

Inclusion Scan User Manual



User Manual for the Inclusion Scan

Using the scan, the background and interpretation of the program.



Bloom

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1. Introduction

Great that you plan to work on inclusion! We hope that this guide will provide you with all the necessary information for implementing the Inclusion Scan programme. In the following chapter, we describe all the programme components (see 2. Program Components). Then, we explain the purpose of the Inclusion Scan and the benefits of building an inclusive environment (see 3. Purpose of Use and 4. The Importance of Inclusion). After that, we describe how the platform works and offer some guidelines for a successful implementation of the programme (see 5. Program Implementation). The final chapter includes the most relevant information about standardisation and scoring (see 6. Standardisation and Scoring). If you want to dive deeper into the topic of diversity and inclusion, you can refer to the scientific literature listed at the end of this document (see 7. Literature). Below, we summarise the most important information regarding the Inclusion Scan.

What Is the Inclusion Scan?

The Inclusion Scan was designed to measure inclusive attitudes and behaviour. It provides insights into how people think and feel about differences, and how well they manage working with diverse people. In addition, the scan identifies those personal resources and talents that each person can use to make others feel valued and accepted. With the Inclusion Scan, users are encouraged to explore and overcome their own biases. Moreover, the Inclusion Scan provides people with tips and information on how to further promote inclusion. Based on these tips, people can build a personalised action plan. However, the Inclusion Scan can also be implemented in a group. In this context, the results can be used to evaluate the working climate and discuss what should be improved.

Why Does Inclusion Matter?

Inclusion happens when people are allowed to express their individuality. In an inclusive workplace, everyone is valued for their unique contribution and talents. Thus, all employees feel like they belong. This is important for each employee themselves, but it also benefits the entire group. Research shows that employees who work in an inclusive environment are more involved in their work and perform better. They are also less prone to experiencing stress and report fewer mental health complaints. In addition, diverse teams come up with more creative ideas because they get used to approaching a problem from multiple angles. Thus, building a diverse workplace can boost innovation, flexibility, and ultimately profitability.

What Is the Purpose of the Programme?

The results of the Inclusion Scan questionnaire offer insight into individual attitudes and behaviour, as well as group climate. In addition, test-takers are provided with tips and relevant information on promoting inclusion. Thus, the programme can be used to create awareness around diversity, equity, and inclusion, or to facilitate the implementation of group initiatives for improving the working climate.



Who Was Involved in the Design of the Programme?

Assessio Bloom first developed the scan in 2021 in collaboration with Saniye Çelik, professor of Diversity and Inclusion at the Leiden University. Saniye Çelik has a lot of knowledge about diversity and inclusion. She offers lectures, provides training, and writes scientific articles on this topic. Her work involves conducting research on diversity and inclusion in public organisations, such as the police. Over the years, she has gained extensive experience with answering questions and providing tips about inclusion.



2. Program Components and Their Background

The Inclusion Scan program includes five main components:

1. The Inclusion Scan Questionnaire
2. The Personal Presentation
3. The Personal Report
4. The Action Plan
5. The Inclusion Library

In this section, we explain the content and purpose of each component.

2.1 The Inclusion Scan Questionnaire

The Inclusion Scan questionnaire was designed to measure inclusive attitudes and behaviour. It provides insights into how people think and feel about differences, and how well they manage working with diverse people. The scan is composed of approximately 60 questions. For detailed instructions on how to access and answer the questionnaire, see Section 5.1.1. To learn more about the scoring system, see Section 5.1.2.

The questionnaire includes 11 scales. These scales are further grouped into six clusters, based on their content. Each cluster represents a topic that is related to diversity and inclusion. An overview of the scales and clusters is presented in the table below.

Topic	Scales
Room for Inclusion	Accepting Differences
	Appreciating Differences
Managing Differences	Inclusive Leadership
	Promoting Safety
Openness to Change	Willingness to Change
Room for Diversity	Diversity Beliefs
	Trust
Diversity of Your Network	Intercultural Network
	Diversity of Contacts
Your Inclusion Experience	Inclusion Experience
	Work Inclusion

2.1.1 Room for Inclusion

The scales under *Room for Inclusion* measure the extent to which someone acknowledges the differences between people (i.e., *Accepting Differences*) and appreciates the contribution of those who are different than themselves (i.e., *Appreciating Differences*). The content of these scales was designed after Hjern's et al. (2020) conceptualisation of tolerance. In the authors' view, tolerance is not just the absence of prejudice, but a state of acceptance, respect, and appreciation towards diversity. According to their research (Hjern et al., 2020),



tolerance is associated with less negative attitudes towards disadvantaged groups, such as women, immigrants, and sexual minorities. Of all these elements, appreciation seems to have the strongest correlation with attitudes (Hjerm et al., 2020). However, studies also highlight the importance of acceptance. For instance, Luring & Selmer (2013) found that work colleagues who accept their differences and similarities engage in more knowledge sharing.

