16) shows the distribution of the variance among seven possible factors of inclusive leadership. Only one factor has eigenvalue greater than 1, which is a common criterion for a factor to be useful. More than 60% of the variance is explained by the first factor.

**Table 4. 16 Total Variance Explained for Inclusive Leadership**

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.629	66.128	66.128	4.237	60.527	60.527
2	.511	7.301	73.429			
3	.479	6.848	80.277			
4	.411	5.869	86.146			
5	.359	5.135	91.281			
6	.324	4.628	95.909			
7	.286	4.091	100.000			

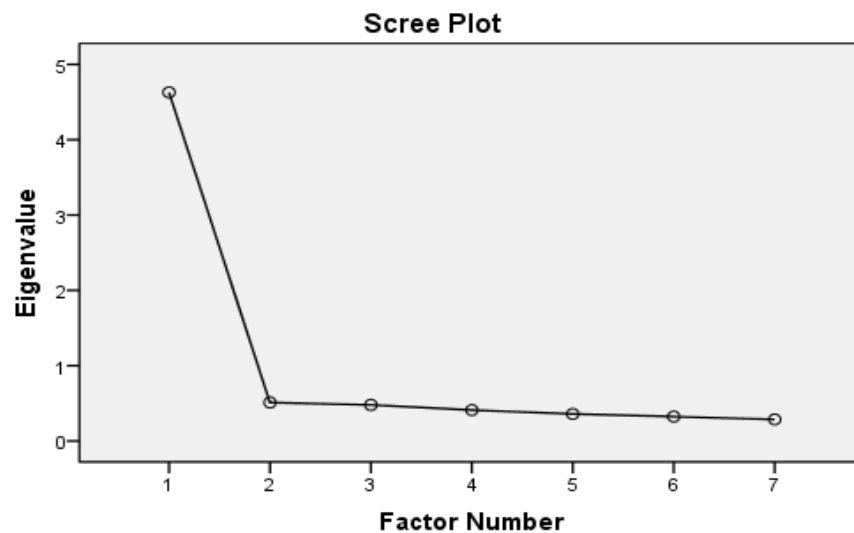
Extraction Method: Principal Axis Factoring.

As shown in Figure 4.5, the Scree plot shows that after the first two factors, differences between the eigenvalues decline and lesser than 1.0. This supports a one-factor solution. Resulted Factor Scores were recorded and were used in further analysis to represent the common attributions by

<sup>21</sup> <https://stats.idre.ucla.edu/spss/output/factor-analysis/>

all seven variables of Inclusive Leadership. In order to maintain the same scale of original responses, factor scores were standardized into the scale of -2 to +2.

**Figure 4. 5 Scree Plot of Inclusive Leadership**



#### ***4.6.1.1 Perceived Workplace Inclusion of Employees Based on Inclusive Practices***

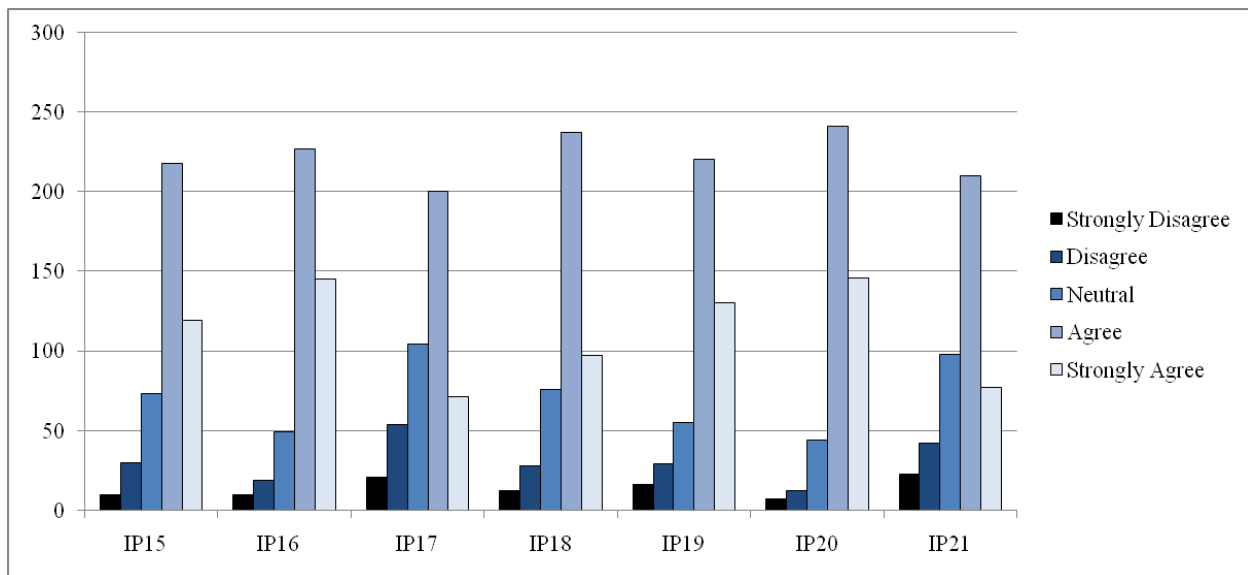
Following seven questions were presented to the respondents and their responses were recorded as Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree.

1. IP15 - I feel proud to tell others, including my friends and relatives that I am a part of this organization
2. IP16 - I feel a sense of attachment to my organization
3. IP17 - I always feel that employees and their families feel a real sense of belonging in our organization

4. IP18 - I am treated well with respect in the organization for who I am
5. IP19- I personally don't experience harassments, bullying or discrimination from the others
6. IP20- I believe that I am contributing to the productivity of the organization through my skills and abilities
7. IP21- I am recognized for what I am doing in the organization and I see the opportunities for promotions in my organization

Majority of their response was either Agree or Strongly Agree for the respective questions. Graph 4.7 shows the distribution of answers.

**Graph 4. 7 Employee Responses for Questions of Inclusive Practices**



In order to examine the relationships between Inclusive Practices, factor analysis was carried out with Principal Axis Factoring with Direct Oblimin rotation. In terms of assumptions, the

determinant is much larger than zero. KMO is .860 which is good and Bartlett is significant ( $p < .001$ ) which is good. That indicates that the correlations are not near zero (Table 4.17).

**Table 4. 17 KMO and Bartlett’s Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.860
Bartlett's Test of Sphercity	Approx. Chi-Square	1496.907
	Df	21
	Sig.	.000

Analysis of Communalities was carried out in order to identify the suitability of carrying out the Factor Analysis for Inclusive Practices (Table 4.18).

**Table 4. 18 Communalities Analysis of Variables of Inclusive Practices**

	Initial	Extraction
IP-15. I feel proud to tell others, including my friends and relatives that I am a part of this organization	.620	.667
IP-16. I feel a sense of attachment to my organization	.628	.575
IP-17. I always feel that employees and their families feel a real sense of belonging in our organization	.499	.506
IP-18. I am treated well with respect in the organization for who I am	.501	.515
IP-19. I personally don’t experience harassments, bullying or discrimination from the others	.359	.401
IP-20. I believe that I am contributing to the productivity of the organization through my skills and abilities	.550	.521
IP-21. I am recognized for what I am doing in the organization and I see the opportunities for promotions in my organization	.385	.409

Extraction Method: Principal Axis Factoring.

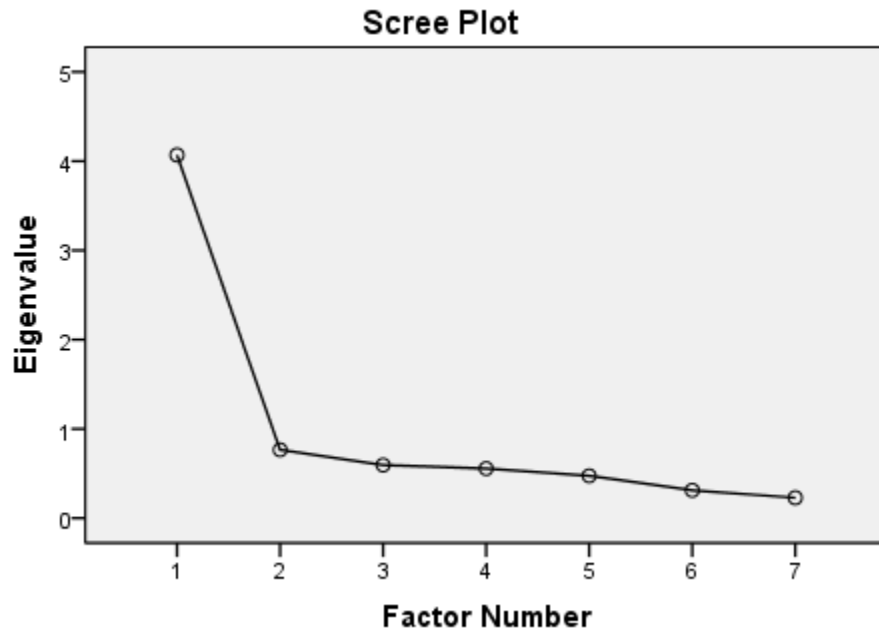
The total variance explained for inclusive practices is shown in Table 4.19. According to the analysis, 60.22% of the variance is explained by the first factor.

**Table 4. 19 Total Variance Explained for Inclusive Practices**

Component	Initial eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.215	60.216	60.216	4.215	60.216	60.216
2	.709	10.124	70.341			
3	.633	9.037	79.378			
4	.480	6.855	86.233			
5	.362	5.165	91.398			
6	.347	4.953	96.351			
7	.255	3.649	100.000			

Extraction Method: Principal Component Analysis.

**Figure 4. 6 Scree Plot of Inclusive Practices Variable**



According to the above Figure 4.6, only the first factor eigenvalue is greater than 1. All the other factors have less than 1 eigenvalue. This supports to one-factor solution.

**4.6.1.2 Research Hypotheses for Contextual Antecedents**

*H<sub>01</sub>: There is no significant difference of Perceived Workplace Inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive climate*

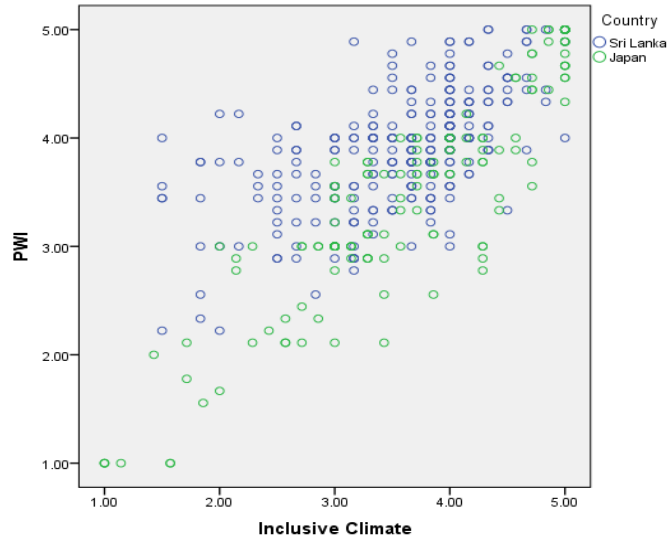
In order to find out the association between perceived workplace inclusion and inclusive climate, Pearson’s Bivariate Correlation coefficient was calculated. It was appeared as  $r = 0.80$  ( $p < 0.01$ ) suggesting strong positive association between two variables. Scatter plot of Perceived Workplace Inclusion and Inclusive Climate based on Country is shown in Graph 4.8. Group statistics for perceived workplace inclusion based on country is shown in Table 20.

Further, T-test (Table 4.21) shows unequal variance between perceived workplace inclusion based on country ( $F = 79.732$ , Levene's Test for Equality of Variances which has  $p < 0.01$ ) as well as significantly different ( $\alpha = 0.05$ ) mean values.

**Table 4. 20 Group Statistics for Perceived Workplace Inclusion Based on Country**

	Country	N	Mean	Std. Deviation	Std. Error Mean
REGR Factor Score 1 for Analysis 1	Sri Lanka	300	.1509229	.72453728	.03073
	Japan	150	-.3017226	1.35213467	.08194

**Graph 4. 8 Scatter Plot of Perceived Workplace Inclusion and Inclusive Climate Based on Country**



**Table 4. 21 Levene’s Test for Equality of Variance for Perceived Workplace Inclusion Based on Country**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
REGR factor score 1 for analysis 1	Equal variances assumed	79.732	.000	5.863	448	.000	.42444	.07240	.28252	.56672
	Equal variances not assumed			4.850	191.97	.000	.42444	.08752	.25183	.59706

However, Inclusive Climate is not significantly different by Country (Table 4.22). T test (Table 4.23) of Inclusive Climate shows unequal variance (Levene's Test  $F = 30.817$  ( $p < 0.05$ )) as well as non significant difference of mean ( $p = .140$ ) between Sri Lankans working in Japanese companies in Japan and Sri Lanka. As Levene's Test was significant, t test for equal means was carried out using equal variance assumption between Sri Lankans working in Japanese companies in Japan and Sri Lanka.

**Table 4. 22 Mean and Dispersion of Mean of Perceived Workplace Inclusion Based on Country**

	<b>Country</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>SE</b>
Perceived Workplace Inlusiveness	Sri Lanka	300	0.151	0.723	0.042
	Japan	150	-0.302	1.351	0.110

**Table 4. 23 Levene's Test for Equality of Variances for Inclusive Climate**

<b>Levene's Test for Equality of Variances</b>		<b>F</b>	<b>Sig.</b>
Inclusive Climate	Equal variances assumed	30.817	.0001

**Table 4. 24 T-test for Equality of Means for Inclusive Climate**

<b>T</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Mean Difference</b>	<b>Std. Error Difference</b>	<b>95% Confidence Interval</b>	
1.480	225.802	.140	.165	.112	-.055	.385



Based on the results null hypothesis of  $H_01$  was rejected and alternative hypothesis  $H_{11}$  was accepted. That means there is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese Companies in Japan and Sri Lanka based on inclusive climate. Japanese companies in Sri Lanka demonstrate a higher perceived workplace inclusion. Moreover perceived workplace inclusion and inclusive climate reflects a strong positive correlation. However, Inclusive Climate is not significantly different by Country. There is no evidence to claim mean value of Inclusive Climate is different in Sri Lankans working in Japanese companies in Japan and Sri Lanka. Also it must be considered that the variance of Inclusive Climate between Sri Lankans working in Japanese companies in Japan and Sri Lanka are not the same (Heteroscedasticity)

*H<sub>02</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on Inclusive Leadership*

Pearson's Bivariate correlation between perceived workplace inclusion and inclusive leadership is shown in Table 4.25. It shows ( $r \sim 0.82$ ) strong positive correlation.

**Table 4. 25 Correlation Between Perceived Workplace Inclusion and Inclusive Leadership**

		Inclusive Leadership
Perceived Workplace Inclusion	Pearson Correlation	0.820
	Sig. (2-tailed)	0.0001
	N	450

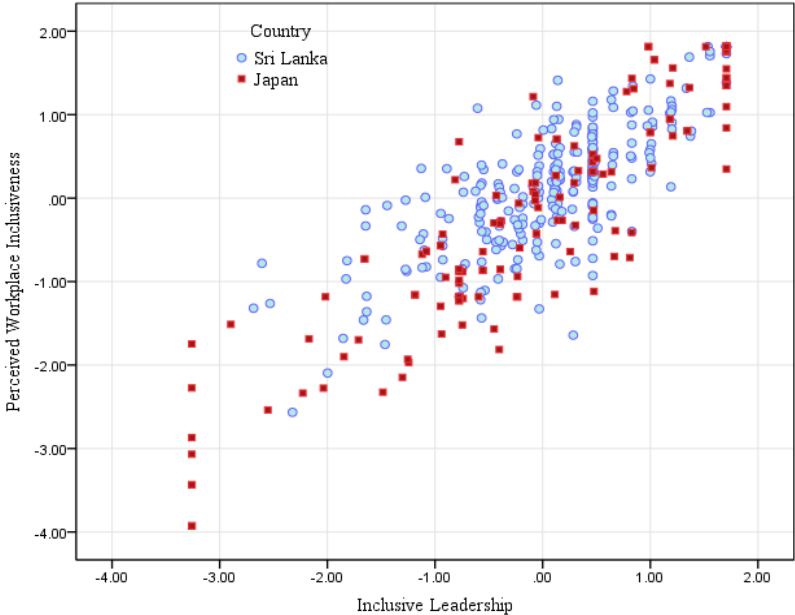
Graph 4.9 shows the association between perceived workplace inclusion and inclusive leadership among Sri Lankans working in Japanese companies in Japan and Sri Lanka.

Similar to Inclusive Climate, Inclusive Leadership also shows unequal variance (Levene's Test  $F = 50.32$  ( $p < 0.05$ )) (Table 4.20). Box Plot (Figure 4.9) visualizes this clearly. The range, Interquartile Rate and existence of outliers are characteristically different among Sri Lankans working in Japanese companies in Japan and Sri Lanka. Thus the populations considered to be treated as different regardless the test for equal mean shows no significant different. However, it is recommended future researchers to examine this persistent heteroscedasticity in a more focused and detailed study.

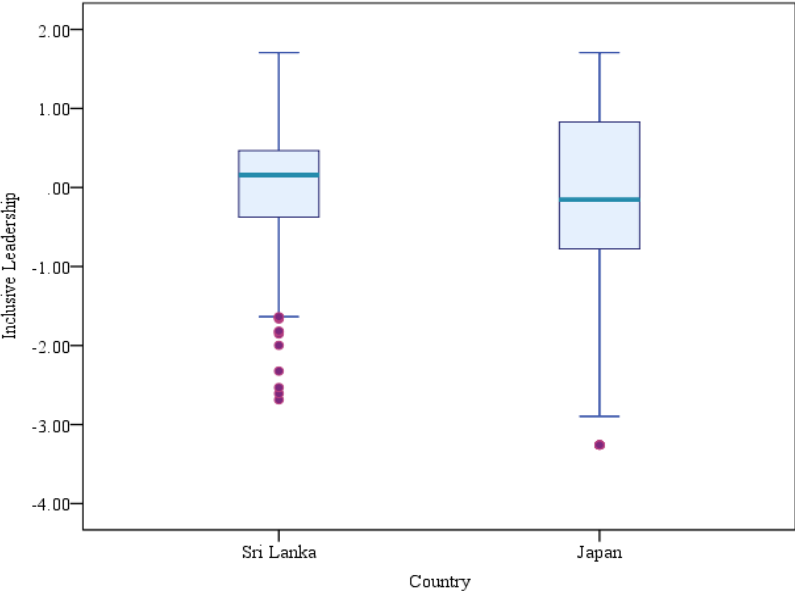
**Table 4. 26 Test for Equality of Variances and Mean of Inclusive Leadership**

<b>Levene's Test for Equality of Variances</b>		<b>F</b>	<b>Sig.</b>	<b>t</b>	<b>Df</b>	<b>Sig.</b>
Inclusive	Equal variances assumed	50.32	.0001	2.853	449.0	.005
Leadership	Equal variances not assumed			2.389	205.5	.017

**Graph 4. 9 Scatter plot of Perceived Workplace Inclusion and Inclusive Leadership Based on Country**



**Figure 4. 7 Box plot of Inclusive Leadership Based on Country**



Based on the results null hypothesis of  $H_02$  was rejected and accepted the alternative hypothesis of ‘There is a significant difference of Perceived Workplace Inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on Inclusive Leadership’. Perceived workplace inclusion and inclusive leadership showed a strong positive correlation.

It was observed that though the mean values of Inclusive Leadership (when equal variance was not assumed) is not significantly different by Country, it is different by variance. Thus Sri Lankans working in Japanese companies in Japan and Sri Lanka can be claimed as two different populations.

*H<sub>03</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on Inclusive Practices*

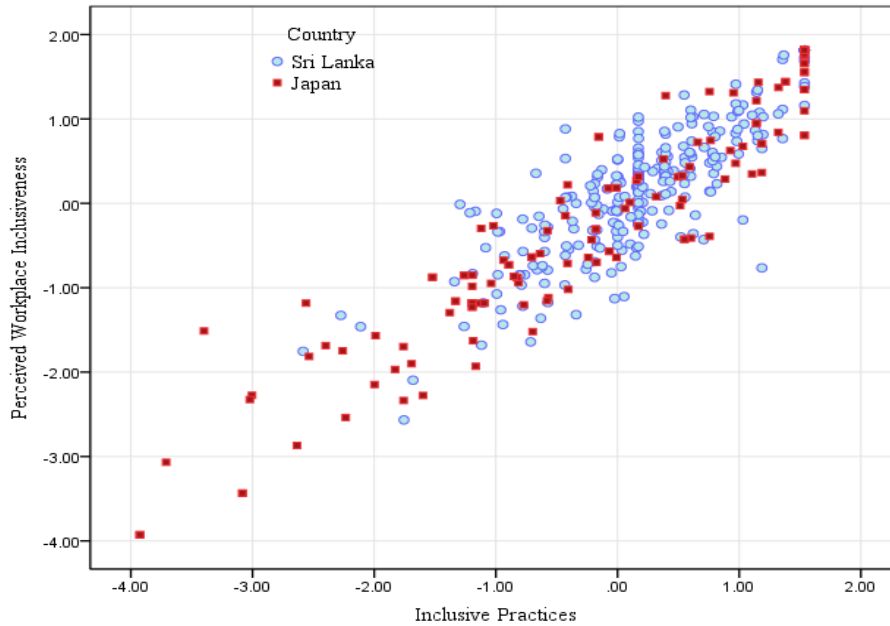
The dispersion and association between perceived workplace inclusion and inclusive practices based on country is shown in Graph 4.10. The Pearson’s Bivariate Correlation between two variables is 0.873 (Table 4.27). This was the highest correlation between perceived workplace inclusion and the contextual antecedents when compared to the other two contextual antecedents of inclusive climate and inclusive leadership.