Room for Inclusion	Accepting and appreciating the differences between people.
Accepting Differences	Accepting others, despite being different from yourself.
Appreciating Differences	Appreciating people who are different from yourself.

2.1.2 Managing Differences

The topic *Managing Differences* is about the extent to which someone tries to accommodate the needs of others. Allowing their colleagues to express their ideas (i.e., *Inclusive Leadership*), as well as ensuring that they receive the support that they need (i.e., *Promoting Safety*) is essential for building a strongly united team (Edmonson, 2014). In addition, research shows that team members feel more included when they believe that everyone is treated equally by the manager (Lind & Tyler, 1988; Shore & Chung, 2021). Within some groups, status may determine whether someone is listened to or not. If someone is granted status based on characteristics that others do not have (e.g., gender, age, or cultural background), this prevents the members with lower status to share their ideas. To minimise status differences and promote psychological safety, research suggests that all group members should be encouraged to speak out (Nembhard & Edmonson, 2006).

Inclusive Leadership investigates the extent to which someone considers the interests and ideas of others. People who score high on this scale prefer to solve problems in a collaborative way – they seek others' opinion and consult them before making decisions. Inclusive leadership is important for everyone, but especially for executives. To make good strategic decisions, a manager needs to have a good understanding of their employees' resources (e.g., knowledge, skills, talents, time, etc.) and needs (e.g., access to relevant information, support from other colleagues, clear objectives, etc.). In addition, consulting with others will ensure that decisions are well-received by the team. To further support this idea, studies have found that inclusive leadership reduces the costs of implementing decisions by promoting team cohesion and cooperative attitudes (Selim, 2021).

Promoting Safety measures the extent to which colleagues care about one another and feel comfortable sharing their thoughts and feelings within the group (Newman et al., 2017). In 1990, Kahn hypothesised that psychological safety is fostered by supportive relationships. Recent studies confirmed this hypothesis by showing that having a supportive leader and team, as well as an inclusive organisational culture and strong DE&I policies can greatly improve psychological safety (Çelik, 2018; Newman et al., 2017; Shalley et al., 2004). In turn, psychological safety promotes employee engagement and commitment, and reduces the chances of turnover (Nembhard and Edmonson, 2006; Newman et al., 2017).



Managing Differences	Ensuring a safe and inclusive working atmosphere.
Inclusive Leadership	Ensuring that people at work are treated equally, that they are allowed to contribute with ideas, and that their ideas are being listened to.
Promoting Safety	Fostering a work environment in which people dare to be open, honest, and vulnerable.

2.1.3 Openness to Change

Openness to change describes someone's preference for embracing change. This topic only includes one scale (i.e., *Willingness to Change*). This measures someone's willingness to adjust their behaviour and try out new things. The more different co-workers are, the more they must adjust to each other. Therefore, people who work in diverse teams might have to change the way they communicate, work, or behave, to facilitate cooperation. However, such changes are not possible unless the person is willing to change. Thus, having a positive attitude towards change and being willing to experiment with different working styles has a major influence on inclusive behaviour.

According to research, there is a strong relationship between inclusive behaviour and openness to change (Charlton et al., 2016). A study on over 1000 employees found that 77% of highly inclusive people showed high openness to change, compared with only 11% of the people who scored low on inclusiveness. Thus, openness to change seems to be a key feature of inclusive individuals (Charlton et al., 2016). In addition, an experimental study found that high openness predicts the absence of prejudice (Sparkman et al., 2017). Furthermore, conservatism and traditionalism – which are regarded as the opposites of openness – have been previously associated with prejudice towards different kinds of groups (Hotchin & West, 2018).

Openness to Change	Wanting to contribute to change.
Willingness to Change	Being willing to change and adapt.