**Table 4. 27 Pearson’s Bivariate Correlation between Perceived Workplace Inclusion and Inclusive Practices**

		Perceived Workplace Inclusion	Inclusive Practices
Perceived Workplace Inclusion	Pearson	1	.873**
	Correlation		
	Sig. (2-tailed)		.000
	N	450	450
Inclusive Practices	Pearson	.873**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	450	450

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

**Graph 4. 10 Scatter plot of Perceived Workplace Inclusion and Inclusive Practices Based on Country**



Correlation matrix among Inclusive Climate, Inclusive Leadership and Inclusive Practices is shown in Table 4.28. It shows 74.8%, 81.7% and 84.9% correlations between pairs of each contextual antecedent, indicating concordance of respondents to questions presented in the questionnaire.

**Table 4. 28 Correlation Matrix of Inclusive Climate, Inclusive Leadership and Inclusive Practices**

	Inclusive Practices	Inclusive Climate	Inclusive Leadership
Inclusive Practices	1.000	0.748	0.817
Inclusive Climate	0.748	1.000	0.849
Inclusive Leadership	0.817	0.849	1.000

Further, Inclusive Practices between Sri Lankans working in Japanese companies in Japan and Sri Lanka do not show common variance or common mean. The T-test result is shown in Table 4.29.

**Table 4. 29 Levene's Test and T-test for Mean and Variance of Inclusive Practices Based on Country**

Levene's Test for Equality of Variances		T-test for Equality of Means				
		F	Sig.	t	Df	Sig
Inclusive Practices	Equal variances assumed	123.53	0.00	4.64	448.00	0.00
	Equal variances not assumed			3.78	185.48	0.00

**Figure 4. 8 Box Plot of Inclusive Practices Based on Country**

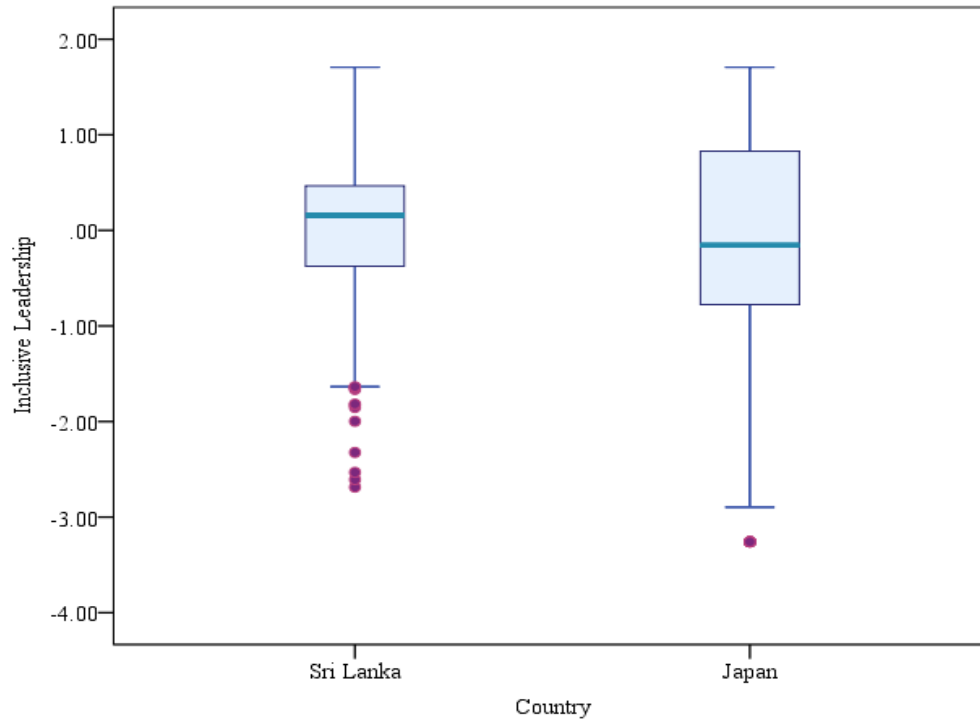


Figure 4.8, box plot of inclusive leadership based on country shows the differences of central tendency and dispersion between Sri Lankans working in Japanese companies in Japan and Sri Lanka.

Therefore, based on the results it was rejected null hypothesis :  $H_03$ , and accepted the alternative hypothesis of ‘There is a significant difference of Perceived Workplace Inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on Inclusive Practices’. Perceived workplace inclusion and inclusive leadership reflected a strong positive correlation ( $r=.819$ ) (Table 4.30). Mean and Variance of Inclusive Practices between Sri Lankans working in Japanese companies in Japan and Sri Lanka are significantly different. ( $P < 0.05$ )

**Table 4. 30 Correlation between Perceived Workplace Inclusion and Inclusive Leadership**

		Perceived Workplace Inclusion	Inclusive Leadership
Perceived Workplace Inclusion	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	450	450
Inclusive Leadership	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	450	450

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

#### 4.6.2 Perceived Workplace Inclusion of Employees Based on Demographic Factors

*H<sub>04</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' Gender*

T-test was used to analyze the mean difference of perceived workplace inclusion between two gender groups. Levene's test was used prior to T-test, to analyze if they have difference variances (with or without sharing the same mean). Table 4.31 shows two gender groups have significantly different variances ( $p \sim 0.042$ ), and no significant difference in the mean ( $p \sim 0.32$ ).

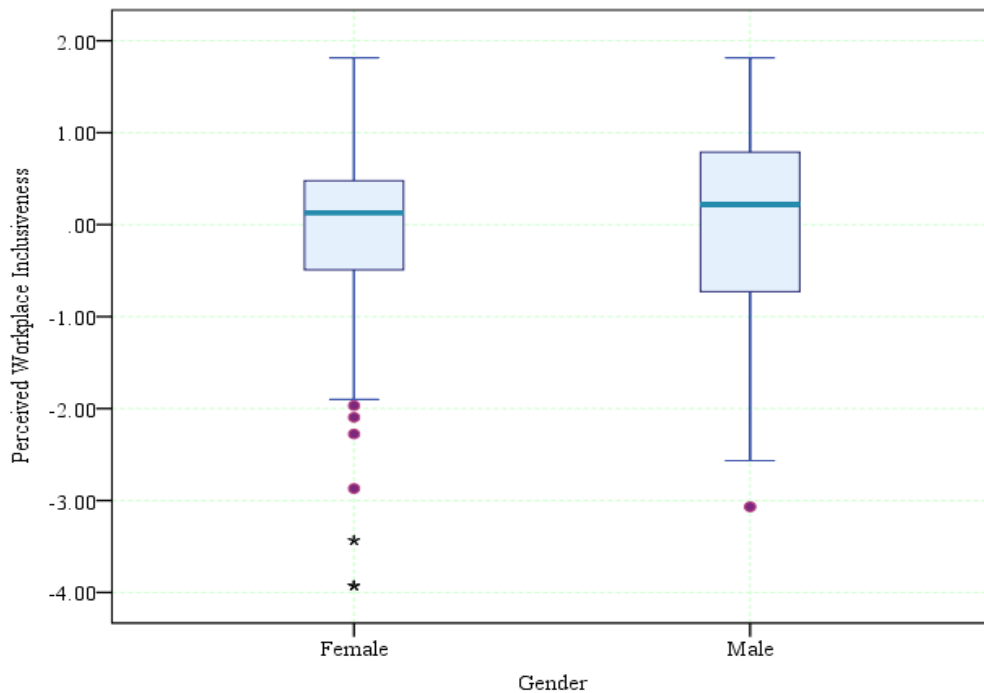
Further, box plot of perceived workplace inclusion based on gender (Figure 4.9) shows almost similar mean values of two groups but differences in the way they disperse.



**Table 4. 31 Levene's Test and T- test for Mean and Variance of Perceived Workplace Inclusion Based on Gender**

	Levene's Test for Equality of Variances		T-test for Equality of Means			
		F	Sig.	t	df	Sig.
Perceived Workplace Inclusiveness	Equal variances assumed	3.97	.042	-.99	448	.31
	Equal variances not assumed			-.99	439.2	.32

**Figure 4. 9 Box plot of Perceived Workplace Inclusion Based on Gender**

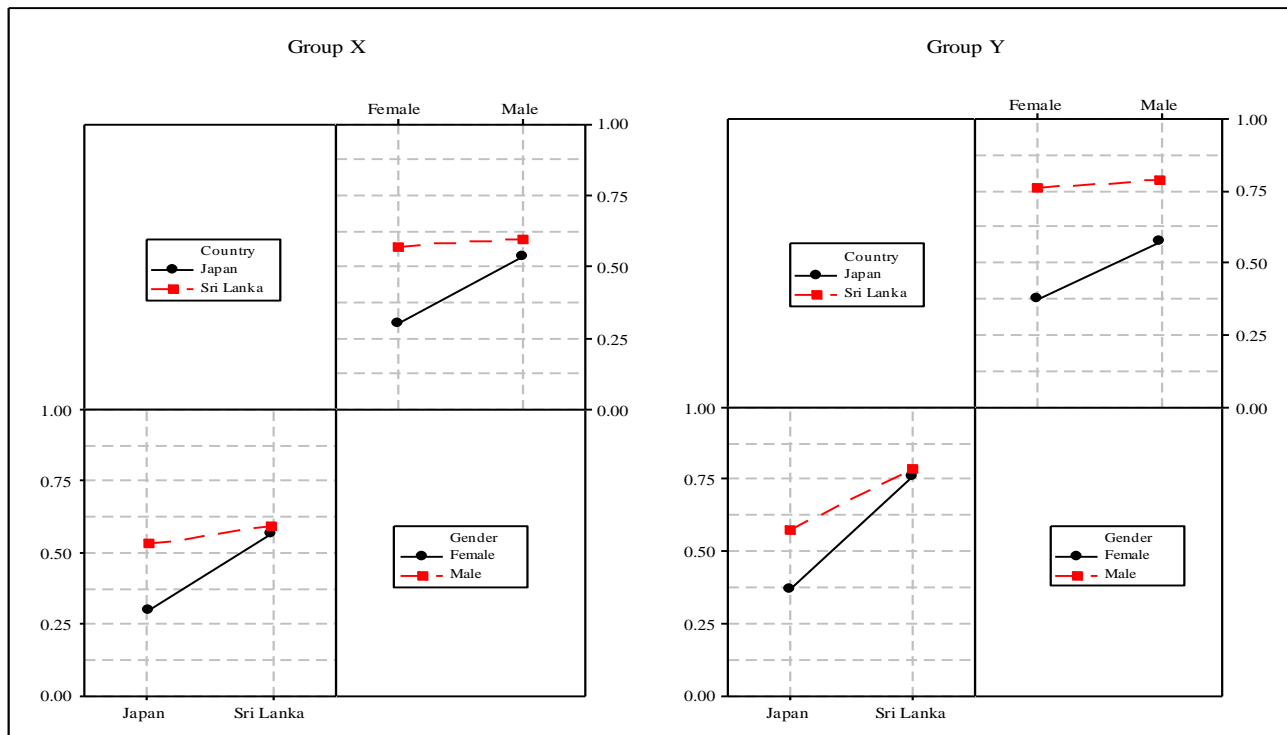


Therefore, based on the results it was rejected the null hypothesis of  $H_04$ , and accepted the alternative hypothesis based on the fact that two populations are different even if they have

common mean yet significantly different variances. Therefore, two gender groups behave differently when they perceive Workplace Inclusion.

Though perceived workplace inclusion for males and females in the selected two destinations does not show significant difference ( $p = 0.361$  and  $0.686$  for Group X and Y respectively.) in the initial analysis, ANOVA in unbalance GLM (General Linear Model) shows this is significant for the interaction with the factor – country ( $p = 0.088$ ). Therefore, it can conclude that among the selected workforce, different gender groups in Japan and Sri Lanka behave differently. The interaction plots of fitted means are shown in Figure 4.10.

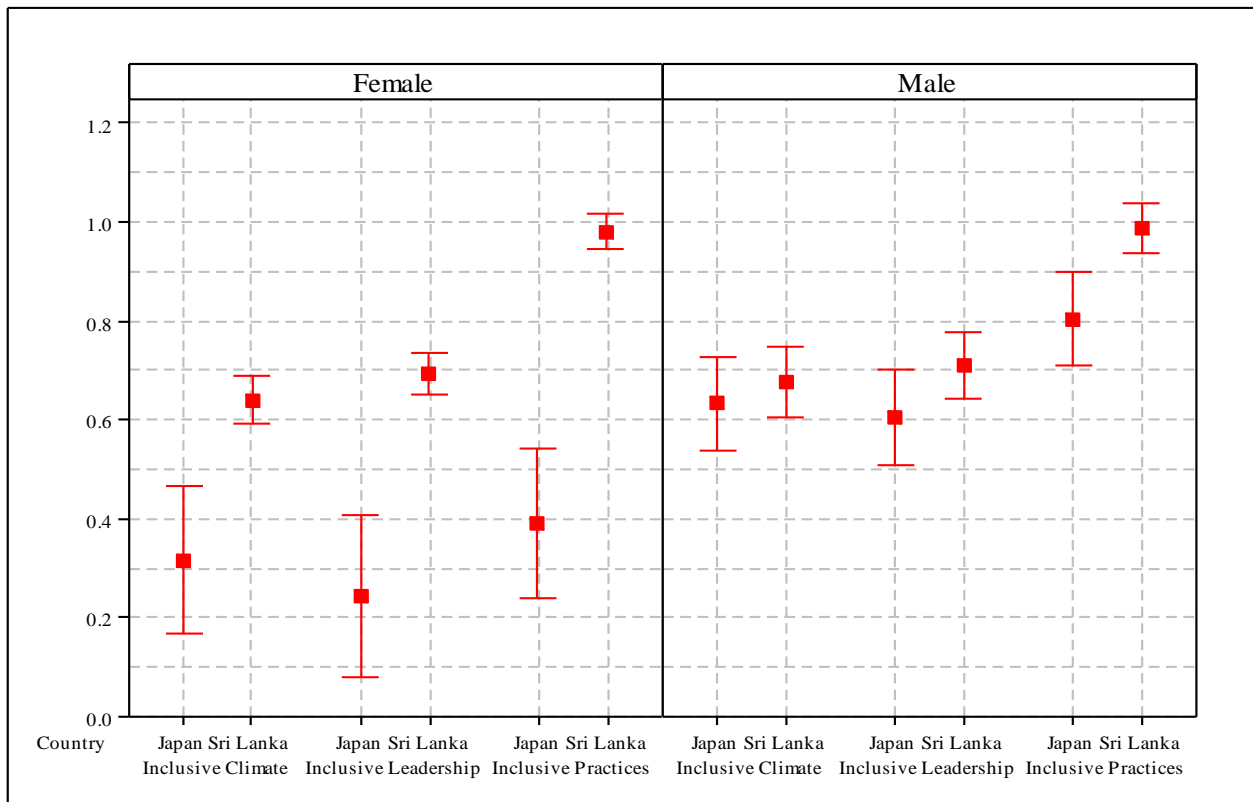
**Figure 4. 10 Interaction Plot of Fitted Means Based on Gender and Country for Group X and Y Against Perceived Workplace Inclusion**



According to Figure 4.11, it can observe that males and Sri Lankans have higher scores for perceived workplace inclusion. They are not reacting to the variable change in the same degree. In Japan though this difference is significant it is less prominent in Sri Lanka.

This is leading to the conclusion that the gender is also a factor to be included in the perceived workplace inclusion model. It interacts together with country when determining the respondents perceived workplace inclusion reflecting an interactive relationship.

**Figure 4. 11 Perceived Workplace Inclusion, Based on Country and Gender**



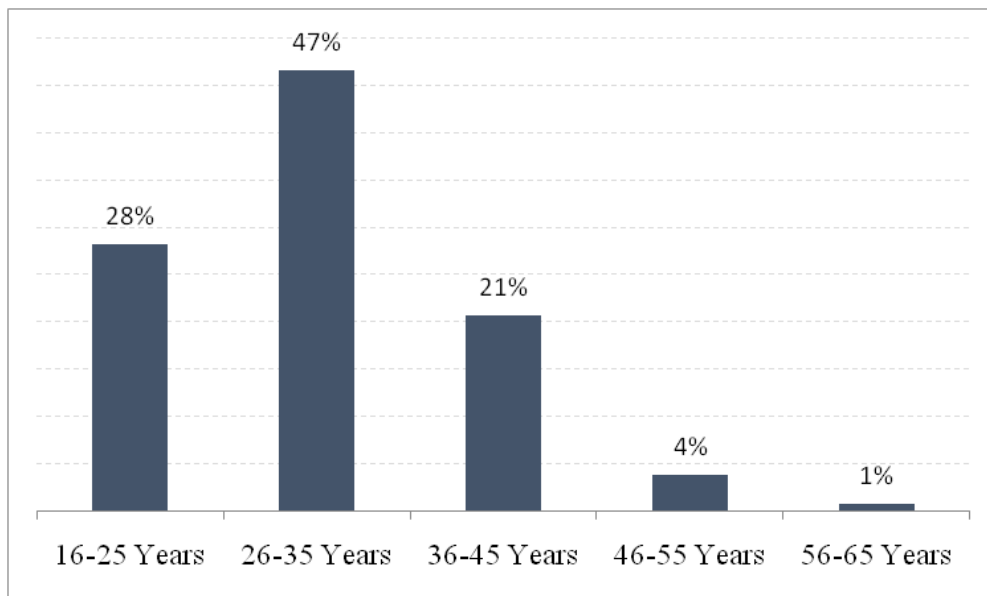
While males show no significant difference, females have lower mean value for category Japan than that of Sri Lanka for Inclusive Climate and Inclusive Leadership. For Inclusive Practices

both Male and Female employees show higher positive values in Sri Lanka than that of Japan (Figure 4.11).

*H<sub>05</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' age group*

Though the age is a variable that can be recorded as an integer or decimal in a range, for convenience it was recorded to age grouped (16-25 Years, 26-35 Years, 36-45 Years, 46-55 Years, 56-65 years, More than 65 Years). In this scenario 26-35 Years category was dominating with 47% of all the respondents (Graph 4.11).

**Graph 4. 11 Age Distributions of Respondents**



**Table 4. 32 ANOVA of Perceived Workplace Inclusion Based on Age Group**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.247	4	.311	.550	.699
Within Groups	447.753	445	.565		
Total	449.000	449			

**Table 4. 33 Between-Subjects Effects on Perceived Workplace Inclusion vs. Age and Country**

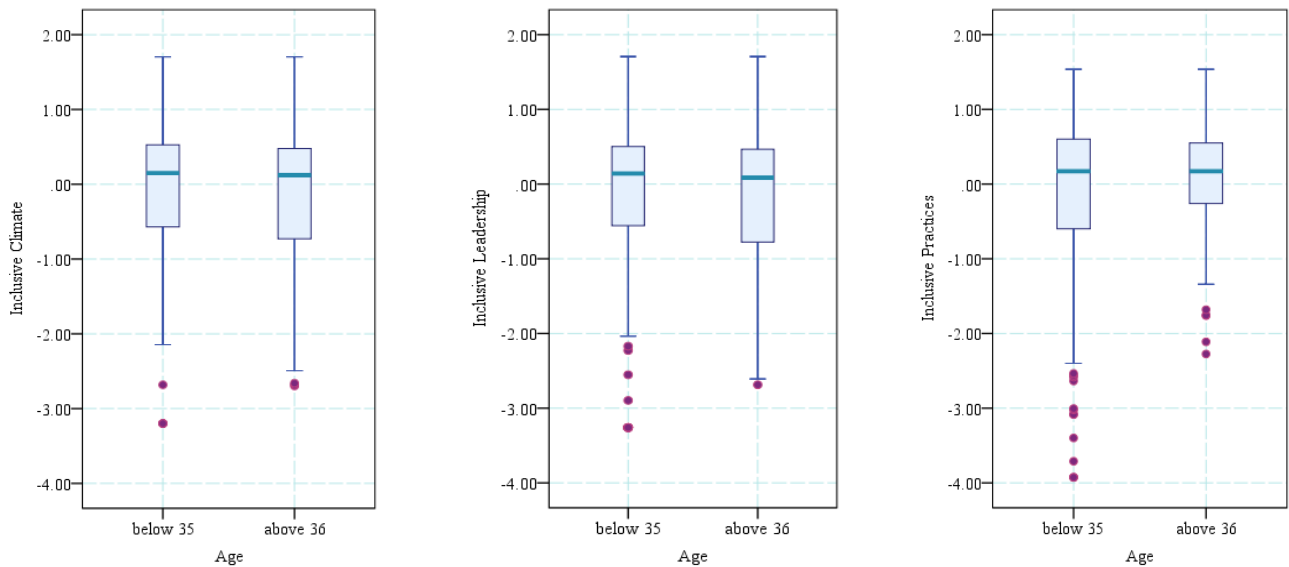
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.07	3	7.691	8.054	.000
Intercept	0.438	1	0.438	0.459	.498
Country	5.172	1	5.172	5.416	.020
Age	0.010	1	0.010	0.011	.917
Country * Age	1.630	1	1.630	1.707	.192
Error	425.9	446	0.955		
Total	449.0	450			
Corrected Total	449.0	449			

Older age groups did not have enough frequencies in order to perform meaningful comparisons to differentiate perceived workplace inclusion based on age. Furthermore, ANOVA of perceived workplace inclusion based on age did not show significant results in order to differentiate means of perceived workplace inclusion based on age category of the respondents (Table 4.32). Therefore, all the age categories re-distributed in to two groups as “below 35 years” and “above 36 years” so that both the categories have enough respondents and tried to use as dummy

variable in further analysis. (In order to analyze any interaction effect General Linear Model or as a Factor in Principal Component Extraction). Interaction of “Age” with general linear model with “Country” showed no significant interaction or factorial effect. It was already discussed the significant effect of country (Table 4.33).

Based on the findings H<sub>05</sub> was accepted. There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees’ age group. Also, none of the variables among Inclusive Climate, Inclusive Leadership and Inclusive Practices showed significant different at alpha = 0.05 level Age (“below 35 years” and “above 36 years”) as a factor (Figure 4.12).

**Figure 4. 12 Box plot of Inclusive Climate, Inclusive Leadership, Inclusive Practices vs. Age**



*H<sub>06</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' service length group*

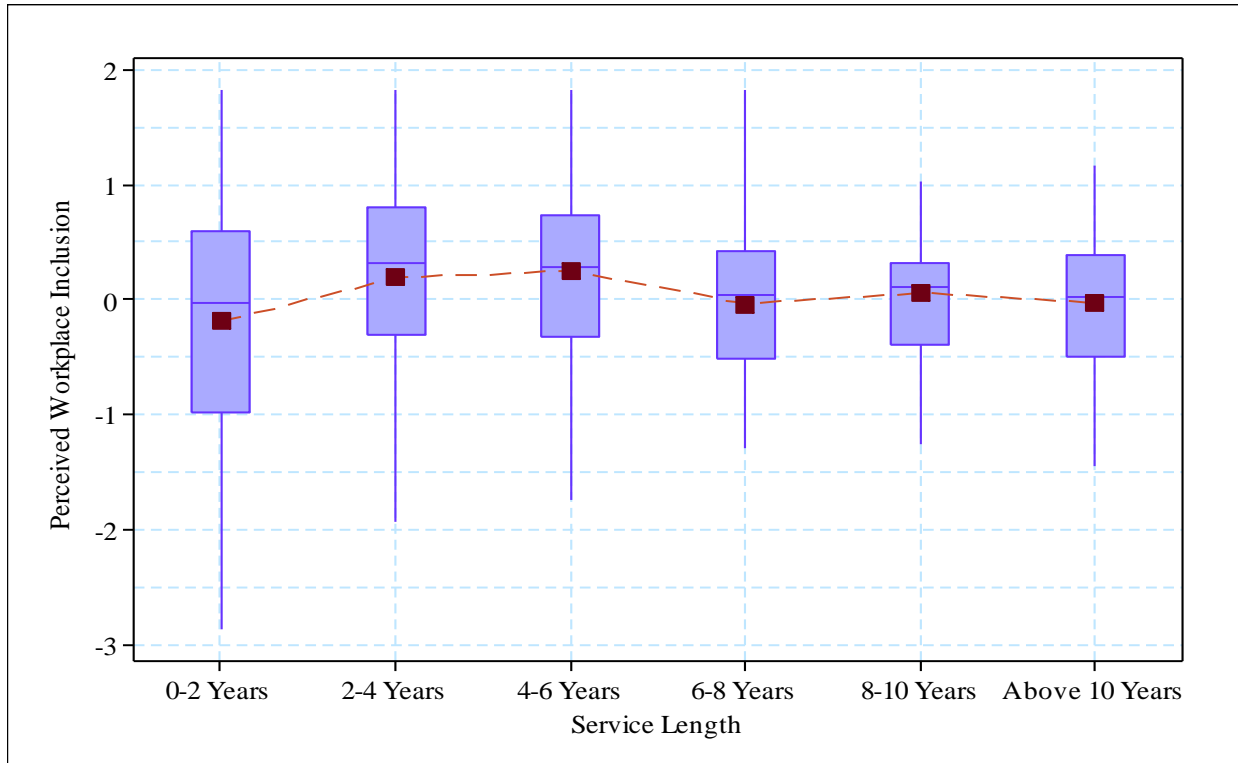
The service length was recorded as categorical variable for the convenience. ANOVA (Table 4.34) of these mean values shows significant ( $\alpha = 0.05$ ) difference at least in one category. In order to differentiate Means Least Significant Difference test was carried out. Table 4.35 shows groupings of levels of service length.

**Table 4. 34 ANOVA of Perceived Workplace Inclusion Based on Service Length**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.500	5	2.300	4.259	.001
Within Groups	239.209	443	.540		
Total	250.709	448			

However, the pattern (Figure 4.13) of the variation led to no specific rhythmic change of perceived workplace inclusion with the service length increment. Due to significance of the differences of means, the variable was included in the multiple regression model to calculate the perceived workplace inclusion. This will be further discussed in the latter of the chapters.

**Figure 4. 13 Box plot of Perceived Workplace Inclusion Based on Service Length**



**Table 4. 35 Separation of Means (LSD) of Perceived Workplace Inclusiveness Based on Service Length**

<b>Service Length</b>	<b>N</b>	<b>Mean</b>	<b>Grouping</b>
0-2 Years	146	-0.1872	B
2-4 Years	94	0.1851	A
4-6 Years	59	0.2450	A
6-8 Years	38	-0.0430	A B
8-10 Years	25	0.0558	A B
Above 10 Years	87	-0.0303	A B



**Table 4. 36 ANOVA of Inclusive Climate, Inclusive Leadership & Inclusive Practices Based on Service Length**

		<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig.</b>
Inclusive Climate	Between Groups	7.527	5	1.504	1.520	.178
	Within Groups	435.983	443	.982		
	Total	443.510	448			
Inclusive Leadership	Between Groups	10.208	5	2.020	2.066	.068
	Within Groups	435.352	443	.981		
	Total	445.560	448			
Inclusive Practices	Between Groups	9.386	5	1.878	1.887	.092
	Within Groups	438.357	443	.988		
	Total	447.743	448			

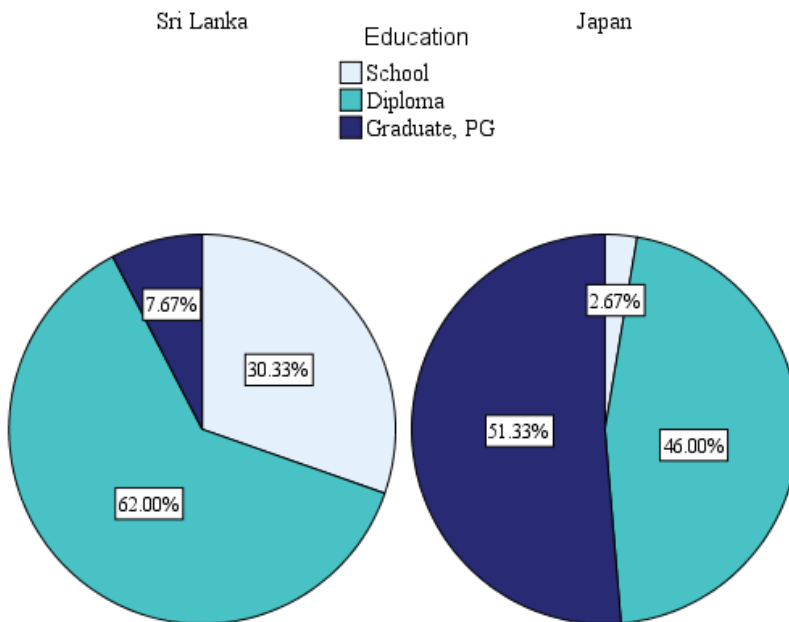
Table 4.36 shows less perceived inclusion at the beginning and catch up in the next 4 years. However, this perception is not lasting after 6<sup>th</sup> year. Consistency of this result suggested to be confirmed with future studies, as any specific reason cannot be produced with the statistical result alone. Moreover, with these results  $H_0$  was rejected as Perceived Workplace Inclusion changes with the service length. Thus the alternative hypothesis of ‘There is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees’ service length group’ is accepted.

Furthermore, ANOVA based on Service Length of Inclusive Climate, Inclusive Leadership & Inclusive Practices shows p values of 0.178, 0.068, 0.092 respectively (Table 4.36)

*H<sub>07</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' educational group*

The initial categorization of respondents' education level based on their country does not give any productive result as many categories are composed with only few numbers of respondents. Thus for the purpose of model fitting and dummy variables, categories were redistributed as School (Primary, O/L, A/L), Diploma and Graduate/Post Graduate (Bachelor's Degree, Post Graduate/ Masters and PhD) (Table 4.37). This distribution is shown in figure 4.14.

**Figure 4. 14 Respondents' Educational Qualifications Based on their Country**



Perceived Workplace Inclusion was tested based on Education qualifications. ANOVA table (Table 4.38) and Least Significant Difference means separation (Table 4.39) below shows perceived workplace inclusion is significantly different among the groups of School (Primary, O/L, A/L) and Graduate and Post Graduate (Bachelor's Degree, Post Graduate/ Masters and PhD).

**Table 4. 37 Perceived Workplace Inclusion Based on Education**

	N	Mean	Std. Deviation	Std. Error	95% CI for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
School	95	.195	.825	.085	.027	.363	-2.336	1.815
Diploma	255	-.006	.967	.061	-.125	.113	-3.927	1.815
Graduate, PG	100	-.170	1.194	.119	-.407	.067	-3.434	1.815
Total	450	.000	1.000	.047	-.093	.093	-3.927	1.815

**Table 4. 38 ANOVA Group Statistics for Educational Groups**

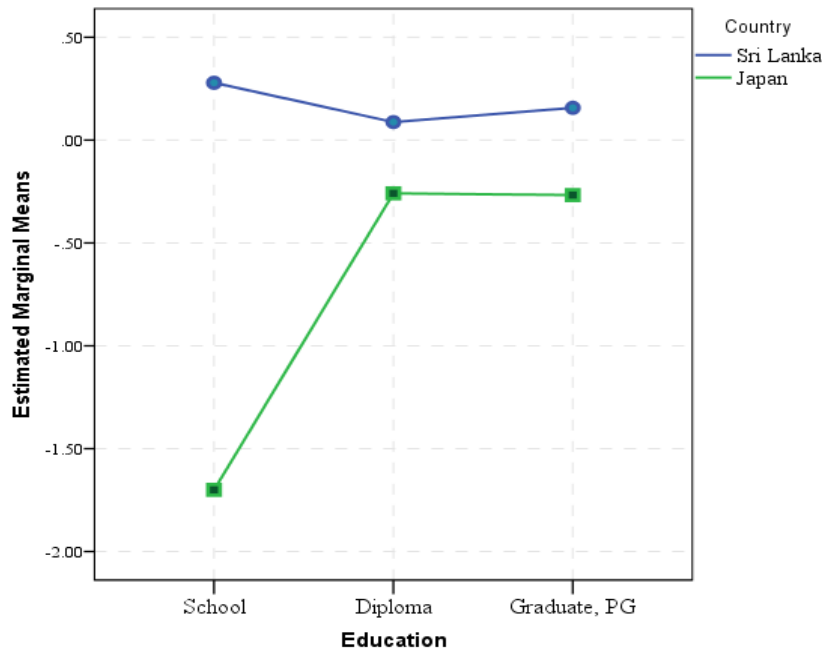
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.111	6	1.852	3.391	.003
Within Groups	241.401	442	.546		
Total	252.511	448			

**Table 4. 39 Multiple Comparisons for Perceived Workplace Inclusion Based on Educational Group**

Perceived Workplace Inclusion LSD						
(I) Education	(J) Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
School	Diploma	.201	.120	.093	-.034	.437
	Graduate, PG	.365*	.143	.011	.085	.645
Diploma	School	-.201	.120	.093	-.437	.034
	Graduate, PG	.164	.117	.164	-.067	.394
Graduate, PG	School	-.365*	.143	.011	-.645	-.085
	Diploma	-.164	.117	.164	-.394	.067

\*The mean difference is significant at the 0.05 level.

**Figure 4. 15 Perceived Workplace Inclusion Based on Education and Country**



Further Generalized Linear Model was carried out in order to find out the interaction effect of Country and Education if any. Figure 4.15 shows significant interaction between countries at School Level. ( $p \sim 0.007$ )

Therefore, it can reject  $H_{07}$ . There is a clear evidence to show that perceived workplace inclusion is significantly different with education qualifications acquired by Sri Lankans working in Japanese companies in Japan and Sri Lanka

*H<sub>08</sub>: There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' industry group*

Descriptive Statistics for Perceived Workplace Inclusion by their industry is shown in Table 4.40.

**Table 4. 40 Descriptive Statistics for Perceived Workplace Inclusion Based on the Industry**

	N	Mean	Std. Error	95% CI for Mean		Min	Max
				Lower	Upper		
Semi Conductors	68	-.10	.11	-.32	.12	-2.34	1.81
Printed Circuits	15	-.26	.29	-.87	.35	-2.87	.94
Ceramic	104	-.11	.07	-.25	.02	-2.57	1.73
Cement	2	-1.16	.00	-1.16	-1.16	-1.16	-1.16
Garments	19	.25	.16	-.09	.59	-.85	1.81
Infrastructure	73	-.04	.14	-.32	.23	-2.54	1.81
Tourism	17	-.63	.41	-1.51	.24	-3.43	1.77
Other	150	.24	.08	.07	.40	-3.93	1.81
Total	448	.00	.05	-.09	.10	-3.93	1.81

As the ANOVA gives significant p value (0.000) (Table 4.41) it was rejected the null hypothesis of H<sub>0</sub>8. Least Significance Different mean separations are shown in Table 4.42.

**Table 4. 41 ANOVA for Perceived Workplace Inclusion Based on Industry Groups**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.869	7	2.410	4.535	.000
Within Groups	233.794	440	.531		
Total	250.663	447			

**Table 4. 42 Mean Separation of Perceived Workplace Inclusion Based on the Industry**

(I) Industry	(J) Industry	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
semi conductors	Printed	.16	.28	.57	-.39	.71
	Ceramic	.01	.15	.93	-.29	.32
	cement	1.06	.70	.13	-.32	2.44
	Garments	-.35	.25	.17	-.85	.15
	Infrastructure	-.05	.17	.74	-.38	.27
	Tourism	.53*	.27	.05	.01	1.06
	Other	-.34*	.14	.02	-.62	-.05
Printed Circuits	semi	-.16	.28	.57	-.71	.39
	Ceramic	-.15	.27	.59	-.68	.39
	cement	.90	.74	.22	-.55	2.35
	Garments	-.51	.34	.14	-1.17	.16
	Infrastructure	-.22	.28	.44	-.76	.33
	Tourism	.37	.35	.28	-.31	1.06
	Other	-.50	.27	.06	-1.02	.03

(I) Industry	(J) Industry	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Ceramic	semi	-.01	.15	.93	-.32	.29
	Printed	.15	.27	.59	-.39	.68
	cement	1.05	.70	.14	-.33	2.42
	Garments	-.36	.24	.14	-.84	.12
	Infrastructure	-.07	.15	.64	-.36	.23
	Tourism	.52*	.26	.04	.02	1.02
	Other	-.35*	.13	.01	-.60	-.10
cement	semi	-1.06	.70	.13	-2.44	.32
	Printed	-.90	.74	.22	-2.35	.55
	Ceramic	-1.05	.70	.14	-2.42	.33
	Garments	-1.41	.73	.05	-2.84	.03
	Infrastructure	-1.11	.70	.11	-2.50	.27
	Tourism	-.53	.73	.47	-1.97	.92
	Other	-1.40*	.70	.05	-2.77	-.02
Garments	semi	.35	.25	.17	-.15	.85
	Printed	.51	.34	.14	-.16	1.17
	Ceramic	.36	.24	.14	-.12	.84
	cement	1.41	.73	.05	-.03	2.84
	Infrastructure	.29	.25	.25	-.20	.79
	Tourism	.88*	.33	.01	.24	1.53
	Other	.01	.24	.96	-.46	.48
Infrastructure	semi	.05	.17	.74	-.27	.38
	Printed	.22	.28	.44	-.33	.76
	Ceramic	.07	.15	.64	-.23	.36
	cement	1.11	.70	.11	-.27	2.50
	Garments	-.29	.25	.25	-.79	.20
	Tourism	.59*	.26	.03	.07	1.11
	Other	-.28*	.14	.05	-.56	-.01
Tourism	semi	-.53*	.27	.05	-1.06	-.01
	Printed	-.37	.35	.28	-1.06	.31
	Ceramic	-.52*	.26	.04	-1.02	-.02
	cement	.53	.73	.47	-.92	1.97
	Garments	-.88*	.33	.01	-1.53	-.24
	Infrastructure	-.59*	.26	.03	-1.11	-.07
	Other	-.87*	.25	.00	-1.36	-.38

Other	semi	.34*	.14	.02	.05	.62
	Printed	.50	.27	.06	-.03	1.02
	Ceramic	.35*	.13	.01	.10	.60
	cement	1.40*	.70	.05	.02	2.77
	Garments	-.01	.24	.96	-.48	.46
	Infrastructure	.28*	.14	.05	.01	.56
	Tourism	.87*	.25	.00	.38	

\*. The mean difference is significant at the 0.05 level.

Results of the hypotheses testing in concluded in Table 4.43



**Table 4. 43 Summary of Hypotheses Testing**

	<b>Hypothesis</b>	<b>Conclusion</b>
H <sub>0</sub> 1	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive climate.	Rejected
H <sub>0</sub> 2	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive leadership	Rejected
H <sub>0</sub> 3	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on inclusive practices.	Rejected
H <sub>0</sub> 4	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' gender	Rejected
H <sub>0</sub> 5	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' age group	Accepted
H <sub>0</sub> 6	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' service length group	Rejected
H <sub>0</sub> 7	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' educational group	Rejected
H <sub>0</sub> 8	There is no significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka based on employees' industry group	Rejected

## 4.7 Model Fitting

Predicting how employees perceive workplace inclusion is an important issue raised through this research. For that it was investigated contextual antecedents and demographic factors of employees.

In hypothesis testing, it was focused on one or two factors and how this factor or two factors impact on perceived workplace inclusion. In contrast, in this model fitting section it expected to use all possible variables recorded to predict perceived workplace inclusion. Challenge is to follow up the principle of parsimony that uses the minimum number of variables to explain maximum variation of perceived workplace inclusion.

Multiple linear regression model was used with forward inclusion – stepwise procedure to build up the model. Stepwise regression, forward selection procedures adds variables to the regression model for the purpose of identifying a useful subset of the predictors.

In Stepwise regression performs variable selection by adding or deleting predictors from the existing model based on the F-test. Stepwise is a combination of forward selection and backward elimination procedures. The first step in stepwise regression is to calculate an F-statistic and p-value for each variable in the model. If the model contains  $j$  variables, then  $F$  for any variable,  $x_r$ , is

$$F_{(1, n - j - 1)} = \frac{SSE_{(j-x_r)} - SSE_j}{MSE_j}$$

Where  $n$  = number of observations,  $SSE_{(j \text{ } \square \text{ } x_r)}$  = SS Error for the model that does not contain  $x_r$ , and  $SSE_j$  = SS Error (Error Sum of Squares) and  $MSE_j$  = MS Error (Mean Squared Error) for the model that contains  $x_r$ .

If the p-value for any variable is greater than the value specified in Alpha to remove, then removes the variable with the largest p-value from the model, calculates the regression equation, displays the results, and initiates the next step. If cannot remove a variable, the procedure attempts to add a variable, calculates an F-statistic and p-value for each variable that is not in the model. If the model contains  $j$  variables, then F for any variable,  $x_a$ , is

$$F_{(1, n - j - 1)} = \frac{SSE_j - SSE_{(j + x_a)}}{MSE_{(j + x_a)}}$$

Where  $n$  = number of observations,  $SSE_j$  = SS Error (Error Sum of Squares) before  $x_a$  is added to the model, and  $SSE_{(j \text{ } \square \text{ } x_a)}$  = SS Error and  $MSE_{(j \text{ } \square \text{ } x_a)}$  = MS Error (Mean Squared Error) after  $x_a$  is added to the model.