2.1.4 Diversity of Your Network

The scales under *Diversity of Your Network* investigate the extent to which someone engages with people with different identities (i.e., *Diversity of Contacts*) or cultural backgrounds (i.e., *Intercultural Network*).

According to the *Intergroup Contact Theory* (Allport, 1954), being in contact with members of different groups helps to reduce prejudice against those respective groups. A meta-analysis of over 500 studies offers strong support for this theory (Pettigrew & Tropp, 2006). That is, intergroup contact typically reduces prejudice against a wide range of target groups (i.e., racial or ethnical groups, mentally or physically disabled individuals, sexual minorities, people suffering from psychological disorders, and elderly people) (Pettigrew & Tropp, 2006). In addition, results show that the decrease in prejudice is generalisable to the whole target group (Pettigrew & Tropp, 2006). For instance, meeting a queer person does not only reduce preju-



dice against that particular individual, but the entire queer community. Under certain conditions (i.e., when the people getting in contact have equal status and share common goals, when there is cooperation between the two parties, and when both parties have support from authorities and are protected by law), this effect is even stronger. However, intergroup contact can help to reduce prejudice even when those conditions are not being met (Pettigrew & Tropp, 2006).

Diversity of Your Network	Engaging with people with different identities or cultural backgrounds.
Diversity of Contacts	Being in close contact with people with a different identity than yours (e.g., in regard to their gender, sexual orientation, neurodiversity, etc.).
Intercultural Network	Being in close contact with people with a different cultural background than yourself.

2.1.5 Room for Diversity

The scales under *Room for Diversity* measure someone's attitudes towards the added value of diversity. Attitudes have both a cognitive component (i.e., *Diversity Beliefs* – beliefs about the advantages and disadvantages of diversity) and an emotional component (i.e., *Trust* – the extent to which someone feels wary or comfortable around people from different groups). Overall, people's attitudes towards diversity are closely linked to their inclusive behaviour. For instance, positive attitudes towards diversity help to reduce prejudice and increase the performance of diverse groups (Nakui et al., 2010). In addition, people with positive attitudes towards diversity are more willing to accommodate the unique needs of others (Wilson et al., 2016). Furthermore, a meta-analysis of 57 studies found that both cognitive prejudice (i.e., negative beliefs and stereotypes about minority groups) and emotional prejudice (i.e., negative emotions towards minority groups) predict racial and ethnic discrimination. While beliefs only relate to self-reported discrimination (i.e., how much people discriminate according to their self-perception), emotional prejudice also relates to observed discrimination (i.e., how much people discriminate according to others' perception) (Talaska et al., 2008). Thus, we included both a cognitive and an emotional component of attitudes in our questionnaire.

Room for Diversity	Recognising the added value of diversity.
Diversity Beliefs	Believing in the value of having a diverse workplace.
Trust	Trusting in people who are different than yourself.

2.1.6 Your Inclusion Experience

The questions under the topic *Your Inclusion Experience* have a different angle than all the others. These questions do not measure how inclusive someone is, but how inclusive they perceive their environment to be. On the one hand, the *Inclusion Experience* scale reflects the extent to which someone feels included at work. Do they feel like they belong? Do they feel like their unique talents are being appreciated by others? According to research, there are two fundamental needs that contribute to feeling included – the need for belongingness



and the need for uniqueness (Shore et al., 2011) (also see Section 4.1.2). Therefore, the *Inclusion Experience* scale measures the extent to which these needs are satisfied. On the other hand, the *Work Inclusion* scale measures the extent to which someone believes their co-workers feel included. *How do they think that their colleagues are treated? Do they know of any individuals or groups that might feel left out?*

Usually, individuals have a clear impression of their environment. However, it can still feel confronting to describe this impression by answering the questionnaire. For this reason, users should encourage people to further discuss their feelings with a manager, HR manager, or confidant. This is regardless of whether their negative feelings concern their own situation (i.e., the person feels that they themselves are being excluded) or others in the organisation (i.e., the person thinks that some of their colleagues are being excluded).

People's experience regarding inclusion is especially important at an organisational level. This section of the questionnaire also contains a question about whether one feels like belonging to a subgroup. To answer this question, users can select any number of options from a pre-determined list. Our list covers a wide variety of subgroups, such as ethnic minorities, gender minorities, sexual minorities, religious minorities, people with disabilities, neurodivergent people, and many others. Users who do not identify with any subgroup have the option to indicate this. Similarly, users can also specify whether they belong to a subgroup that is not listed in the questionnaire. With this information, a few things can be investigated based on the scores. For instance, how included do people feel at work? Is there a difference between people who belong to subgroups and those who do not? However, it is important to mention that this question is not mandatory. Therefore, some users might choose not to answer it.

Your Inclusion Experience	Feeling accepted at work and perceiving the work environment as being inclusive.
Inclusion Experience	Feeling that you belong and that you can be yourself at work.
Work Inclusion	Feeling that no one is left out at work.

2.2 The Personal Presentation

The personal presentation includes the following information: an overview of the scores, a link to the personal report, a summary of the top-five tips for improvement, and a summary of the action plan. The presentation page is private and highly interactive. Only users have the ability to read, customise, and save the information in their presentation page. If they want to, users can also share their presentation with others. In Section 5.1.2, we show an example of a presentation page, and we explain how users can open, save, and share their presentation.

2.3 The Personal Report



The personal report is a document that includes detailed information about the user's scores. In this document, users can read more about the content and relevance of each of the six topics that are covered by the questionnaire. In addition, users can read more about the interpretation of scores and how they relate to inclusiveness. Finally, the report includes several tips. These tips are informed by science and are designed help users think, feel, or behave more inclusively. All tips are generated based on the scores, and thus they are different for every user. For instance, a low score for *Openness to Change* indicates that a person is typically reluctant to change. Lack of openness can often be caused by uncertainty. Thus, a user who scores low on this scale may receive tips on how to better cope with the uncertainty of change (e.g., by acknowledging the possible benefits of change or brainstorming ways in which they could overcome potential obstacles). At the opposite side of the spectrum, a high score for *Openness to Change* indicates that the person is quick to embrace change and comfortable with trying new things. As these users are already successful in dealing with change, they are encouraged to help others too (e.g., they might receive tips on how to support their colleagues in developing a more open mindset). By sharing their own knowledge and experiences with others, high scorers can greatly contribute to building a more inclusive environment. For more information on how to access or download the report, visit Section 5.1.2.

To summarize, the report provides users with in-depth insights into how inclusive their current behaviour is, as well as detailed information on how to further improve.

2.4 The Action Plan

The Inclusion Scan action plan is a goal-setting tool that was designed to help users implement their tips. Changing oneself is never easy. This is evident from both research and practice. People often struggle with adopting a new mindset or giving up on their old habits. In general, this is not because they are unable to do so, but because they lack the right tools for implementing change. Thus, the main purpose of the action plan is to ensure that users can successfully develop more inclusive behaviour. To fulfil this purpose, we provide users with a step-by-step guide on how to effectively implement their tips. This guide was designed based on scientific theory (i.e., research on behavioural change) and well-established coaching techniques (e.g., GROW, motivational interviewing, and positive coaching). For more information about the structure and features of the action plan, read Section 5.1.4.

2.5 The Inclusion Library

The Inclusion Library is dedicated to users who want to learn more about the topics of diversity and inclusion. It consists of a small collection of learning materials, such as educational videos. By browsing through the materials, users can gain a more in-depth understanding of concepts like empathy or social inclusion. All users have access to the Inclusion Library. Although this is not mandatory for the implementation of the program, we recommend users to visit the library at least once. Apart from updating the existing content, we also plan to expand the library in the future. For information on how to access the library, see Section 5.1.5.



3. Purpose of Use

The Inclusion Scan was designed to help individuals and organisations build awareness around the topics of diversity, equity, and inclusion. The programme itself is not an intervention but can support the implementation of ‘actual’ interventions. For example, if your goal is to improve diversity and inclusion, the scan can help you identify what is currently missing. In turn, this information can serve as input for (re-)designing trainings or policies.

In this chapter, we explain how implementing the Inclusion Scan program can support both individuals and organisations in promoting inclusion. Thus, we have divided this chapter into two sections. In Section 3.1., we explain how engaging with the five components of the program can help employees improve on an individual level. In Section 3.2., we explain how implementing the program at a group level (e.g., within a team or organisation) can contribute to shaping a more inclusive environment. The last section of this chapter presents some general guidelines for responsible test use.