If the p-value corresponding to the F-statistic for any variable is smaller than the value specified in Alpha to enter, it adds the variable with the smallest p-value to the model, calculates the regression equation, displays the results, then goes to a new step. When no more variables can be entered into or removed from the model, the stepwise procedure ends.

Table 4.44 shows all the variables initially entered to the model to be considered for the Stepwise inclusion.

**Table 4. 44 Variables Considered for the Model**

<b>Variable</b>	<b>Mean</b>	<b>SD</b>
Perceived Workplace Inclusiveness	.000	1.000
Country (Japan, Sri Lanka)	.333	.472
Gender (Male, Female)	.476	.500
Education DG Dummy Graduates, Masters, PhD = 1	.222	.416
Education DD Dummy Diploma / Similar qualifications = 1	.567	.496
Age (below 35, above 36)	.251	.434
Job Status (Permanent, Not Permanent)	.793	.405
Service Length	2.918	1.887
Job Condition (First Job or Not)	.647	.478
Inclusive Climate	.000	1.000
Inclusive Leadership	.000	1.000
Inclusive Practices	.000	1.000

**Table 4. 45 Model Summary to Predict Perceived Workplace Inclusion**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.903 <sup>a</sup>	.816	.816	.429
2	.924 <sup>b</sup>	.854	.854	.382
3	.928 <sup>c</sup>	.862	.861	.373
4	.930 <sup>d</sup>	.865	.864	.368

a. Predictors: (Constant), Inclusive Practices

b. Predictors: (Constant), Inclusive Practices, Inclusive Leadership

c. Predictors: (Constant), Inclusive Practices, Inclusive Leadership, Inclusive Climate

d. Predictors: (Constant), Inclusive Practices, Inclusive Leadership, Inclusive Climate, Education Dummy Graduates, Masters, PhD = 1

Table 4.45 shows all the models considered for the model fitting. There are four models in total and final model includes Inclusive Climate, Inclusive Leadership, Inclusive Practices and

Education (whether a Graduate or not) as prediction variables. According to the table, Adjusted R Square of selected model (4<sup>th</sup> Model) is 86.4%. It can be considered as a very good model.

**Table 4. 46 Summary of the Estimated Coefficients to Predict Perceived Workplace Inclusion**

<b>Variable</b>	<b>Un-Standardized B</b>	<b>Std. Error</b>	<b>Standardized Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	.032	.020		1.630	.104
Inclusive Practices	.595	.031	.596	19.495	.000
Inclusive Leadership	.214	.038	.213	5.615	.000
Inclusive Climate	.176	.033	.176	5.271	.000
Education	-.143	.042	-.060	-3.391	.001

Therefore, Final model can be considered as follows

$$Y_{(PWI)} = .032 + 0.595 IP + 0.214 IL + 0.176 IC - 0.143E$$

IC =Inclusive Climate,

IL = Inclusive Leadership,

IP = Inclusive Practices

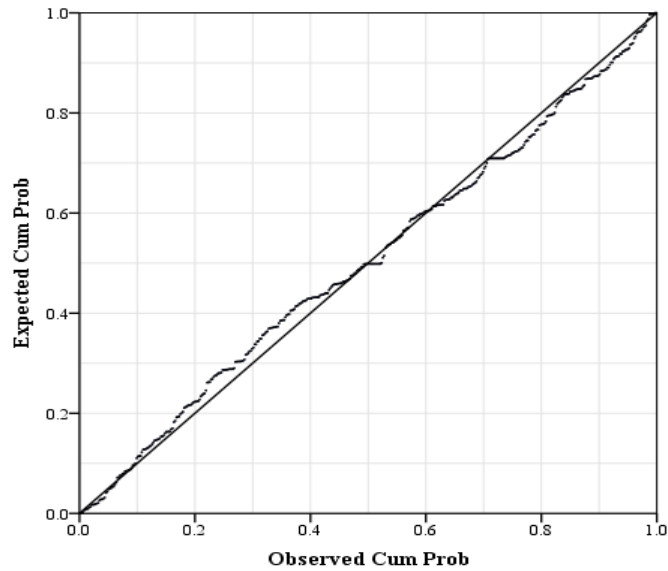
E = Education

PWI = Perceived Workplace Inclusion

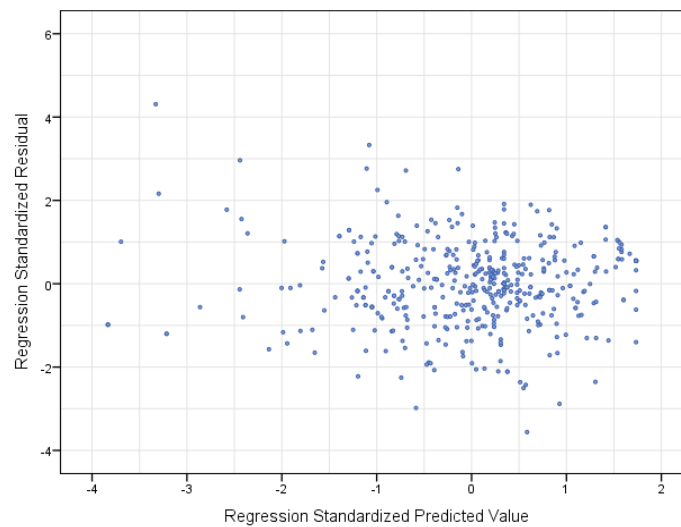
Figure 4.16 shows P-P plot of standardized residuals. Residuals show more or less linear pattern. Therefore, it can be concluded these residuals are normally distributed. In order to assess the homoscedasticity of the error, scatter plot of residuals and predicted values was used. Figure 4.17

shows randomly scattered nature and therefore, it can be concluded that these residuals are homoscedastic.

**Figure 4. 16 P-P Plot of Standardized Residuals**



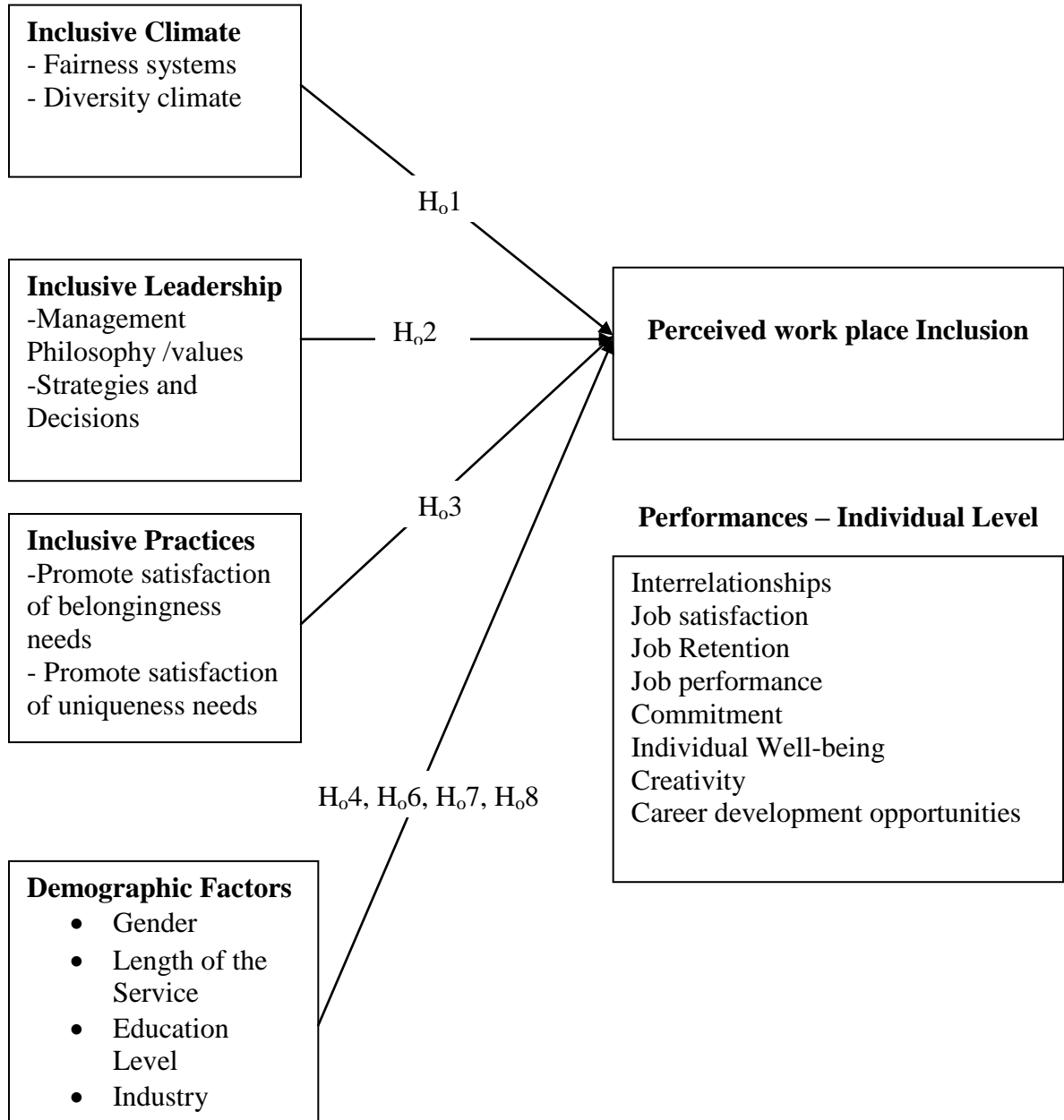
**Figure 4. 17 Scatter Plot of Residuals and Predicted Values**



**Figure 4. 18 New Proposed Conceptual Framework**

**Antecedents and Outcomes of Inclusion**

**Contextual Antecedents**



In addition to the model that was constructed using stepwise regression, Perceived Workplace Inclusion was estimated by using Inclusive Practices and demographic factors (Table 4.47). Here, adjusted R square is 81.9% indicating high adequacy of the model (Table 4.49). Two dummy variables were included in to the model, as age and education. When considering age, more than 35 years age group was considered as 1, otherwise 0. When considering education, Degree, Masters and PhDs considered as 1 and School Education and Diploma holders were considered as 0. Beta coefficients indicate negative values for both the dummy variables. Therefore, it is to consider employees with degree qualification feel less inclusive, so does the age.

Final model can be written as follows.

$$\text{PWI} = .056 + .903 \text{ IP} - .106 \text{ AGE} - .130 \text{ EDU.}$$

PWI = Perceived Workplace Inclusion

IP = Inclusive Practices

Edu = Education

Where,

Age = 1 if > 35 | 0 otherwise, Education = 1 if Degree, Master, PhD | 0 otherwise



**Table 4. 47 Model Summary to Predict Perceived workplace Inclusion Based on Inclusion Practices, Age and Education of the Employees**

<b>Model</b>	<b>Un-standardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	.056	.027		2.093	.037
Inclusive Practices	.903	.020	.903	44.914	.000
Age Dummy 35+	-.106	.047	-.046	-2.254	.025
Education Dummy Graduates	-.130	.049	-.054	-2.657	.008

a. Dependent Variable: Perceived Workplace Inclusiveness

**Table 4. 48 Correlations of Variables Considered for the New Model**

		<b>Perceived Workplace Inclusiveness</b>	<b>Inclusive Practices</b>	<b>Age Dummy 35+</b>	<b>Education Dummy Graduates</b>
<b>Pearson Correlation</b>	Perceived Workplace Inclusiveness	1.000	.903	.007	-.091
	Inclusive Practices	.903	1.000	.049	-.049
	Age Dummy 35+	.007	.049	1.000	-.174
	Education Dummy Graduates	-.091	-.049	-.174	1.000
<b>Sig. (1-tailed)</b>	Perceived Workplace Inclusiveness	.	.000	.437	.027
	Inclusive Practices	.000	.	.151	.148
	Age Dummy 35+	.437	.151	.	.000
	Education Dummy Graduates	.027	.148	.000	.
<b>N</b>	Perceived Workplace Inclusiveness	450	450	450	450
	Inclusive Practices	450	450	450	450
	Age Dummy 35+	450	450	450	450
	Education Dummy Graduates	450	450	450	450

**Table 4. 49 Model Summary to Predict Perceived Workplace Inclusion Based on Education, Inclusive Practices and Age**

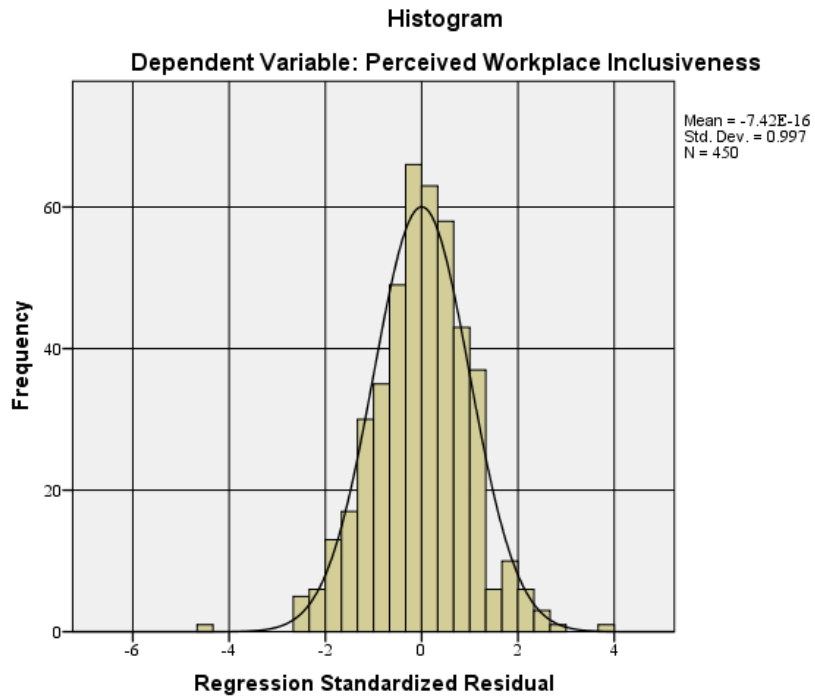
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.906 <sup>a</sup>	.820	.819	.42515732	.820	679.325	3	446	.000	2.066

a. Predictors: (Constant), Education Dummy Graduates, Inclusive Practices, Age Dummy 35+  
b. Dependent Variable: Perceived Workplace Inclusiveness

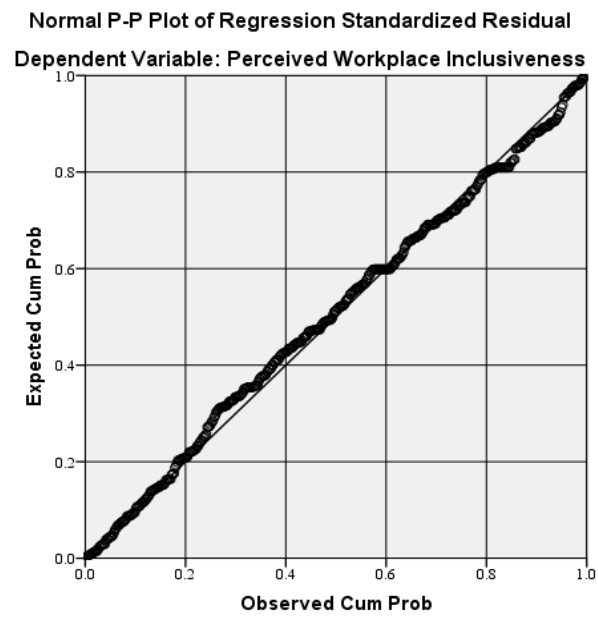
**Table 4. 50 Summary of the Coefficients to Predict Perceived Workplace Inclusion Based on Inclusive Practices, Age and Education**

Model	Un-standardized Coefficients		Standardized Coefficients		Sig.	Correlations			Collinearity Statistics	
	B	Std. Error	Beta	t		Zero-order	Partial	Part	Tolerance	VIF
(Constant)	.056	.027		2.093	.037					
Inclusive Practices	.903	.020	.903	44.914	.000	.903	.905	.901	.996	1.004
Age Dummy 35+	-.106	.047	-.046	-2.254	.025	.007	-.106	-.045	.968	1.033
Education Dummy Graduates	-.130	.049	-.054	-2.657	.008	-.091	-.125	-.053	.968	1.033

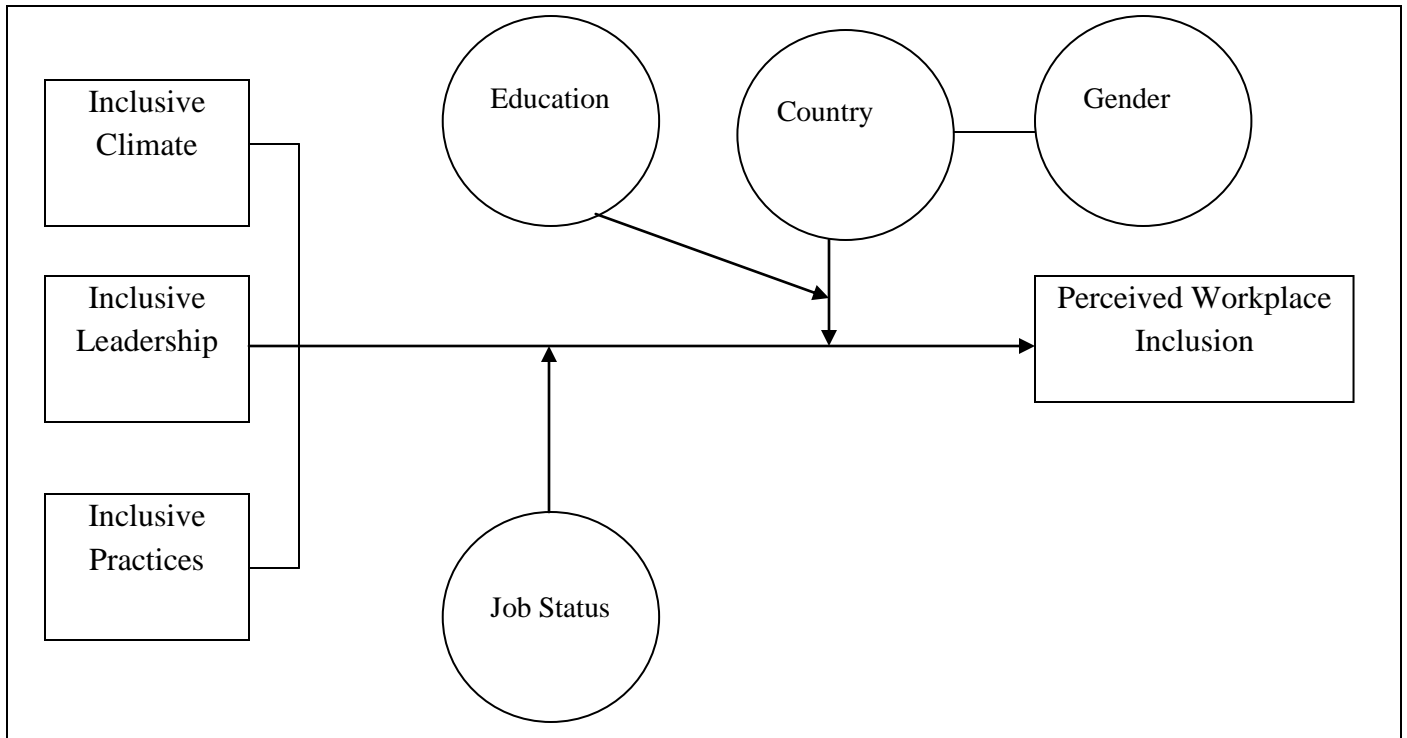
**Figure 4. 19 Histogram of Regression Standardized Residuals**



**Figure 4. 20 Normal P-P Plot of Standardized Residuals**



**Figure 4. 21 Model to Predict Perceived Workplace Inclusion**



According to the above mentioned model it can observe that Perceived Workplace Inclusion is impacted by all three contextual antecedents of Inclusive Climate, Inclusive Leadership and Inclusive Leadership factors. Job Status intervenes to the perceived workplace inclusion and gender does not show a direct effect towards perceived workplace inclusion. Rather gender has an interaction effect with factor country. However it is interfered by interacting with country. Moreover Education is not directly affected to the perceived workplace inclusion of employees but interact with country as a factor.

#### **4.8 Summary of the Chapter**

This chapter discussed the statistical findings of the data recorded. It tried to fit a model to predict the value of dependent variable of Perceived Workplace Inclusion, based on the values of independent variables including demographic factors and contextual antecedents of Inclusive Climate, Inclusive Leadership and Inclusive Practices. Principal Component Extraction Method was used to construct extracted variables instead of using cluster of questions. Hypotheses were tested to verify relationships between assumed variables.

## **5 CHAPTER - A COMPARATIVE ANALYSIS OF PERCIEVED WORKPLACE INCLUSION OF SRI LANKANS WORKING IN JAPANESE COMPANIES IN SRI LANKA AND JAPAN**

### **5.1 Introduction**

This chapter starts with a brief introduction to Japanese Style Management and its adaptation in Sri Lanka. The study raises three research questions to investigate the relationship between the perceived workplace inclusion of the employees and the contextual antecedents (inclusive climate, inclusive leadership and inclusive practices) and the demographic factors in Japanese companies in two diverse cultural settings. Previous studies have shown that contextual antecedents carry a positive impact on the perceived workplace inclusion of employees. However, only limited researches have focused on the common demographic characteristics such as experiences of the migrants. Instead most researchers have given their attention to the majority groups or privileged groups and their perceptions of inclusion as their research focus. On the other hand, in the organizational context most of the available literature is focused only on senior managers' or leaders' perspectives without considering the employee perceptions about the workplace inclusion (Nair & Vohra, 2015). As Tavakoli (2015:38) claims, it needs to investigate employees' perceptions of inclusion in the workplace in order to measure the true inclusion in the workplace. For instance, how well they are treated within the organizational culture, the value they receive from the organization as individuals and the opportunities they have for advancing regardless of their differences. As Nair & Vohra (2015) suggest there should be more research to hear the voice of the minority groups. This study compares and contrasts two groups from the same national context that can be recognized as a 'minority group' and a

'majority' group in two different destinations. Furthermore, as Tavakoli (2015:38) suggests, the study will provide an insight into the inclusion of employees of their perceptions at workplace inclusion. Though inclusion studies are focused on the demographic factors such as gender and ethnicity at the societal level, the research on employees at the organizational level are rare to find. As indicated by Turner & et.al. (2006, as cited by Shore et al., 2011) the status characteristics such as age, gender and ethnicity can be the social categories originated due to the broader culture. These status differences are impacting greatly on the low-status group members that hinder them from making their voice and refrain them from utilizing their full capacities and values as individuals (Asch, 1995; Early, 1999; Freese & Cohen, 1973; Johnson, Funk & Clay-Warner, 1998; as cited by Shore et al., 2011). Hence the previous studies are not focused much on these status factors (demographic factors), besides investigating the impact of the contextual antecedents on the perceived workplace inclusion, this study provides an insight into the inclusion studies by investigating the impact of the demographic factors on employees' perceived inclusion in the workplace.

## **5.2 Japanese Style of Management (JSM) in Sri Lanka**

Japanese Style Management (JSM) is known as a unique management style that is originated within Japan. It says that Japanese have learned their management practices from the west and have modified them accordingly to their own cultural aspects to produce more creative and effective systems (Whitehill, 1991; Fukuda, 1988). The unique elements in JSM are integrated as a holistic approach to generate more productive and effective outputs. JSM works as a chain. For instance, if a subsidiary in overseas is implementing a certain element such as Quality Circle of JSM in their firm, they have to face difficulties due to devoid of the other necessary elements of

JSM that are available in Japan. Any study that investigates the effectiveness of JSM practices adapted in their overseas Japanese companies must be convinced that JSM needs to be seen in its totality (Nishantha, 2003). Many other countries including some of the developed countries in the West have produced outstanding performances by adapting the Japanese Style Management practices in their organizations. However, the western countries with vast cultural differences from Japan are said to have limited opportunities of adapting JSM in their organizations (Lee, 1987). In contrast, some scholars argue that Asian countries with similar socio-cultural backgrounds as Japan as having more opportunities to practice JSM in their organizations (Wijewardena & Wimalasiri, 1996). Organizations in Korea, Singapore, Malaysia, Thailand, Indonesia and India have adapted JSM and have proved the argument as positive by achieving outstanding performances (Yamashitha, 1991; Fukuda, 1998; Agarwal, 1991). Thus Zoysa & Herath (2008) suggest that a careful investigation on how those countries have adapted JSM in their organizations will provide the insight on how JSM could be adapted in the Sri Lankan context. India, especially will provide a great example to Sri Lanka as they share similar cultural and social values with Sri Lanka.

While adapting management or any other concept from another culture, it is vital to have an idea about acculturation. 'Acculturation' is the process of inculcating values and norms of one culture to another. The term 'acculturation' is widely used in anthropology and it defines how people of one culture transmit their cultural values to a group of people from another culture (Hewage, 2011). It is vital in the process of unlearning indigenous work values of the country beyond the parent company and the work values and assimilated new work values in the country where the subsidiary is located. In most cases, cultural constructs of Hofstede (1980) are used for the cultural contingency research surveys and therefore it has neglected issues such as ethnicity and



indigenous sub-cultures (Hewage, 2011). Thus the significant diversities within a given national culture tend to be neglected by many positivistic research designs (Wickramasinghe & Hopper, 2005 as cited by Hewage, 2011). On the other hand, the organizations that operate in one national context can share the unique characteristics of that national culture (Bhimani, 1999 as cited by Hewage, 2011). Thus, the management control can exhibit the characteristics that are country specific rather than supra-national (Harrison & McKinnon, 1999). That indicates the importance of understanding management controls of an organization within a certain national culture. In an organization there is a wide range of formal and informal approaches and mechanisms in order to control the behavior of the employees. Structures, budgeting, standard operating rules and procedures, reward systems, operational controls and strategic planning systems can be recognized as the formal systems while the leadership, culture, norms and values can be recognized as the informal techniques of the management control of an organization (Hewage, 2011). Management control can influence other members of the organization to implement the organization's strategies (Anthony & Govindarajan, 1998; Flamholtz, Das & Tsui, 1985; Ouchi, 1977 as cited by Hewage, 2011). Thus it is important to have an understanding about how Japanese companies are adapting their management principles and techniques in their Sri Lankan subsidiaries before investigating employees' perceived workplace inclusion of the respective companies.

JSM practices are different from the traditional management practices used by the Sri Lankan firms. Sri Lanka has been ruled by Sinhalese kings for over 2000 years and followed by 450 years of Portuguese, the Dutch and the British colonial rule respectively (Hewage, 2011). However, Sri Lankan management system is mostly based on English practices due to British colonial. They have restructured the economy in Sri Lanka from self-subsistence level to trading

economy based on tea, natural rubber and spices. In addition to widespread plantations, they built hundreds of companies that engaged in trading, retail, forwarding, agency and supply business. The Colombo stock market was established in 1896 for the purpose of raising capital for the plantation industry. The majority of the minds of the Sri Lankan people are affected by the values system that nurtured during the pre-monarchical system. Thus this traditional mentality seems to have a conflict on confronting modern private entrepreneurial values. However, the management practices in Sri Lanka differ from Western Management concepts in some aspects due to the cultural, religious and other social norms in the Sri Lankan society. For instance, there is a lack of cultural parallels in Sri Lanka of the western management concepts such as ‘planning ahead’, systematic thinking like ‘managing by objectives’, requiring ability and desire to isolate factual and value judgments, appear to be the cause of ‘behavioral syndrome’ and thus the cause of organizational disequilibria (Nanayakkara, 1985). The family concepts, castes, religious and ethnic views and many other factors are affecting Sri Lankan individuals and their behavior.

Though there are success stories of transferring JSM to Sri Lankan firms, these stories are limited only to the adaption of one or two JSM practices such as Quality Circles and 5’S System in Sri Lankan firms. These practices are also not introduced by the Japanese firms but other external organizations such as Japan External Trade organization (JETRO) or Seisanesei Hombu (Asian Productivity Organization). However, it cannot find any organization that is adapting JSM considering it as a holistic approach. JMS practices such as Quality Circles and 5’S are famous among the people and organizations in Sri Lanka. That is due to the contests, encouragements and rewards that are offered to the organizations and people who are adapting these practices in their organizations by the government and other organizations. For instance, to gain the ISO 9000 series, it’s necessary to practice 5’s within the organizations. Thus, most of

the Sri Lankan organizations are making efforts to practice 5'S within their organizations (Nishantha, 2003). With nearly 80 Japanese companies located in Sri Lanka, it seems those companies are adapting a polycentric approach that is a mixture of the local management approaches and some of the Japanese management techniques. This study will be able to show how successful these Japanese companies are from the perspective of perceived workplace inclusion of the employees.

### **5.3 Perceived Workplace Inclusion of Sri Lankans working in Japanese Companies in Sri Lanka and Japan**

This study investigated employee perceptions of inclusion in their current working places based on the contextual antecedents and the demographic factors. To serve the study's purpose, eight hypotheses were formed to check whether the contextual antecedents and demographic factors such as gender, age, service length, educational level and the industry of the employees are having an impact on the perceived workplace inclusion of the employees. The study sample consisted with 450 employees who grew up in similar basic conditions as a one nation. They work for the same type of companies in the two destinations under different working conditions and different cultural settings. For the study, they were identified as two groups based on their working destinations. Sri Lankans (300) who are working in Japanese companies in Sri Lanka are almost homogenous in nature including their nationality, age, educational level and religious background. In contrast, Sri Lankans (150) working in Japanese companies in Japan have become a minority group among other workers in Japanese companies including Japanese and other foreign workers.

In this study it could observe two clusters of employees as X and Y who rated differently about workplace inclusion based on their own satisfaction about their own performance and organizational benefits they receive from their organizations. First category underestimated their contribution and answered negatively. In contrast second category overestimated their contribution and answered positively. When finding out the relationship with the other independent variables, these two clusters were used. When considering the perceived workplace inclusion of Sri Lankans working in Japanese Companies in Sri Lanka and Japan, it could notice slightly similar pattern for Perceived Workplace Inclusion for both X and Y groups. However mean value of the difference of their perceived workplace inclusion for Group X (0.30) was greater than Group Y. Both X and Y Groups in Sri Lanka reflected higher mean values than Japan for perceived workplace inclusion. That indicates that the majority of the workers in these Japanese companies in Sri Lanka have the sense that they receive the opportunities to fulfill their belongingness and uniqueness needs from their organizations (Shore et al., 2011). In other words, these Japanese companies have succeeded in Sri Lanka while integrating the diverse individuals in their organizations (Thomas & Ely, 1996). Though these Japanese companies are administered by Japanese executives, all the other superiors and the management approaches they are adapting in these Japanese companies are so Sri Lankan. Thus it can assume that these Japanese companies are implementing a polycentric approach that uses local management approaches with the combination of their own management principles. As Nanayakkara (1992, as cited by Zoysa & Herath, 2008) claims some of the socio-cultural institutions of Sri Lanka, such as family, class, caste, religion and education positively contribute to form the behavioral syndrome that is incompatible with the expectations of western management theories and practices. In contrast, as Wijewardena (1992) claims, as Japan and Sri Lanka share some socio-

cultural and religious beliefs, properly introduced Japanese management practices can be assumed to be more compatible and effective with Sri Lankans. For instance, Sri Lanka is a collectivist country with the Geert Hofstede index for individualism being 35 (geerthofsted.com). As collectivism and Groupism are some of the key factors in Japanese management principles it can be assumed that Sri Lankans have embraced the adapted Japanese Management practices in these companies positively. When considering the selected Japanese companies for the study, it can be assumed that the workers feel these organizations as familiar and are easy to work with. On the other hand, as a visible fact, it can be noticed that these Japanese companies in Sri Lanka have some organizational ethics, adapted from Japanese parent companies. For instance, in the selected companies, it could be noticed that they use Japanese honorific "San - さん" at the end of the people's names while addressing them. Even this small gesture of respect has a big impact on the employees in their workplaces. Thus, it could be noticed that these companies are different from the traditional organizations in Sri Lanka that follow the status quo within their organization. On the other hand, all the organizations that participated in the study are implementing some Japanese management concepts such as 5S and Quality Circles that can be assumed to create a better working environment for the workers. In general, the working places are tidy and neat in nature and have friendly working staff compared to many other organizations in Sri Lanka. Hence these companies are encouraging Groupism and collective approaches in their organizations to a certain extent it seems to give the employees the sense of belongingness and attachment towards their workplaces that makes them feel included in their work-groups and their organizations.

There are numerous complaints from foreign workers regarding Japanese companies while they are trying to adapt to the Japanese companies. As Japanese companies have their own unique management culture and an organizational environment, foreign workers have to face difficulties while they get used to those companies. Working in the Japanese companies was hard for them and they feel excluded due to reasons such as; “attitudes towards inquiries regarding the issues were so cold as ice”, “less attention was paid to the employee well-being or family relationships – results were everything”, “hard to adjust to the company – lot of things were expected, nothing was explained”, “I’ve yet to be trained to do anything special and I don’t have much motivation to be here except to survive”, “too much work load - Japanese live to work not work to live”, “everything is about following the established rules and order, nothing is about getting work done – people are respected based on the seniority but not the ability”, “cultural pressure to conform in Japan while trying hard to fit in to narrow stereotypes of “*gaijin – foreigner*” is stressful, lack of privacy<sup>22</sup>. This may be not the picture as a whole about the experience of non-Japanese workers in Japan. But due to the different management principles and norms in Japanese companies and some stereotypes in Japanese society, many foreign workers complain about their hardships in Japanese companies. Specially due to the seniority based promotion system, language barriers, organizational norms such as “*Nomikai - 飲み会*” (*drinking parties*), *Senpai* (先輩, "Senior (colleagues who joined earlier) and *kōhai* (後輩, Colleagues who joined later) *culture* , death from over work (for instance in fiscal year 2008, 34 foreign workers died due to the overwork at their companies) and the belief of Japanese having no history of welcoming foreigners and not open enough to understand the concept of integration can be

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<sup>22</sup> See for more feedbacks from foreign workers :  
[https://www.reddit.com/r/japan/comments/1qd5ys/question\\_for\\_foreigners\\_working\\_at\\_a\\_japanese/?st=j7xugz63&sh=40686bfe](https://www.reddit.com/r/japan/comments/1qd5ys/question_for_foreigners_working_at_a_japanese/?st=j7xugz63&sh=40686bfe)

mentioned <sup>23</sup>. As Japan faces a huge labour shortage due to many reasons such as declining of working age population, sluggish economic growth and low birth rate, foreign workers have drawn the attention of Japanese government. Thus Japanese government and some of Japanese companies are making the effort to attract and retain foreign workers in Japanese companies.

However when considering the overall perceptions about the workplace inclusion in Japanese companies, the majority of employees from both destinations were agreed to that they feel included in their workgroups and their organizations. Out of the total employees who are working in Japanese companies in Sri Lanka, 84.3% of the employees stated that they either agreed or strongly agreed to the statement of *“Overall I feel included in my workgroup and my organization”*. In contrast out of the total number of the Sri Lankans who are working in Japanese companies in Japan, 50.7% of the employees claimed that they either agreed or strongly agreed to the above statement. In contrast 5.7% of Sri Lankan workers in Japanese companies in Sri Lanka and 11.3% of the Sri Lankan workers in Japan stated that they either disagreed or strongly disagreed to the respective statement.

### **5.3.1 Perceived Workplace Inclusion Based on Contextual Antecedents**

Two countries have significantly different mean values for contextual antecedents of inclusive climate, inclusive leadership and inclusive practices. That indicates that perceived workplace inclusion of employees vary with the country they reside. According to the statistical calculations, Sri Lankans working in Japanese Companies in Sri Lanka have high mean values for all the contextual antecedents. Both Japan and Sri Lanka have positive values for inclusive

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<sup>23</sup> (Source: <http://factsanddetails.com/japan/cat18/sub119/item1769.html>)

climate, inclusive leadership and inclusive practices and that reflects positive results in perceived workplace inclusion.

All three contextual antecedents used for the study have a strong positive impact on the perceived workplace inclusion of Sri Lankans who are working in Japanese companies in Sri Lanka and Japan and inclusive practices ( $r = .0.873$ ,  $p < 0.05$ ) have the greatest impact on perceiving the workplace inclusion. That indicates that promotion of belonging needs and promoting satisfaction and uniqueness needs of the employees working in Japanese companies in Sri Lanka and Japan can increase the perceived workplace inclusion among Sri Lankan workers. Belongingness can be a strong and inevitable feeling attached to human nature. Belonging can be decided by the choice of individuals or by others. As people are not having common interests and common lifestyles, sometimes it can be hard to have the feeling of belongingness. Though it's possible to live without belonging to a certain workgroup or any other group such as family and group of friends, it's hard to survive without communicating and relating to those groups. When it enhances the inclusive practices within these organizations it can expect an increase in the perceived workplace inclusion of the employees. Hence Sri Lanka is having a culture that is based on the extended family structure and values the interrelationships with others in the society, the emotional need of being accepted and valued in the workplace can assume to be dominant in the workplace too. Through that, the employees are expecting to fit in to their workplaces by getting the acceptance of the others including their superiors and co-workers. The deep rooted cultural behaviors and values such as affection, caring and sharing that are attached to the daily lives of the people in Sri Lankan society seem to be attracting employees more to their workplaces and to feel they are included in their organizations and the workgroups. Moreover, the self-esteem that they gain through their jobs as members of their organizations,



their attachment to the organizations and the way the employees and their families are treated by the organizations seems to play a vital role on perceiving the workplace inclusion of Sri Lankan employees in Japanese companies in Sri Lanka. On the other hand, while they are being accepted as members of the workgroup, they expect to be treated uniquely for who they are and what they do. They expect to be treated respectfully and do not want to be ill-treated because of their unique features. Furthermore, their belief on contributing to the effectiveness and productivity of the organizations they are working for and the appreciation and the opportunities they are getting to be promoted for their skills and performances in return contribute to increase the perceived workplace inclusion of the employees.

Sri Lankans working in Japanese Companies in Japan, migrate from Sri Lanka to Japan with their deep rooted socio-cultural values with them. For instance, Sri Lankan migrants are coming from a background where relationships and attachments are valued and treasured. One may assume that these Sri Lankan employees will anticipate those qualities from their organizations too. Thus the need to belong can be assumed as a motive to let them perceive the workplace inclusion positively. The deeply rooted customs that persist in most Japanese companies are making difficulties for foreigners while they adapt to their organizations. However, the ability to speak Japanese and shared cultural backgrounds can make foreign workers face less difficulty while adapting to Japanese organizational culture. Hence most of Sri Lankans who work full time in Japanese companies are fluent in Japanese language and as Sri Lanka and Japan share some common socio-cultural values it can be assumed that it makes easy for the Sri Lankans to adapt and to feel included in Japanese working environment (Lakshman, 2003:1). Fulfilling of belongingness needs and uniqueness needs of employees through inclusive practices can enhance

the perceived workplace inclusion of Sri Lankan employees who are working in Japanese companies in Japan.

Inclusive climate ( $M=3.65$ ,  $SD=0.76$ ) factor is more likely to express the least impact on the perceived workplace inclusion than other contextual antecedents' factors for Sri Lankan employees working in Japanese companies in Sri Lanka. That indicates that fair systems and diversity climate does not affect much on the perceived workplace inclusion of employees in Japanese companies in Sri Lanka compared to other contextual antecedents. Employees reflect an average perception on recruiting, performance appraisals, equal opportunities for promotion and other training and development opportunities provided for the employees. As the recruitment, promoting and performance appraisal procedures are not much transparent to the employees and as the general view on those procedures are negative in the Sri Lankan society, it can assume that employees are having less attraction to those procedures while considering their workplace inclusion. On the other hand, as the workers are almost homogenous in nature including their ethnicity, religion, and education level, diversity climate and its elements also seem to be less important when compared to other contextual antecedent factors while perceiving the workplace inclusion. When considering the feedback from employees regarding their current job, most of the employees were satisfied with their co-workers and their friendly management. Thus it can be assumed that the opportunities they are getting to feel that they are ignored and not treated well is minimal. On the other hand, it can be assumed that the considered diversity climate elements for the study such as treating the employees equally, welcoming new employees dearly, respecting the employees who come up with new and creative ideas and their positive feeling towards their organization as a better place to work are their normal expectations and the motives they keep on working in these organizations. Thus the impact of the inclusive

climate on the employees while they perceive the workplace inclusion compared to the other two contextual antecedents seems low.

However when considering Sri Lankan employees working in Japanese companies in Japan, inclusive leadership ( $M=3.47$ ,  $SD=1.09$ ) factor is more likely to have the least impact on perceived workplace inclusion than the other contextual antecedent factors. That indicates that Management Philosophy / Values and Strategies and decisions factors do not affect much on Sri Lankans working in Japanese companies in Japan while expressing the perceived workplace inclusion compared to other contextual antecedent factors. On the other hand, out of the three contextual antecedents, inclusive climate has the second largest impact on perceived workplace inclusion among Sri Lankan employees working in Japan. That indicates that fair systems and diversity climate has a considerable impact on perceived workplace inclusion of Sri Lankan employees working in Japanese companies in Japan. Japanese companies can assume to have transparent and proper approaches for recruiting their employees and providing training and development programs for the newly recruited employees. Besides, as most of Japanese companies are still valuing seniority based promotion systems in their organizations and as the employees are aware about these conditions in advance we can assume that the employees are having pre-set mindsets on promotions and other evaluation systems in Japanese companies. Thus employees' expectations on these things can assume to be pre-determined. Besides, the stereotypes of Japanese companies regarding the way of accepting and treating foreign workers can be assumed to have less expectation towards the diversity climate in Japanese companies. As most Sri Lankans working as fulltime workers in these companies have previous job experiences and a study background in Japan, they can be assumed to have awareness or else an expectation

about how these Japanese companies treat them as fulltime workers. Thus inclusive climate has comparatively low impact on the perceived workplace inclusion compared to inclusive practices factor. But that doesn't mean that the impact of inclusive climate including fair systems and diversity climate is not vital while perceiving the workplace inclusion.