Limitations

The questionnaire is intended for working adults. It encourages test-takers to reflect on their behaviour and others’ behaviour at work. Therefore, the program should only be applied in a work context. The questionnaire component is meant for development purposes only (e.g., gaining self-insight or collective insight, supporting the implementation of trainings and workshops, etc.). Customers should not use the Inclusion Scan questionnaire as a screening tool for recruitment, or make administrative decisions (e.g., promotions, salary increases, etc.) based on the test results. Users receive tips for improvement, as well as access to useful information about diversity and inclusion. However, this information is not exhaustive. Thus, we encourage users to stay curious and continue to learn about this topic from multiple sources. The programme components can be used individually. However, completing all of them will typically lead to better results.

3.1 Use for Employees

The program stimulates self-awareness and encourages users to take immediate action. Based on the completed questionnaire, the program gives users insights into how inclusive their current behaviour is. In addition, users are given personalised tips on how to further improve. Lastly, users can deepen their knowledge on diversity and inclusion by browsing through our Inclusion Library.

3.1.1 Getting Insights

The Inclusion Scan questionnaire identifies how someone thinks, feels, and behaves towards people who are different from themselves. Based on their responses, users receive an estimation of how inclusive they behave at a certain moment in time. In addition, the questionnaire identifies those personal resources and talents that people can use to promote inclusivity. Thus, the questionnaire gives insights into the users’ strengths and development potential.



3.1.2 Receiving Tips

The personal report provides users with detailed explanations of their scores, as well as tips on how to become more inclusive. The tips are generated based on the scores, and they consider both the strengths and the development areas of the user. Therefore, every user will receive tips that are specifically designed for them. In addition, all tips are based on (psychological) theory and research. Users can work on their tips using the action plan. The action plan is a tool that provides step-by-step guidance on how to effectively implement each tip. By completing the action plan, users can immediately start using their strengths or working on their development areas.

3.1.3 Expanding Their Knowledge

In our platform, we have also included a library with additional resources and materials. By engaging with these materials, users can expand their knowledge regarding diversity and inclusion. In addition, we aim to further expand the content of the library. Thus, users can stay up to date by visiting the library periodically.

3.2 Use for the Employer

Implementing the Inclusion Scan at a larger scale (i.e., within teams or the entire organisation) can be useful for a number of reasons. First of all, organisations can use the scan to stimulate awareness among their employees. This is especially important for organisations that have just started to focus on diversity and inclusion. Second of all, the questionnaire can be used to collect data about the working climate. In addition, teams and organisations can use the scan as a starting point for building more extensive interventions (i.e., programs for increasing and promoting diversity and inclusion). Thus, the Inclusion Scan can support the development of teams and organisations.

3.2.1 Raising Awareness

The Inclusion Scan encourages users to reflect on the importance of diversity and inclusion. Thus, organisations can use the scan to create awareness around these topics. Why should we care about inclusion? Is there a link between diversity and performance? How can everyone contribute to building a more inclusive workspace? Users can find the answers to these questions by reading through their report, as well as consulting the materials from our digital library. These resources provide them with useful information on diversity and inclusion.

3.2.2 Assessing the Working Climate

The Inclusion Scan can also be used to gain insights into the organisational culture and climate. For instance, the *Inclusion Experience* scale (see 2.1.6 Your Inclusion Experience) can be used to assess the extent to which members of different groups are feeling included, as well as the extent to which other people believe those groups are being included. By aggregating individual responses, managers can get an impression about the general atmosphere in their teams. It is possible to create (analytic) group reports upon request. You can contact



our support department for this (e-mail: support.nl@asssiobloom.com). However, the questions related to this topic are not all mandatory. This means that not everyone will answer them. It is also important to emphasise that the data is confidential and anonymous, and that it should be treated as such.

3.2.3 Building Interventions

Change processes are implemented with the help of the entire organisation. Thus, enabling open dialogue is important for the successful implementation of changes. The Inclusion Scan can serve as a starting point for this dialogue. If it turns out that there is room for improvement, interventions can be implemented to strengthen inclusive behaviour. Taking a group approach can be especially helpful for teams whose members have difficulty collaborating with each other. Thus, the information provided by the Inclusion Scan can also be used by a trained coach to improve team collaboration.

3.3 Responsible Use

To be able to administer the Inclusion Scan and interpret its results correctly, users are invited to complete the e-learning 'Responsible Test Use' and study this manual. Doing so will guarantee that the user can:

- Understand the intended purpose of the Inclusion Scan and the topics being measured;
- Interpret the test results based on the reports and through their own analysis of the scores;
- Provide accurate feedback to test-takers;
- Explain basic statistical and technical concepts related to the test scores, such as reliability and standardisation;
- Explain the possibilities and limitations of the programme/ questionnaire and apply this knowledge in practice;
- Apply common professional ethics rules when working with the Inclusion Scan.



4. The Importance of Inclusion

What is inclusion and why should we care about it? In this chapter, we explain what inclusion is and summarise the benefits of creating an inclusive environment. We further divided this chapter into three sections. In Section 4.1., we briefly define inclusion and explain its relationship with diversity. In addition, we explain what makes people feel the included. In Section 4.2, we explain how working in an inclusive environment benefits employees at an individual level. In Section 4.3., we explain how facilitating diversity and inclusion can benefit the entire organisation.

4.1 Diversity and Inclusion

Although they have slightly different meanings, diversity and inclusion are two related concepts (Gonzalez & DeNisi, 2009). In this section, we define both diversity and inclusion and explain how they are connected. In addition, we explain the psychological mechanisms underlying the feeling of being included.

4.1.1 Diversity

Diversity refers to all visible and invisible characteristics that make people differ from one another. 'Surface-level' diversity refers to differences in visible characteristics. For instance, people can sometimes tell whether someone has a different age or ethnicity, or whether they possess a physical disability. However, most differences between people are invisible. For instance, it is impossible to tell someone's values, political affiliation, or sexual orientation simply by looking at them. This is because such characteristics are deeply psychological. Thus, we use the term 'deep level' diversity to describe differences in invisible characteristics. Every time we meet someone new, it is important to acknowledge that there might be invisible differences between us. In addition, the distinction between visible and invisible differences is not always that clear. For example, some physical disabilities (e.g., being a wheelchair user) are more visible than others (e.g., suffering from a chronic disease). Moreover, some seemingly 'visible' differences are not always real. For instance, someone who looks like they might have a different nationality could have been born in the same country as you. Therefore, you might also share the same language and culture. Not knowing much about a person can make it difficult to navigate differences. However, a great first step is to refrain from making assumptions. It is important that people are given the chance to present themselves the way they would like to be seen. Furthermore, it is important to consider how different identities interact with each other (also referred to as 'intersectionality'). For instance, a woman who is also part of an ethnic minority might have different experiences than a woman who is not.

4.1.2 Inclusion

Inclusion is about the way that people deal with diversity. An inclusive environment is one in which both visible and invisible differences are acknowledged and accepted. Thus, being inclusive is about allowing others to be themselves, and making an effort to accommodate their



needs. Most organisations try to become more inclusive by increasing ‘surface-level’ diversity. However, learning how to manage ‘dee-level’ diversity is also important. In addition, creating diversity does not automatically lead to inclusion. So, when does a working environment become truly inclusive? Pelled et al. (1999) defined inclusion as ‘the degree to which an employee is accepted and treated as an insider by others’. For Roberson (2006), inclusion is about ‘allowing the full participation’ of all employees. Similarly, Miller (1998) described inclusion as the extent to which different individuals ‘are empowered to contribute fully’. In addition, Lirio et al. (2008) argue that inclusion also refers to valuing every employee’s contribution. Avery et al. (2008) also believe that an inclusive organisation is one that celebrates the individual talents of each employee. On a slightly different note, Wasserman et al. (2008) argue that a culture is inclusive when everyone is allowed to be themselves and make their voice heard, regardless of their identity. Finally, Nishii (2013) states that an organisation has an inclusive climate when all employees are treated fairly and are involved in decision-making. If one was to integrate all these perspectives, they could conclude that an inclusive climate is built on respect, appreciation, and mutual understanding between co-workers. Thus, the first step towards inclusivity is recognising everyone’s unique talents and allowing each employee to make a significant contribution to the organisation.

From a psychological perspective, people feel included when two of their basic needs are satisfied. These are the need for belongingness and the need for uniqueness (Shore et al., 2011). On the one hand, the need for belongingness represents the desire to form strong and stable relationships with others (Baumeister & Leary, 2017). Simply put, this need is satisfied when people feel like they ‘belong’ to a social group (e.g., a community, team, or organisation). On the other hand, the need for uniqueness represents the desire to distinguish oneself from other members of the same group (Snyder & Fromkin, 1980). This need is satisfied when people feel valued for who they are and are allowed to make a unique contribution to the group.