### **5.3.2 Perceived Workplace Inclusion Based on Demographic Factors**

#### ***5.3.2.1 Perceived Workplace Inclusion Based on Gender***

The composition of gender groups from Japanese Companies in Sri Lanka and Japan was statistically and significantly different. Chi-Square (24.396) analysis was resulted 0.0001, p value for this difference. Perceived workplace inclusion of any gender in the initial assessment did not reflect any significant difference ( $p = 0.361$  and  $0.686$  for Group X and Y respectively). However ANOVA in unbalance General Linear Model shows that gender is significant for the interaction with the factor 'country' ( $p = 0.088$ ). Thus it can conclude that gender behave differently while perceiving the workplace inclusion in Japanese Companies in Sri Lanka and Japan. According to the statistical analysis, males working in Japanese Companies in Sri Lanka have the highest scores for perceived workplace inclusion compared to the other groups. In Japan it can observe a significant difference for male and female employees while perceiving workplace inclusion. In contrast for Japan this is less prominent between two gender groups. Compared to females working in Japanese Companies in Japan, females working in Japanese companies in Sri Lanka perceived higher workplace inclusion based on contextual antecedents. When perceiving workplace inclusion males working in Japanese companies in Sri Lanka and Japan does not show a significant difference. In contrast females working in Japanese companies in Japan show lower mean values for contextual antecedents. According to the test results, two

gender groups have significantly different variances ( $p > 0.000$ ) and no significant difference in the mean. However in both destinations, male employees perceived higher workplace inclusion than female employees.

The current female labor force in Sri Lanka is around 36%. That indicates that the majority of women in Sri Lanka (64%) are not having access to the wages, pensions and other benefits tied to gainful employment. Sri Lankan women refrain from participating in the workforce due to many reasons. Some of them are outdated legislation, lack of vocational training, cultural barriers, gender discrimination, greater household responsibilities and gender based disparities in income. It is evident that the social and cultural factors are playing a vital role in determining female workers' inclusion in the labor market. Generally, Sri Lankan women are reluctant to take occupational responsibilities due to their family commitments. Even the well-educated women give up their jobs due to their responsibilities as mothers and housewives. On the other hand, some organizations are reluctant to provide career opportunities for women due to pregnancy confinement and child rearing. This can hinder the educated women from engaging in paid employment. Hence some organizations still believe that male candidates are more appropriate for certain jobs; women lose their opportunities to get those jobs and the opportunities to climb up the organizational ladder. Moreover, lack of safety, violence and sexual harassment at the workplace refrain Sri Lankan women from engaging in paid employments (Weerakkody, 2017). According to the above mentioned facts it can be assumed that females are having work related issues and the chances to be ill-treated in the organizations for being women and that can lead them to feel excluded from their organizations. However, when considering the gender distribution of this study on Japanese companies in Sri Lanka the majority (60.7%) of the respondents were female workers. Generally, the organizations operate in the Export Processing

Zone in Sri Lanka have a dominance of female workers. Thus it can be assumed that the gender based discrimination in these Japanese companies in Sri Lanka is less compared to the general male dominant organizations. On the other hand, the competition among them for instance, for the promotions can be assumed to be less as they are having similar educational background and other characteristics. Thus, it can assume that it also leads to having less significant difference of male and female workers perceiving the workplace inclusion in Japanese companies in Sri Lanka.

Gender distribution at Japanese companies in Japan was composed with the majority (64%) of male workers. Compared to the male workers' perceived workplace inclusion in Japanese companies in Japan, female workers from Sri Lanka are having a lower mean perceived workplace inclusion in their workplaces in Japan. Japanese workplaces are well-known for gender based discrimination and in 1986 Japanese government has enacted equal employment opportunity law in order to reduce discriminations against female workers in the workplace. In addition to that they have brought an amendment in to the previous law in 1999, to legally ban such discriminations and the subsequent revisions have also prohibited the indirect forms of discrimination in Japanese companies while promoting female workers and issues related to their marriage, pregnancy and child birth. Due to these positive steps the number of female workers in Japan has increased from 15.48 million in 1985 to 24.36 million in 2014. Now they account for 43% in the total labor force in Japan (thejapantimes, 2016). However, still there seems to be many obstacles and stereotypes for women in Japanese organizations that hinder them from staying in the job. For instance, as Yamaguchi (2000) claims, some of the following stereotypes in Japanese society makes barriers for Japanese women to be engaged in paid employment such

as 'men should work outside the home', 'genders should be brought up differently', 'women are more suited to household work and child rearing than men and full time housewives are valuable to society because of their family raising role'. Still women in the top positions in Japanese organizations are very limited in number. For example, females on boards in Japanese companies are still below 2% (Kimberly Gladman and Michelle Lamb, GMI Ratings, *2013 Female on Boards Survey*). Most of the women give up their jobs after getting married or having kids. When considering foreign women in Japanese organizations, as Taylor & Napier (1996) claim, there are three main reasons those can help foreign working women to adjust in Japanese organizations. Those are the quality of the foreign women's relationships with the Japanese, the characteristics of their jobs, and the women's personal characteristics. As they claim, the women who perceive positive attitudes in their Japanese superiors, co-workers and clients (i.e. The Japanese trust them, believe in them, believe in their professional competence, are comfortable with them, and so on) are significantly better in adjusting to work in Japan. Moreover, as they suggest more positive attitudes of Japanese towards these foreign female workers lead to a more positive adjustment for foreign female workers. On the other hand, clarity of the assigned job has a positive relationship with work adjustment of foreign female workers. As they reported some foreign female workers have complained about issues such as the conflict they experience when Japanese co-workers, superiors and subordinates ask them to perform the duties below their professional level such as entertaining clients and sexual harassments (may be either physical or verbal). As Taylor & Napier (1996) further claim, language and age are the most vital personal attributes for foreign females while they are adjusting to the Japanese workplaces. Hence Japan values the seniority in Japanese companies for the hierarchical approaches, the age of the foreign females helps them to adjust and to maintain their jobs without having many issues. According to

the results of this study as male employees perceive higher workplace inclusion than female employees it can be assumed that Sri Lankan males are better in adjusting to the Japanese working environment compared to female workers. Females may have some issues due to their young age and some adjustment issues being females.

### ***5.3.2.2 Perceived Workplace Inclusion Based on Age***

Age groups were not equally distributed. Both in Sri Lanka (40%) and Japan (60%), the majority of respondents were belonged to age group of 26-35 Years. In Japan the least number of employees were recorded in the age group of 46-55 Years (0.7%) and in Sri Lanka it was 56-65 Years (0.3%). However as older age groups recorded fewer frequencies for the respondents, for the analyzing purposes age groups were divided in to two groups as 'below 35 Years' and 'above 35 Years'. According to the findings there was no significant difference of perceived workplace inclusion of employees working in Japanese companies in Sri Lanka and Japan based on age group. Moreover none of the contextual antecedents of inclusive climate, inclusive leadership and inclusive practices showed a significant difference at  $\alpha = 0.05$  level, age (below 35 Years and 'above 35 years') as a factor. Based on that division out of the total sample 90% of Sri Lankans working in Japanese companies in Japan and 67% of employees working in Japanese companies in Sri Lanka were below 35 years. That indicates that greater number of young employees are employed in Japanese companies in Japan and Sri Lanka. It can assume that Japanese organizations are seeking for fresh blood for the organizations through fresh graduates (particularly in Japan) and School leavers. On the other hand it can assume that young employees who seek for higher wages, new experiences and social recognition are attracted to Japanese companies particularly in Sri Lanka.



### ***5.3.2.3 Perceived Workplace Inclusion Based on Service Length***

According to the findings, service length was significant with perceived workplace inclusion at least for one category ( $F = (5,443) = 4.259, p = .000$ ). According to the results it can observe a gradual increase of perceived workplace inclusion based on service length group of employees up to 4-6 years. However after 6<sup>th</sup> year of employment it reflects a rhythmic fluctuation with a decrease in 6-8 years of service length and again an increase in 8-10 years of service length. However it decreases again for the above 10 years of working experiences. The highest mean value for the perceived workplace inclusion in Japanese companies for Sri Lankan workers in both countries recorded for 4-6 Years of service length. It can assume that the employees feel more familiar after acquiring working experiences for certain time period in their organizations and around 4 years after they commence their jobs they feel more included within their organizations and workgroups. However it cannot provide any specific reason in terms of psychological reasons or any other reasons for the decline and increase of perceived workplace inclusion between 6-8 Years and 8-10 Years. However as Japanese companies particularly give priority to seniority systems for promotions and other organizational ethics including Senpai-Kohai systems it can assume that the employees of service length group of 8-10 Years have achieved expected promotions or recognition within the organizations.

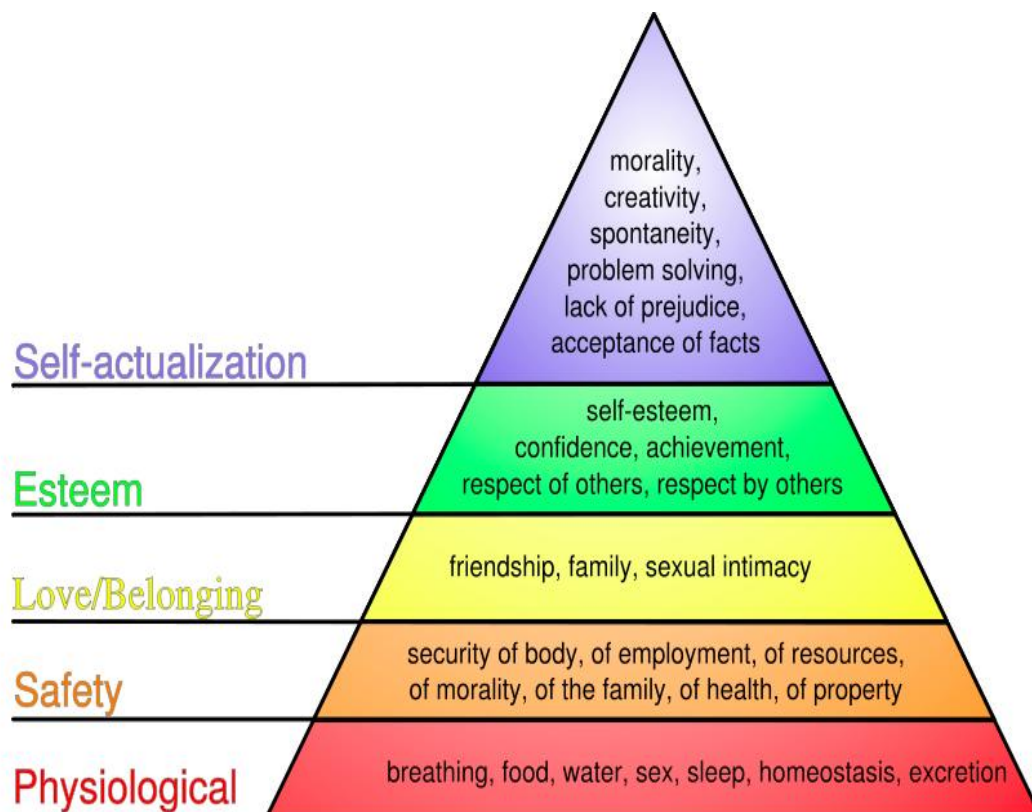
According to Maslow's Hierarchy of Needs people tend to fulfill their needs in five levels for their Psychological needs, Safety needs, Love/Belonging Needs, Esteem and Self Actualization needs. If it substitutes to the fluctuation of the perceived workplace inclusion based on the service length of employees it can assume that during 0-2 Years of service length employees are passing the phase of their Psychological needs. Thus when they get used to the employment and when they receive the safety of their jobs between 2-4 Years they can assume to fulfill their

safety needs in terms of employment and other needs originated due to their job including safety of resources, safety of property and financial security for their family. It's reasonable to assume that they move to the next phase of their needs in the hierarchy in terms of love and belonging. Working in the same organization for four years give the employees an adequate time to be well-settled in the organization and to explore and understand the organization. Besides it gives them the time to interact with the co-workers and to build up relationships with them. Thus after working in the organization for around 4 years they can assume to feel more familiar with the organizational context and can assume that they may feel more included in terms of love/belonging and uniqueness due to the friendship, love and familial environment they receive from their organizations. Thus it can assume to have a high perceived workplace inclusion within the period of 4-6 Years of service length. However after passing this phase employees may assume to expect to fulfill their esteem needs in terms of self-esteem, confidence, achievements, respect from the others and respect of the others. If they are not able to fulfill these needs they might feel disappointed and can have a negative perceived workplace inclusion in their organizations. If they are able to fulfill these needs, it can assume to have an increased value for perceived workplace inclusion. Thus it can assume that 8-10 Years is a phase that let the employees to achieve their self esteem through promotions, their role as the seniors, their confidence in what they do, salary increments, recognition and the network of friends and colleagues.

However it can notice a decline of perceived workplace inclusion after 10 years of service length. Working in one organization for more than 10 years is considered as a sign of loyalty but it may be perceived as the career liability. Though it can be assumed that an increase of the length of the service can increase the perceived workplace inclusion due to employees'

attachment and loyalty to the organization, here it seems that it has the opposite outcome for the perceived workplace inclusion in Japanese companies in Sri Lanka. That can be due to their increased expectations from the organizations. On the other hand during the long run employees are being so comfortable within the organizations and organizational environment including assigned jobs, colleagues and other organizational settings. It leads for no excitements, less challenges and due to the familiarity everything about the organization becomes normal. Thus it can expect to lead for a decrease in perceived workplace inclusion.

**Figure 5. 1 Maslow's Hierarchy of Needs<sup>24</sup>**



<sup>24</sup> Source of the Image : <http://www.brandingstrategysource.com/2015/06/maslows-hierarchy-of-needs.html>

#### **5.3.2.4 Perceived Workplace Inclusion Based on Education**

Due to the unequal distribution of data for the different groups, Education groups were re-distributed as School, Diploma and Graduate/Post Graduate. According to the findings perceived workplace inclusion is significantly different based on the education level of Sri Lankans working in Japanese companies in Japan ( $F(6,442) = 3.391, p = .030$ ). There is a significant difference between the perceived workplace inclusion for the educational group of School and Graduate ( $M = -.365, p = .011$ ). According to the analysis, it can observe a significant interaction between countries and school level ( $p = 0.007$ ).

When considering the educational groups, School level ( $M = .195, SD = .825$ ) education group shows the highest mean value for perceived workplace inclusion. However it can observe a significant difference between the school level education group in Sri Lanka and Japan while perceiving the workplace inclusion. Compared to the perceived workplace inclusion of School level employee group working in Japanese companies in Japan, school level education group in Sri Lanka show a significantly greater value. It can assume that Sri Lankans with only school level qualifications may consider that working in a Japanese company is a privilege to them. When compared to the other organizations in Sri Lanka these Japanese organizations can be found as more attractive for the employees with comparatively low level of education as these Japanese Companies are providing more benefits including higher salaries, fringe benefits, worker friendly environment etc. In contrast in Japan, when compared to the highly educated groups, employees with school level education qualifications are found mostly in 3k jobs or the jobs known as Kitanai, Kiken and Kitsui (respectively 汚い - Dirty, 危険 - Dangerous and きつい - Demanding) referred to blue-collar jobs. Thus they may perceive less workplace

inclusion than that of Sri Lankans working in Japanese companies in Japan. When considering the category of Graduate and Post Graduate, they receive the least mean value for the perceived workplace inclusion ( $M = -.170$ ,  $SD = 1.194$ ). Compared to Graduate and Post Graduate employees in Sri Lanka, Graduate and Post Graduate employees in Japan show a less perceived workplace inclusion. That may result due to the challenges they face within their organizations particularly in Japan due to the unique management systems in Japanese organizations including seniority base promotion systems, Senpai-Kohai culture and etc. Even though these employees have the potentials to be promoted to higher positions it can be hindered due to the seniority base promotion system. Besides, they might have to respect colleagues with less education qualifications as they are senior to them. In contrast the same educational group in Sri Lanka shows a higher perceived workplace inclusion than that of Japan. That may be due to the higher positions these employees they are holding and the respect they receive due to their educational qualifications.

#### ***5.3.2.5 Employee Perception Based on Industries***

According to the findings, there is a significant difference of perceived workplace inclusion between Sri Lankans working in Japanese companies in Japan and Sri Lanka ( $p=0.000$ ). It can observe that the perceived workplace inclusion is changing based on the industrial sector of the employees in selected two destinations. Perceived workplace inclusion of employees working in Semi Conductors industry is significantly different with Tourism ( $MD = .53$ ,  $p = .05$ ) and other industries ( $MD = -.34$ ,  $p = .02$ ) (Electronic Devices manufacturing, Automobiles, Jewelry and Ornaments manufacturing). Perceived workplace inclusion of employees working in Ceramic

Industry is significantly different with Tourism ( $MD = .52, p = .04$ ) and other industries ( $MD = -.35, p = .01$ ) (Electronic Devices manufacturing, Automobiles, Jewelry and Ornaments manufacturing). Cement industry shows a significant difference with other industries (Electronic Devices manufacturing, Automobiles, Jewelry and Ornaments manufacturing) ( $MD = -1.40, p = .05$ ) while perceiving the workplace inclusion of employees. Garments industry shows a significant difference while perceiving workplace inclusion compared to Tourism Industry ( $MD = .88, p = .01$ ). Infrastructure Industry shows a significant difference with Tourism ( $MD=.59, p = .03$ ) and Other Industries ( $MD = -.28, p =.05$ ) while perceiving the workplace inclusion.

These differences can be generated due to the different working conditions in these industries. For instance Ceramic Industry reflect a significant difference with other industries category while perceiving the workplace inclusion. For instance Ceramic companies in Sri Lanka are mainly producing Tableware, Kitchenware, Wall Tiles and Ornaments. For instance, in the tile manufacturing sector, long working hours, high work pressure, low appreciation, poor recognition and poor safety can demotivate the employees. Pay & benefits, job security, recognition, career growth, interpersonal relationships can motivate the employees (Jayasuriya, Kumarasinghe & Perera, 2017). That way, it can indirectly impact the perceived workplace inclusion of the employees. According to the observations in ceramic companies used for the study, they are controlled under very rigid and steady working shifts and are aimed for completing the targets on a daily basis. It can be assumed that it can weaken employees' interpersonal relationships, increase their boredom and result in tiresome daily routines for workers. On the other hand, these companies are targeting for high quality products. Thus the working conditions are very complex and need to pay a high attention while working. Thus it can be

assumed that these factors are indirectly affecting the workers to feel less included within their organizations compared to the other industries considered for the study. In contrast the other industries used for the study such as, electronic devices manufacturing, automobiles, jewelry and ornaments manufacturing seem to have flexible work schedules and space for inter-relationships. For instance, when considering the automobile companies used for the study it could be noticed that the employees are having conversations and exchanging ideas among themselves while they are working. Moreover, as observed, semi-conductors manufacturing companies had very short breaks during the working hours to avoid them getting too tired by engaging the uniform activities during the whole day. Thus, it can be assumed that employees who are engaged in semi-conductor industry and the other industries perceive workplace inclusion differently from the workers who are engaged in ceramic industry in Japanese companies in Sri Lanka. Moreover the employees working in Japanese companies in Japan are mostly employed in Infrastructure Industry. Most of them are employed with Blue Collar jobs. Type of the challenges, different job descriptions, differences of salary and wages, stereotypes related to the industries, recognition and job security can impact on perceiving workplace inclusion and as a result the selected industries can vary in terms of perceived workplace inclusion of employees. For instance Tourism Industry is showing a significant difference with many of the other industries used for the study. That may reflect its different nature compared to the other industries used for the study. Thus employee perceptions on workplace inclusion can vary based on the challenges and conditions they have to face in the industries they are engaged.

#### **5.4 Summary of the Chapter**

This chapter discussed the Japanese Style Management in Sri Lanka and the results of the study in detail. The contextual antecedents are having a strong impact on perceived workplace inclusion of employees regardless of the cultural settings they are working in. When a culture is familiar for the employees they perceive a higher level of overall workplace inclusion. The impact of the demographic factors can differ based on the cultural setting of the work. For instance, in this study, gender, service length and the industry of the employees impacted differently on the perceived workplace inclusion of employees.



## **6 CHAPTER - CONCLUSION**

### **6.1 Introduction**

The purpose of this study was to investigate the association between contextual antecedents, demographic factors and the perceived workplace inclusion of employees in diverse cultural settings. Accordingly, the study varied three research questions and tested eight hypotheses. The study revealed relationship between the contextual antecedents, demographic factors, perceived workplace inclusion of the employees in two culturally diverse destinations. This chapter discusses the findings of the research and its questions, contributions to the literature, and implications for further research.

### **6.2 Significance of the Findings**

Diverse workforce is capable of increasing competitive advantage of an organization. Though it incurs costs, diversity adds both tangible and intangible values to the organizations. Due to the importance of diversity the attention is now increasingly drawn towards the inclusion issue. Simply, inclusion is integrating of the diverse individuals in an organization to achieve the organizational goals and it provides a sense of being valued and included in an organization. Perceptions of inclusion are generally referred to an assumed mainstream in an organization. Inclusion studies are still in infancy and conceptual constructs are still developing. Many researches that have focused on inclusion studies have mainly focused on the perceptions of the majority or the privileged groups. Only a few have focused on the studies related to the minority groups such as migrants. Diversity and inclusion studies were originated in the West and are based on an Anglo-Saxon perspective. They have basically focused on studies related to gender and race. There is only a limited number of studies that are related to the meaning and

conceptualization of diversity and inclusion in other countries and nationalities (Nair & Vohra, 2015).

In line with this issue, through this study it has tested two types of organizations with two major nationalities. Japanese are the top executives and administrators of organizations in both countries. However, the majority of the workers in Japanese companies in Sri Lanka are Sri Lankans and the majority of the Japanese organizations in Japan are Japanese. According to Charrobot-mason & Thomas (2002), employees have to develop his/her own racial identity to survive in an organization where the organization itself doesn't value diversity (*negative parallel interaction*). Though they might feel uncomfortable at the beginning, eventually it will help them to assert their own identities (*progressive interaction*). Similarly, no positive effects or even negative ones such as disappointments and leaving from the organization might occur when an employee who is more concerned about her/his own racial identity joins an organization that does not value or even seeks to suppress differences (*regressive interaction*). According to Charrobot- Mason & Thomas (2002), the best approach to the success is '*positive parallel interaction*' and that happens when the employees with developed strong identities are admitted to the organizations that see them as multicultural. On the other hand, according to Cox & Nickelson, F., (1991), the traditional approaches that are used for the ethnic group differences is a one-way adaptation process. Here the dominant ethnic group becomes the standard of behavior for other ethnic minorities. Thus, when considering the employees' perceptions of diverse cultural settings, it must consider all these factors as they can directly influence the employee behavior and the employee perceptions of inclusion. This study was focused on the meaning and conceptualization of inclusion in two Asian countries. Therefore this study has provided a new dimension of inclusion studies. Furthermore, this study focuses on investigating employee

perceptions related to one minority group and one majority group in two different cultural settings. Thus, this will contribute to the inclusion studies as a comparative study that investigates the perceptions of workplace inclusion of two employee groups with some similar basic conditions and later becomes a majority group and a minority group in two different destinations.

The study has used a conceptual framework introduced by Shore et al. in 2011. The factors they have introduced through their framework have been used for the study and as they believed all the contextual antecedents of inclusive climate, inclusive leadership and inclusive practices contributed positively to the perceived workplace inclusion of employees' regardless of the cultural settings they worked in. In both destinations, inclusive practices have the greatest impact on the perceived workplace inclusion. Inclusive leadership has the lowest impact on the perceived workplace inclusion of employees working in Japanese Companies in Japan and Inclusive Climate has the lowest impact on perceived workplace inclusion of employees working in Japanese Companies in Sri Lanka. However, the study revealed that the respondents working in Japanese companies in Sri Lanka were showing a greater perceived workplace inclusion based on contextual antecedents compared to Sri Lankans working in Japanese companies in Japan. It indicates that, employees who live in a familiar cultural setting perceive the role of contextual antecedents in a more crucial way while perceiving workplace inclusion. Moreover, it suggests that the contextual antecedents can influence more on the perceived workplace inclusion of the employees who represent a majority group compared to the employees who represent a minority group.

When considering the overall perceived workplace inclusion of employees in both destinations, both groups claimed that they feel included in their workgroups and their organizations.

However, as the study suggests, there is a considerable gap between the perceived overall workplace inclusion of respondents in the two destinations. The group of employees who are in familiar cultural setting, have showed a higher percentage for the perceived overall workplace inclusion and the group of employees in the unfamiliar cultural setting have showed a comparatively lower percentage for the perceived overall workplace inclusion.

The inclusion model of Shore et al., (2011) has not discussed about the demographic factors that can influence the perceived workplace inclusion in the workplace. Yet the individuals are having status characteristics such as age, gender, ethnicity and sexual orientation that are associated with their social categories associated with society. The differences in their status make the higher-status members to influence the lower status members to an extent where the opinions and ideas of the low-status group members are hindered and unrevealed sometimes. On the other hand, as with the study done by Pelled, Ledford & Mohrman (1999) related to the association between demographic dissimilarity and the three indicators of inclusion they have used, the results demonstrated differential effects on inclusion based on the type of the demographic dissimilarity (e.g. gender, race, tenure, education and others). According to the results of their study race and gender were negatively associated with workplace inclusion and especially it was more pronounced for whites than non-whites. In contrast individual dissimilarity in tenure and education level was positively associated with perceived workplace inclusion and these effects were more pronounced for those with higher tenure and higher educational level. As they further claim, whether being different hinders or helps workplace inclusion may depend on whether that difference is visible and whether it reflects job expertise. Moreover, when being different is a hindrance, it may be hardest for those who have traditionally been the majority in the respective organizations. Moreover, as Bae et al. (2016) suggest, gender dissimilarity is negatively

associated with the perceived workplace inclusion and tenure dissimilarity is positively associated with the perceived workplace inclusion. According to them the negative relationship associated with gender is more acute with men compared to women. As they further claim, the effect of dissimilarity on the perceived workplace inclusion depends on both the observability of individual-level characteristics and the status of the demographic group. As they emphasize, dissimilarities arising from the characteristics that are easily observable (such as gender) is more likely to influence the perceived workplace inclusion and dissimilarity is more influential for higher status groups such as men or long-tenured employees. As this study is conducted basically in two destinations with two cultural backgrounds with some similarities as well as some dissimilarities, it is possible that the demographic factors such as gender, age, educational level and service length are to be more effective while perceiving the workplace inclusion. Thus the addition of demographic factors to the current model of Shore et al. (2011) seems to be pragmatic in the sense of investigating their impact on the perceived workplace inclusion of the employees.

According to the findings, all the contextual antecedents are positively and significantly associated with the perceived workplace inclusion. Conversely, out of the selected demographic factors, gender shows a significant relationship with perceived workplace inclusion with an interaction effect that was caused due to the country. It indicates that the different gender groups in Japan and Sri Lanka behave differently. According to the findings of study perceived workplace inclusion is significantly different with the education qualifications of employees working in Sri Lanka and Japan. The impact of education is negatively and significantly associated with perceived workplace inclusion. However, the study's results are contradictory to

the findings of Pelled, Ledford & Mohrman (1999) and Bae et al (2016) in their studies. As noted above for them gender is associated negatively with the workplace inclusion and education is positively associated with the perceived workplace inclusion. It can be assumed that the cultural differences of the employees and the racial identities of the organizations they are working in is having an effect on the perceived workplace inclusion based on gender and education in these destinations. Moreover, the stereotypes in society can also influence the perceived workplace inclusion associated with education level of the employees. For instance, in Sri Lanka, the respondents working in the industrial zone are stereotyped as having a lower level of education. Thus, those with higher educational qualifications can be offended and can have a lower level of perceived workplace inclusion. However, according to Bae et al (2016) the negative relationship associated with gender is more acute for men compared to women. According to this study, gender is positively associated with the perceived workplace inclusion and the relationship is more acute with men compared to women. That agrees with the findings of Bae et al (2016) in their research. On the other hand, when considering the correlation between the demographic factors and the perceived workplace inclusion of employees in two destinations, age did not show any significant impact on the perceived workplace inclusion of employees in both destinations. Conversely, Service Length and Industry of employees have a significant impact while perceiving the workplace inclusion for both countries. Thus based on the above mentioned findings it can conclude that the findings of the study is contributing significantly to the inclusion literature by suggesting new variables for the existing model of Shore et al (2011). Moreover though it is not an initial object of the study, through this study it was introduced a model to predict employees' workplace inclusion in a cost and resource effective way.

### **6.3 Conclusion of Major Findings of the Study**

#### **6.3.1 Employees' Overall Perceptions of Inclusion in the Workplace**

Both employee groups agreed that they feel included in their workgroups and in their organizations. Respondents from familiar cultural setting in Sri Lanka recorded a higher percentage of perceived overall workplace inclusion compared to the respondents who work in the unfamiliar cultural setting of Japan. Thus it can be advanced that the cultural setting of the employees is influencing the perceived workplace inclusion of the employees. On the other hand, it can be concluded that the Japanese firms have succeeded in the inclusion aspects associated with Sri Lankan workers in both their own country and in Sri Lanka.

#### **6.3.2 The Influences of Contextual Antecedents on the Perceived Workplace Inclusion**

Contextual antecedents are positively and significantly related to the perceived workplace inclusion of employees. However, the degree of the impact of each contextual antecedent on the perceived workplace inclusion and the level of perceived workplace inclusion of the employees demonstrated differential effects based on different two cultural settings.

#### **6.3.3 The Impact of Demographic Factors on Perceived Workplace Inclusion**

Perceived workplace inclusion can differ based on demographic factors such as, gender, education level, service length /tenure and the industry of the employees. Moreover, the influence of demographic factors can also differ based on the cultural setting that the employees are working in.

#### **6.4 Contributions to the Literature**

The study has advanced a new conceptual framework (Figure 6.1) to assess the perceived workplace inclusion of employees by modifying the conceptual framework by Shore et al. (2011). Demographic factors greatly associate with the different perspectives of employees and their relationship with the organizational aspects. For instance, according to the previous studies demographic factors associate with job satisfaction, job retention and performance level of employees. Hence inclusion is also a psychologically sensitive issue and as it is related with fulfilling the needs of uniqueness and belongingness of employees it can assume to associate with different characteristics and diverse nature of people. This is proved by some of the previous studies and according to them, demographic factors such as gender, race, ethnicity, educational background of employees and tenure have a relationship with perceived workplace inclusion. However the model suggested by Shore et al (2011) is missing this important aspect of the impact of demographic factors while assessing the perceived workplace inclusion of employees. The results of the study highlight the association between demographic factors and the contextual antecedent factors and the individual outcome factors that are used in the current model. Thus by the addition of demographic factors to the model, it helps to enhance the accuracy of the current model. As the study suggests, perceived workplace inclusion of employees can demonstrate differential results for the impact of contextual antecedents and the impact of demographic factors in diverse cultural settings. Thus in addition to demographic factors and the organizational outcome factor, the study proposes the addition of the broad culture as the mediator variable for the comparative studies in diverse cultural settings. It can justify this conclusion through the recommendations of the study of Nair & Vohra (2015) that was done in India. Accordingly, the available inclusion elements have not been reported as



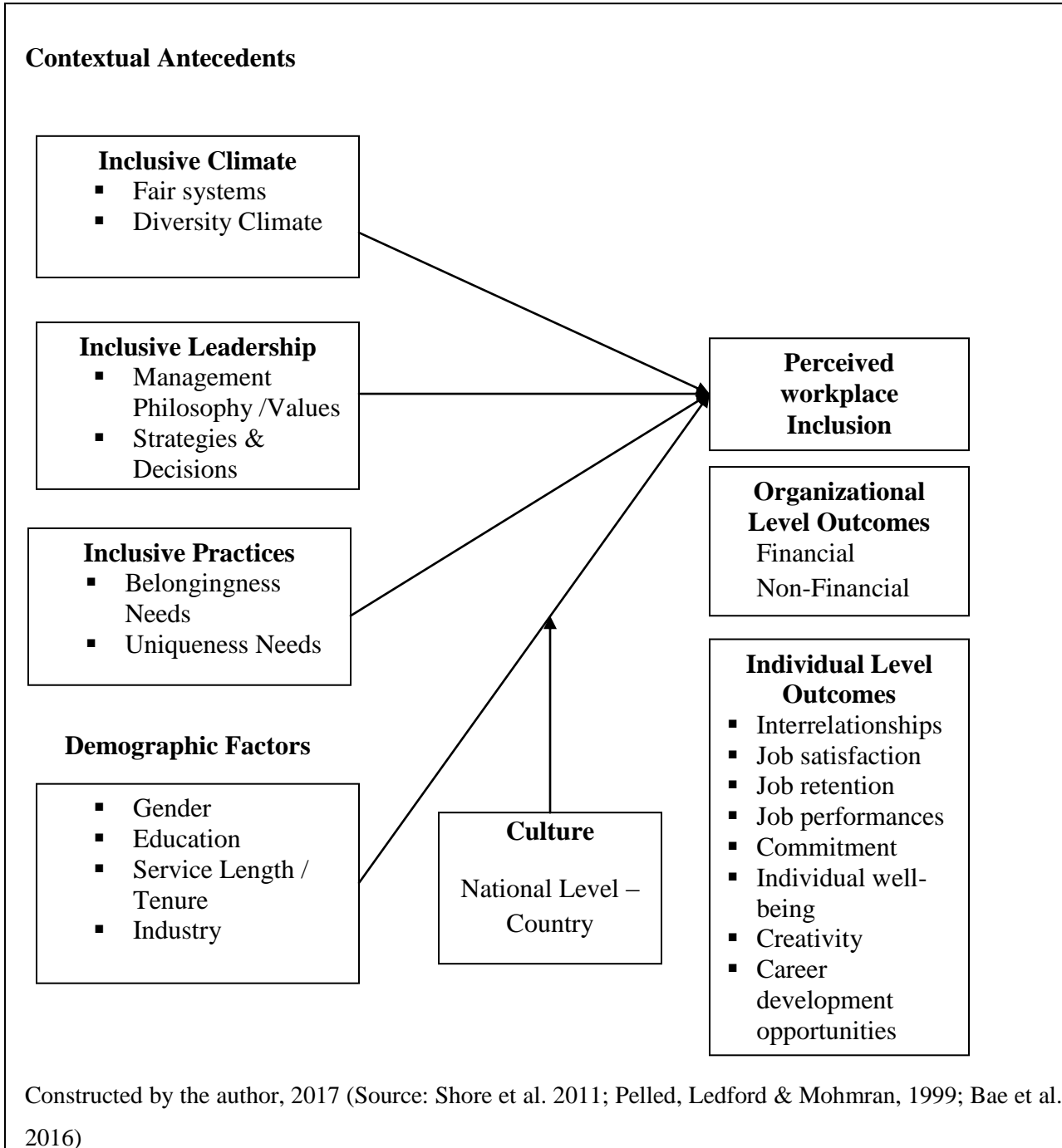
distinct elements of inclusion in the Indian context. Thus they suggest exploring the meaning and interpretation of diversity and inclusion in different cultural contexts. Thus adding the broad culture as a mediator variable and using that to assess the perceived workplace inclusion of employees in diverse cultures has enhanced the outcome of the study.

As Shore et al (2011) suggest, there is a lack of consideration of the joint roles of belongingness and uniqueness across inclusion studies. That leads to have the mixed results for the diversity studies in organizations. Thus, they recommend using both belongingness needs and uniqueness needs factors for the inclusion studies. For instance, as they claim, singular focus on belongingness (e.g. assimilation) can enhance the danger of encouraging individuals to hold back the backgrounds, experiences, and opinions that highlights them as the individuals (Hewlin, 2009 as cited by Shore et al., 2011). Similarly, the sole focus on uniqueness needs (e.g. differentiation) can lead to the interpersonal relations involving segregation and overreliance on stereotypes (Ely & Thomas, 2001). This study has adopted the respective joint approach and it will eliminate the danger of using a singular focus on either belongingness needs or uniqueness needs.

Moreover, as this study is focused on the meaning and conceptualization of inclusion and two nations apart from the West, this study directs towards a new dimension of inclusion studies to fill the available gap in the lack of inclusion research in the conceptualization of inclusion and focusing on other nations beyond the west. Furthermore, this study focuses on investigating the employee perceptions related to one minority group and one majority group in two different cultural settings. Thus this will contribute to the inclusion studies as a comparative study that investigated the perceptions of two employee groups with some similar basic conditions and later become a majority group and a minority group in two different destinations. Hence the previous

studies have suggested focusing on the voice of the minorities and their perceptions of inclusion in organizations; the study will provide an insight for the respective study area. On the other hand, as a primary goal of this study, the proposed conceptualization of inclusion will guide future research on diversity in workgroups and in organizations.

**Figure 6. 1 Proposed New Conceptual Framework for the Perceived Workplace Inclusion:  
An Addition to the Conceptual Framework of Shore et al. (2011)**



## **6.5 Implications for Further Research**

The study is limited only to two groups of Sri Lankans working in Japanese companies in Japan and Sri Lanka. Previous cross-cultural studies suggest that the cultural knowledge and/or personality traits of migrant workers assist them while adjusting the organizations in cross-cultural setting (Caliguuri, 2000; Ryder et al., 2000; Johnson et al., 2003; Huang & Lawler, 2005; Peltokorpi & Froese, 2012). Employees' flexibility to adjust to the novel cultures can be greatly varied based on their awareness of the other cultures and shared cultural and social values of their own culture and other cultures. For instance Chinese and Koreans exhibit a great flexibility while adjusting in Japanese cultural environment due to their similar and shared cultural and social values. In contrast employees from western countries may exhibit comparatively greater difficulties while adjusting in a reserved culture like Japanese culture. Thus perceived workplace inclusion of employees may show differential results based on their nationalities and other similar traits. Thus the future research is recommended to consider the different nationalities in order to enhance the generalizability of the studies in diverse cultural settings.

The study is focused on investigating the possible association between contextual antecedents, demographic factors and the perceived workplace inclusion of the employees. However, the study has not focused on the cultural differences while conducting the study in the selected two destinations. Thus, the future research is recommended to consider the cultural understanding while conducting the cross-national inclusion studies. Besides more attention towards theoretical aspects related to the cross-cultural diversity is recommended to use in order to fully understand the impact of the culture on the perceived workplace inclusion of the employees in diverse cultural settings.

The proposed new conceptual framework is an addition to the existing conceptual framework of Shore et al. (2011). The respective new framework discusses about the impact of demographic factors on perceiving workplace inclusion apart from the contextual antecedents discusses in the existing model. Besides it suggests the organizational level performance to assess the perceived workplace inclusion of employees for future research. Organizational performance can be measured through financial and non-financial indicators. Financial performance of an organization can be measured through indicators such as profitability, market growth and market value of the organization (Santos & Brito, 2012). Non-financial indicators can be either objective or subjective indicators. Objective non-financial indicators can be measured through the indicators oriented to the organizational activities, indicators oriented to the employees and indicators oriented to the clients. In contrast the subjective non-financial indicators can be identified as long-term perspective of the business, the ability to gain new skills / knowledge in an efficient way, the will to share knowledge in the organization, degree of cooperation with the other departments in the organization, state of mind/morale of the employees in the department, management / leadership style and degree of loyalty to the company (Georgescu, Budugani & Cretu, 2010). Thus assessing organizational performance in terms of perceived workplace inclusion will be a good research area for future researchers.

## **6.6 Proposed Model to Measure Perceived Workplace Inclusion**

This model is constructed to assess the perceived workplace inclusion using only Inclusive Practices, Age of the respondents and their Educational qualifications. Collecting data from employees to assess their perceived workplace inclusion is both time and resource consuming. Through this suggested model it can easily assess the perceived workplace inclusion of

employees based on the secondary data that can be obtained from the relevant organization. This model has an adjusted R square of 81.9% and that indicates the higher adequacy of the model. Two dummy variables have been used for the model for age and education level of employees. The proposed model to calculate the perceived workplace inclusion is below

$$\text{PWI} = 0.56 + .903 \text{ IP} - .106 \text{ AGE} - .130 \text{ EDU}$$

PWI = Perceived Workplace Inclusion

IP = Inclusive Practices

EDU = Education

Where, Age = 1 if > 35/ 0 Otherwise, Education=1 if Degree, Masters, PhD /0 Otherwise

To assess the perceived workplace inclusion based on the above model, an organization needs to know only about the inclusive practices they implement. Almost all the organizations have employee details including their demographic information. Thus it can obtain the details regarding employees' age and education qualifications along with the information regarding inclusive practices. This model will avoid time wasting and cost wasting approaches while finding out perceived workplace inclusion of employees.

## **6.7 Conclusion**

In general, the contextual antecedents of inclusive climate, leadership, and practices are significantly associated with perceived workplace inclusion. The results are largely consistent with the model proposed earlier by Shore et al. (2011). In addition, the study found that perceived workplace inclusion is significantly associated with factors such as the employee's

gender, length of service and educational level, and the nature of the industry, but not with the employee's age. More importantly, by comparing the data for two subgroups in different settings, the research noted that the degree of the relationships between the variables may be differentially affected by location-related, possibly cultural characteristics. In particular, inclusive climate, leadership, and practices appear to have a stronger influence on perceived workplace inclusion among employees in Japanese companies based in Sri Lanka, as compared to employees in Japanese companies based in Japan. This finding suggests that the broader socio-cultural environment, or possibly the majority versus minority position that employees find themselves in, plays an equally important influence on perceived workplace inclusion.

## **6.8 Summary of the Chapter**

The chapter discussed the significance of the findings, summary of the findings of the research questions, how this study contributes to the existing literature and the implications for further research.

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## **APPENDICES**

## **Appendix 1 – Questionnaire – English Version**

Dear Respondent,

I am a Doctoral Student studying at Ritsumeikan Asia Pacific University, Japan.