Roccas & Brewer (2002) explain the relationship between belongingness and inclusion through the lenses of ‘social identification’. By becoming members of the same social group, people begin to feel connected to one another. This allows them to develop a common ‘social identity’, based on the similarities that they share. Thus, feeling accepted by similar others helps to confirm a person’s social identity. But in addition to a social identity, people also have a personal identity or ‘self-concept’ (Tajfel & Turner, 1986). This includes characteristics that distinguish an individual from other members of their group (Brewer & Gardner, 1996). In simple terms, the self-concept refers to what makes each individual unique. People develop their self-concept by comparing themselves with others. This process is referred to as ‘social comparison’ (Suls et al., 2002).

Being accepted within a social group comes with many advantages. For instance, one will receive the loyalty, trust, and cooperation of the other members. In turn, this increases the feeling of psychological safety (Brewer, 2007) and prevents isolation (Pickett et al., 2002). However, if group members are too similar, this can make people feel like their presence is redundant. Thus, inclusion represents a fine balance between being able to relate to others, while also maintaining a distinct identity (Pickett et al., 2002). While both needs are important, Pickett et al. (2002) argue that there are some situations in which one need becomes more noticeable than the other. For instance, imagine that someone is the only person in their team who has a different ethnical background, and they feel like their ideas are



being rejected because of their ethnicity. In this situation, the need for belongingness might become a lot stronger than the need for uniqueness (Kim et al., 1999).

4.2 Benefits for the Employees

Feeling included at work reduces stress and improves employees' well-being. In addition, creating an inclusive climate increases collaboration between employees and helps them develop better working relationships (Çelik, 2018).

4.2.1 Increased Wellbeing

According to research, promoting an inclusive climate contributes to the employees' physical and mental health (Shaufeli et al., 1996). Specifically, people who work in inclusive organisations report fewer stress-complaints and higher psychological well-being (Jansen, 2014). In addition, feeling included is associated with higher job satisfaction (Acquavita et al., 2009) and lower absenteeism (Jansen, 2014).

4.2.2 Better Working Relationships

Studies show that organisations with an inclusive climate experience fewer conflicts between co-workers (Nishii, 2010). This effect could be explained through the lenses of fairness. An inclusive climate is seen as fair, because it allows employees to express different opinions and participate in decision-making (Nishii, 2013). In turn, employees are more willing to collaborate with each other when they believe that they are treated fairly (Nishii, 2013).

4.3 Benefits for the Employer

Creating an inclusive environment increases employees' performance. Feeling included at work motivates employees to become more productive and come up with more creative ideas (Shalley et al., 2004). Furthermore, building an inclusive climate increases employees' loyalty to the organisation, and makes them less likely to leave (Çelik, 2018). Finally, having inclusive workspaces is an important step towards building a more equitable society (Çelik, 2018).

4.3.1 Increased Performance

Employees who experience a greater sense of inclusion also perform better (Cho & Mor Barak, 2008, Şahin et al., 2018). This positive effect of inclusion is stronger for employees who are part of a minority group (e.g., based on gender), but it is also present among the members of the majority group (Şahin et al., 2018). Therefore, an inclusive climate increases the performance and productivity of all employees (Nishii, 2013). In addition, organisations with a stronger focus on diversity and inclusion benefit from more innovation, increased flexibility, and more financial gains (Carter & Phillips, 2017; Harvey, 2015). Thus, having an inclusive climate ultimately promotes the success and development of the organisation.



4.3.2 Increased Loyalty

The more a person feels included, the more they become attached to the organisation (Avery et al., 2008). This is confirmed by studies showing that employees working in inclusive climates are less likely to quit their jobs (Mor Barak et al., 2006). Conversely, being excluded from decision-making processes determines people to leave the organisation (Mor Barak et al., 2006), and ultimately increases turnover (Hofhuis et al, 2012).