This survey is related to my doctoral research. It investigates your view on how you work in your firm /organization. Your kind cooperation will help me in my research. The research may help to create a better work place for all. Your honest and frank answers will be really appreciated. Your answers will not be used individually and your name will not be used.

Please answer all the questions.

Thanking you for your kind help.

Best Regards,

N.C. Jayasinghe

Doctoral Student

Ritsumeikan Asia Pacific University

Japan

### **Instructions**

- This survey consists of two parts. The first part asks some background questions and the second part is related to your work.
- The number of the questions for the 1<sup>st</sup> part is 12 and the number of questions for the 2<sup>nd</sup> part is 46
- Almost all the questions in the survey require you to put (√) to rate your opinion from strongly agree to strongly disagree. Please select one answer for each question
- The survey should take no longer than 30 minutes to complete
- Your answers will be kept confidential.

**Thank you so much again for your great cooperation in this survey**

## Part 1 – Background Questions

1. Gender

Male	
Female	

2. Age

16-25 Years	
26-35 Years	
36-45 Years	
46-55 Years	
56-65 years	
More than 65 Years	

3. Highest Education Level

Primary Education	
Up to G.C.E.(O/L)	
Up to G.C.E. (A/L)	
Diploma or any other vocational qualifications	
Degree	
Masters	
PhD	

4. Ethnicity

Sinhalese	
Tamil	
Muslim	

Other (Please Specify) .....

5. Employment Status

Permanent	
Temporary	
Part-time	

Other (Please Specify) .....

6. Religion

Buddhist	
Hindu	
Islamic	
Roman Catholic	
Christian	

Other (Please Specify) .....

7. How long have you been working in the organization?

0- 2 years	
2- 4 Years	
4- 6 Years	
6 – 8 Years	
8-10 Years	
More than 10 years	

8. What is your job title?

.....

9. What is the industry you are related to?

Manufacturing of semiconductors	
Printed circuit boards	
Ceramic items	
Cement	
Apparel	
Building and repairing of ships	
Fabrication and installation of integrated buildings	
Power sector	
Tourism sector	
Infrastructure and logistics	

Other (Please specify)

.....

10. Where's your permanent residency?

.....

11. Is this your first job?

Yes	
No	

If your answer is “NO”, what jobs have you done before?

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

12. If you have done another job before what is the job you prefer the most? If you have answered as “Yes” to the question number 11, please mark (√) your answer as not relevant

Previous Job	
Current Job	
Not relevant	

If your answer is “previous Job” or “Current Job” what is the reason for your answer?  
Please specify

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

**Please go to Part 2**



## Part 2 – Work related Questionnaire

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Our organization has a fair system for hiring the employees					
2	Performance of employees are fairly assessed and promoted based on the performances					
3	Our organization provides the employees with equal opportunities for training and development					
4	All the employees in our organization are treated equitably					
5	People who look for new and innovative ways of doing things are respected within our organization					
6	Our organization welcomes new comers by letting them to know about the organization and co-workers					
7	I feel happy to work here and will recommend this organization for the interested people as a great place to work.					
8	Our management and team leaders provide an example to inspire employees					
9	Our management and team leaders support the individuals to perform well in their tasks					
10	Our management and team leaders consider the wellbeing of all employees					
11	Our Managers and team leaders let us to participate in decision making					
12	Our managers and team leaders establish policies to make everyone feel a part of the organization					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	Our management and team leaders provide opportunities for all the employees to realize their potentials					
14	I feel that our management and team leaders are supporting to create a worker friendly environment					
15	I feel proud to tell others, including my friends and relatives that I am a part of this organization					
16	I feel a sense of attachment to my organization					
17	I always feel that employees and their families feel a real sense of belonging in our organization					
18	I am treated well with respect in the organization for who I am					
19	I personally don't experience harassments, bullying or discrimination from the others					
20	I believe that I am contributing to the productivity of the organization through my skills and abilities					
21	I am recognized for what I am doing in the organization and I see the opportunities for promotions in my organization					
22	I am having a good relationship with the others in my organization					
23	Our organization provides an opportunity to associate with the other workers besides the working hours (Ex: Annual Trips, Sports meets and welfare activities)					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24	Our organization is a place where everyone cares about each other					
25	This job gives me the confidence to associate well with the society					
26	I feel secure in my position and my job					
27	I am satisfied as a worker of this organization					
28	I would accept almost any type of job assignment in order to keep working for the organization					
29	I hope to work in this organization as long as possible					
30	I feel that this organization is a part of my future plans					
31	I always meet the production targets on time					
32	I always get good feedbacks for my performance					
33	I believe that I am contributing enough for the organizational output					
34	I come to work regularly					
35	I always try to do my best in my job					
36	I believe that I am a committed worker					
37	I am paid enough for my job					
38	I am satisfied about the welfare system in our company					
39	This organization helps me to live a better life					

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
40	Our managers and team leaders encourage us to be creative in our work					
41	I can share new ideas and thoughts for the improvement of work					
42	I am recognized and appreciated enough for the creative ideas and works I have done					
43	I am having enough opportunities to learn new things related to my job					
44	We get enough training to do our jobs well					
45	I believe that I have enough opportunities for future career developments					
46	Overall I feel included in my work group and my organization					

**The End**

**Thank you so much for your kind cooperation on filling up the questionnaire.**

## Appendix 2 – Questionnaire – Sinhala Version

දයාබර සොයුරු/ සොයුරිය,

මම ජපානයේ රිටිසුමෙයිකන් ආසියානු පැසිෆික් විශ්වවිද්‍යාලයේ ආචාර්ය උපාධිය හදාරන සිසුවියකිමි. මේ සමීක්ෂණය මගේ ආචාර්ය උපාධිය සඳහා කරනු ලබන පර්යේෂණයට අදාළවන අතර මෙමගින් ඔබ, ඔබේ ආයතනය පිළිබඳව දරන මතය පිළිබඳව සොයාබැලේ. ඔබගේ කාරුණික සහයෝගය මේ සඳහා අපේක්ෂා කරන අතර මෙම පර්යේෂණය ඔබට වඩාත් යහපත් වැඩ පරිසරයක් නිර්මාණය කිරීම සඳහා ඉවහල්වනු ඇත. ඔබේ අවංක පිළිතුරු ප්‍රශ්නාවලිය සඳහා අපේක්ෂා කරන අතර ඔබගේ පිළිතුරුවල රහස්‍යභාවය සුරැකෙනු ඇත. ප්‍රශ්න සියල්ලටම පිළිතුරු සැපයීමට කාරුණිකවන්න. ඔබගේ කාරුණික සහයෝගයට මාගේ හෘදයාංගම ස්තූතිය

ස්තූතියි

එන්. සී. ජයසිංහ

ආචාර්ය උපාධි අපේක්ෂිකා

රිටිසුමෙයිකන් ආසියානු පැසිෆික් විශ්වවිද්‍යාලය

ජපානය

### උපදෙස්

- මෙම ප්‍රශ්නාවලිය කොටස් දෙකකින් සමන්විතවේ. පළමු කොටසින් ඔබගේ සාමාන්‍ය තොරතුරු පිළිබඳ ප්‍රශ්න කිහිපයක් විමසනු ලබන අතර දෙවන කොටසින් ඔබ ඔබේ ආයතනය පිළිබඳව දරන මතය විමසීමට ලක්කෙරේ.
- පළමු කොටස ප්‍රශ්න දොළසකින් (12) ද දෙවන කොටස ප්‍රශ්න සතළිස් සයකින් (46) ද සමන්විතවේ.
- ප්‍රශ්න කිහිපයක් හැරුණුවිට අනෙක් සියලුම ප්‍රශ්න සඳහා ඔබ කළ යුත්තේ ; “තරයේ විරුද්ධවෙමි” සිට “තරයේ එකඟවෙමි” යන පිළිතුරු පහෙන් එකක් තෝරා අදාළ කොටුවේ (✓) ලකුණ දැමීම පමණි. එක ප්‍රශ්නයකට එක පිළිතුරක් පමණක් සැපයීමට කාරුණිකවන්න
- ප්‍රශ්නාවලියට පිළිතුරු සැපයීම සඳහා ඔබට විනාඩි 30ක් පමණ ගතවනු ඇත.
- ප්‍රශ්නාවලිය පිටු අටකින් සමන්විතවේ
- ඔබගේ පිළිතුරුවල රහස්‍යභාවය සුරැකිනු ඇත.

මෙම සමීක්ෂණය සඳහා ඔබ දක්වන කාරුණික සහයෝගයට මාගේ හෘදයාංගම ස්තූතිය!

පළමු කොටස - පසුබිම් ප්‍රශ්න

1. ස්ත්‍රී/පුරුෂභාවය

ස්ත්‍රී	
පුරුෂ	

2. වයස

අවුරුදු 16-25	
අවුරුදු 26-35	
අවුරුදු 36-45	
අවුරුදු 46-55	
අවුරුදු 56-65	
අවුරුදු 65 ට වැඩි	

3. උසස්ම අධ්‍යාපන සුදුසුකම

ප්‍රාථමික අධ්‍යාපනය	
අ.පො.ස. (සා/පෙළ) දක්වා	
අ.පො.ස. (උ/පෙළ) දක්වා	
ඩිප්ලෝමා හෝ වෙනත් වෘත්තීය සුදුසුකම්	
උපාධිය	
පශ්චාත් උපාධිය	
ආචාර්ය උපාධිය	

4. ජනවාර්ගිකත්වය

සිංහල	
දමිළ	
මුස්ලිම්	

වෙනත් (සඳහන් කරන්න) .....

5. රැකියා තත්වය

ස්ථිර	
තාවකාලික	
අර්ධකාලීන	

වෙනත් (සඳහන් කරන්න) .....

6. ආගම

බෞද්ධ	
හින්දු	
ඉස්ලාම්	
රෝමානු කතෝලික	
ක්රිස්තියානි	

වෙනත් (සඳහන් කරන්න) .....

7. මෙම ආයතනය තුළ ඔබගේ සේවා කාලය කොපමණද?

අවුරුදු 0- 2	
අවුරුදු 2- 4	
අවුරුදු 4- 6	
අවුරුදු 6 – 8	
අවුරුදු 8-10	
අවුරුදු 10 ට වැඩි	

8. ඔබගේ රැකියා තනතුර කුමක්ද?

.....

9. ඔබ සම්බන්ධිත කර්මාන්තය කුමක්ද?

අර්ධ සන්නායක නිෂ්පාදනය	
මුද්‍රිත පරිපථ පුවරු	
සෙරමික් භාණ්ඩ	
සිමෙන්ති	
ඇඟලුම්	
නැව් ඉදිකිරීම් හා අලුත්වැඩියා	
පිරිසැකසුම් හා ඒකාබද්ධ ගොඩනැගිලි ස්ථාපනය	
බලශක්ති අංශය	
සංචාරක ක්ෂේත්‍රය	
යටිතල පහසුකම් සහ ප්‍රවර්ධන සේවාවන්	

වෙනත් (සඳහන් කරන්න) .....

10. මෙය ඔබගේ පළමු රැකියාවද?

ඔව්	
නැත	

ඔබගේ පිළිතුර "නැත" නම් ඔබ මින් පෙර නිරතවූ රැකියාව/රැකියා කුමක්ද?

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11. ඔබට වඩාත්ම කැමති රැකියාව කුමක්ද?

පෙර රැකියාව	
වර්තමාන රැකියාව	

ඒ ඇයි? හේතු සඳහන් කරන්න

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.....

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කරුණාකර දෙවන කොටසේ ප්‍රශ්න සඳහා යොමුවන්න



දෙවන කොටස - රැකියා සම්බන්ධ ප්‍රශ්නාවලිය

		කිසිසේත් එකඟ නොවෙමි	එකඟ නොවෙමි	කිසිදු අදහසක් නැත	එකඟවෙමි	තරයේ එකඟවෙමි
1	අපේ ආයතනයේ සේවකයින් බඳවා ගැනීම සඳහා සාධාරණ ක්‍රමයක් ඇත					
2	සේවක කාර්යසාධනයන් සාධාරණව අගයන අතර කාර්යසාධනයන් මත පදනම්ව සේවකයන්ට උසස්වීම් දෙනු ලැබේ					
3	අප ආයතනය සියලුම සේවකයන්ට සමාන පුහුණු හා සංවර්ධන අවස්ථා ලබා දේ					
4	අප ආයතනයේ සියලුම සේවකයන්ට එක හා සමානව සලකනු ලැබේ					
5	අප ආයතනය තුළදී සිය රැකියා කටයුතුවලදී නව අදහස් හා නව උපක්‍රම ඉදිරිපත් කරන සේවකයන් ගෞරවයට පාත්‍රවේ					
6	අප ආයතනය නවක සේවක සේවිකාවන්ව ආයතනය පිළිබඳව හා සහෝදර සේවකයන් පිළිබඳව හඳුන්වාදීමෙන් ආයතනයට සාදරයෙන් පිළිගනී					
7	මම මෙම ආයතනයේ සතුටින් සේවය කරන අතර මෙම ආයතනයේ රැකියාව කිරීමට උනන්දුවන අයට මෙය රැකියාව කිරීමට ඉතාම සුදුසු ආයතනයක් ලෙස නිර්දේශ කරමි					
8	අප ආයතනයේ කළමනාකාරිත්වය හා කණ්ඩායම් නායකයන් නිවැරදි පූර්වාදර්ශයක් සපයමින් සේවකයන් උනන්දුකරවයි					
9	අපගේ කළමනාකාරිත්වය හා කණ්ඩායම් නායකයන් එක් එක් සේවකයන්ට තමන්ගේ කටයුතු හොඳින් ඉටු කිරීමට සහාය දක්වයි					
10	අප ආයතනයේ කළමනාකාරිත්වය හා කණ්ඩායම් නායකයන් සියලුම සේවකයන්ගේ සුභසාධනය පිළිබඳ අවධානය යොමුකරයි					

		කිසිසේත් එකඟ නොවෙමි	එකඟ නොවෙමි	කිසිදු අදහසක් නැත	එකඟවෙමි	තරයේ එකඟවෙමි
11	අපේ කළමනාකරුවන් සහ කණ්ඩායම් නායකයන් තීරණ ගැනීමේදී සේවක සහභාගීත්වය ලබාගනී					
12	අපේ කළමනාකරුවන් හා කණ්ඩායම් නායකයන් සේවකයන්ට තමා මෙම ආයතනයේ කොටසක් යැයි හැඟීමක් ඇතිකරවන ප්‍රතිපත්ති ස්ථාපිත කරයි					
13	අපගේ කළමනාකාරිත්වය හා කණ්ඩායම් නායකයන් සියලුම සේවකයන්ට තමන් සතු විවිධ දක්ෂතා අවබෝධ කර ගැනීම සඳහා අවස්ථා ලබා දෙයි.					
14	අපගේ කළමනාකාරිත්වය හා කණ්ඩායම් නායකයන් සේවකයන්ට හිතකර පරිසරයක් නිර්මාණය කිරීමට සහාය වන බව මට දැනෙයි					
15	මම මේ සංවිධානයේ කොටසක් බව මගේ මිතුරන් සහ දෘතීන් ඇතුළු අනෙක් අයට පැවසීම මට ආඩම්බරයකි					
16	මට මගේ ආයතනය කෙරෙහි බැඳීමක් ඇත					
17	මට සැමවිටම හැඟෙන්නේ අප ආයතනයේ සේවකයන්ට හා ඔවුන්ගේ පවුල්වල අයට තමන් අප ආයතනයට අයත්බවට සැබෑ හැඟීමක් ඇතිබවයි					
18	මම පුද්ගලයෙක් වශයෙන් ආයතනය තුළ මනා ගෞරවයකින් යුතු සැලකීමකට ලක්වෙමි					
19	මම පෞද්ගලිකව අන් අයගේ පීඩාවන්ට, හිරිහැරයන්ට හෝ වෙනස්කම්වලට ලක් නොවෙමි					
20	මගේ හැකියාවන් සහ කුසලතාවයන් තුළින් මම ආයතනයේ ඵලදායීතාවයට දායකවන බව මම විශ්වාස කරමි					
21	මා විසින් ඉටුකරන කාර්යන් තුළින් මා ආයතනය තුළ පිළිගැනීමට ලක්වන අතර මෙම ආයතනය තුළ උසස්වීම් සඳහා මට ඉඩපුස්ථා ඇතිබව මම දකිමි					

		කිසිසේත් එකඟ නොවෙමි	එකඟ නොවෙමි	කිසිදු අදහසක් නැත	එකඟවෙමි	තරයේ එකඟවෙමි
22	මට අප ආයතනයේ අන් අය සමඟ හොඳ සම්බන්ධතාවයක් ඇත.					
23	අප ආයතනය අනෙක් සේවකයන් ඇසුරු කිරීම සඳහා සේවකයන්ට රාජකාරී වේලාවන්ට අමතරව අවස්ථාවන් ලබාදෙයි. (උදා: වාර්ෂික වාරිකා, ක්‍රීඩා උත්සව සහ සුභසාධන කටයුතු )					
24	අප ආයතනය අන්‍යෝන්‍ය වශයෙන් සැමදෙනාම එකිනෙකා කෙරෙහි සැලකිලිමත්වන ආයතනයකි					
25	මෙම රැකියාව මට සමාජගතවීමට අවශ්‍ය ආත්ම විශ්වාසය ලබා දෙයි.					
26	මට මගේ තනතුර සහ රැකියාව පිළිබඳව සුරක්ෂිතතාවයක් දැනෙයි					
27	මම මෙම ආයතනයේ සේවකයෙකු ලෙස තෘප්තිමත්ය					
28	මම මෙම ආයතනයේ රැඳී සිටීම උදෙසා කවරාකාරයේ හෝ වැඩ පැවරුමක් භාරගැනීමට කැමැත්තෙමි					
29	මම හැකිතරම් කාලයක් මෙම ආයතනයේ රකියාවෙහි නිරතවීමට අපේක්ෂා කරමි					
30	මට හැඟෙන්නේ මෙම ආයතනය මගේ අනාගත සැලසුම්වල කොටසක් බවයි					
31	මම නිතරම නියමිත වේලාවට නියමිත වැඩ ඉලක්ක සපුරාලමි					
32	මම සැමවිටම මගේ කාර්යසාධනය සඳහා හොඳ ප්‍රතිචාර ලබාගනිමි					

		කිසිසේත් එකඟ නොවෙමි	එකඟ නොවෙමි	කිසිදු අදහසක් නැත	එකඟවෙමි	තරයේ එකඟවෙමි
33	අප ආයතනයේ නිමැවුම සඳහා මා විසින් ප්‍රමාණවත් දායකත්වයක් ලබාදෙන බව මගේ හැඟීමයි					
34	මම නොකඩවා සේවයට පැමිණෙමි					
35	සැමවිටම මගේ රැකියාව සඳහා මගේ උපරිමය ඉටුකිරීමට මම උත්සහ කරමි					
36	මම කැපවීමෙන් වැඩකරනා සේවකයෙක් බව මම විශ්වාස කරමි					
37	මගේ රැකියාව සඳහා මම ප්‍රමාණවත් වැටුපක් ලබමි					
38	මම අපේ ආයතනයේ සුභසාධන කටයුතු පිළිබඳව සැඟිමකට පත් වෙමි					
39	මෙම ආයතනය වඩා හොඳ ජීවිතයක් ගත කිරීමට මට උපකාර කරයි					
40	අපේ කළමනාකරුවන් සහ කණ්ඩායම් නායකයින් රාජකාරි කටයුතුවලදී නිර්මාණශීලීවීමට අපව දිරිගන්වයි					
41	රාජකාරි කටයුතු වැඩිදියුණු කිරීම සඳහා මගේ අදහස් සහ සිතුවිලි බෙදාගැනීමට මට අවස්ථාව ඇත					
42	මාගේ නිර්මාණාත්මක අදහස් සහ ක්‍රියාවන් සඳහා මට ප්‍රමාණාත්මක පිළිගැනීමක් හා ඇගයීමක් ලැබෙයි					
43	මට මගේ රාජකාරීන්ට සම්බන්ධ නව දේවල් ඉගෙනගැනීම සඳහා ප්‍රමාණවත් අවස්ථාවන් අප ආයතනය තුළ ඇත					
44	අපේ රාජකාරීන් හොඳින් ඉටුකිරීමට අවශ්‍ය පුහුණුව ආයතනය තුලින් අපට ලැබේ					

		කිසිසේත් එකඟ නොවෙමි	එකඟ නොවෙමි	කිසිදු අදහසක් නැත	එකඟවෙමි	තරයේ එකඟවෙමි
45	මගේ අනාගත වෘත්තීය දියුණුව සඳහා ප්‍රමාණවත් අවස්ථාවන් අප ආයතනය තුළ ඇතිබව මගේ විශ්වාසයයි					
46	සමස්තයක් ලෙස මගේ වැඩ කණ්ඩායමේ සහ මගේ ආයතනයේ සේවකයෙකු ලෙස මා සැලකෙන බව මගේ හැඟීමයි					

**ප්‍රශ්නාවලියට පිළිතුරු සැපයීමෙන් මෙම සමීක්ෂණය සඳහා ඔබ ලබාදුන් කාරුණික සහයෝගයට ස්තූතියි!**