4.3.3 Contributing to a Better Society

Promoting diversity and inclusion is an important step in resolving social inequality. In addition, it also contributes to reducing stigma against certain groups (Benschop et al., 1999; Ely & Thomas, 2001; Luijters, 2008). The Dutch legislation also sets requirements for organisations in regard to diversity and inclusion. For example, everyone in the Netherlands must be treated equally in equivalent situations. Discrimination on the grounds of religion, personal beliefs, political affiliation, race, sex, or any similar characteristics shall not be allowed. This is stated in the Dutch Constitution. Furthermore, Dutch organisations that fall under the Management and Supervision Act must strive for gender equality. According to the Dutch law (Wet Streefcijfer Evenwichtige Zetelverdeling Mannen en Vrouwen in Bestuur), both genders must be represented by at least 30% of the Management Board and the Supervisory Board. Finally, organisations in the Netherlands are encouraged to employ people with an occupational disability (Participation Act).



5. Program Implementation

In this chapter, we provide a set of instructions regarding the use of the Inclusion Scan. Make sure to carefully read these instructions before you start working with the scan. This will ensure that you understand how the program, and that you will implement it correctly. If this information does not prove sufficient, or you have further questions, do not hesitate to contact us at support.nl@assessiobloom.com.

This chapter is further divided into two sections. The first section is dedicated to employees (see 5.1. For Employees). This section explains what test users are going to see in our platform. Specifically, we explain how test users can: (1) gain access to the content of the Inclusion Scan, (2) complete the questionnaire, (3) view, download, and share their results, (4) complete their action plan, and (5) access the resource library. The second section is dedicated to program implementers (see 5.2. For Program Implementers). Program implementers are those people from the organisation that are responsible for implementing the Inclusion Scan program. These people can be HR professionals, managers, or have a different function in the organisation. This section explains how the organisation can use the Inclusion Scan to design and implement interventions for improving diversity and inclusion. Specifically, we address the most common obstacles in implementing organisational change and how to overcome them. At the end of the section, you will also find a simple step-by-step guide for effectively implementing interventions.

5.1 For Program Users

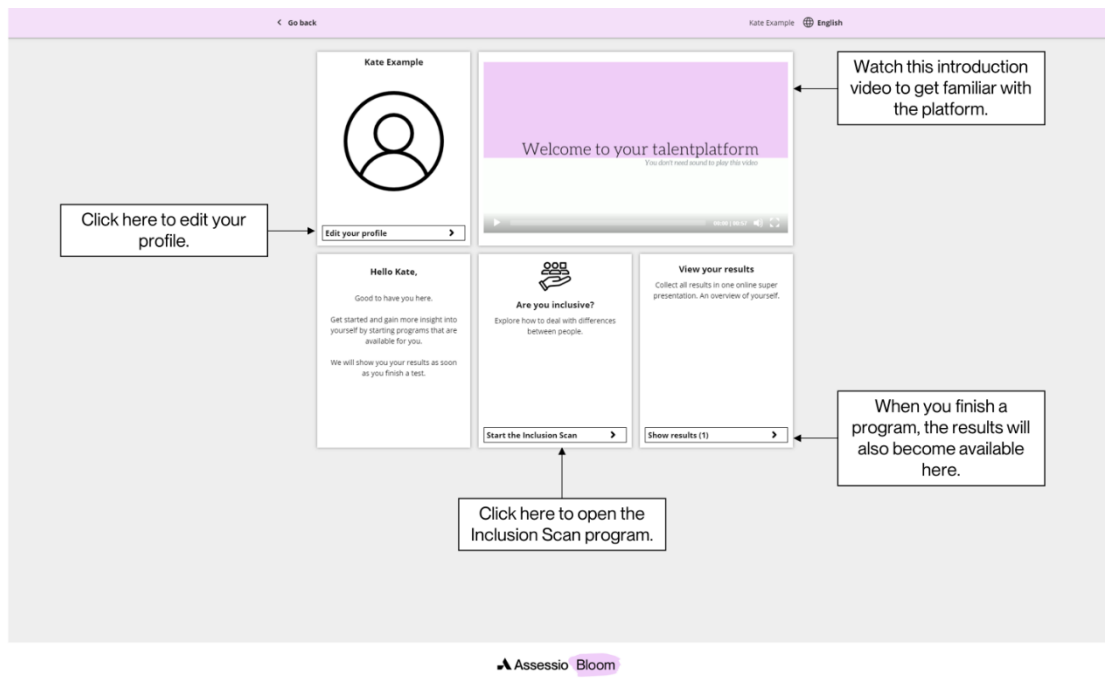
This section is about the practical use of the program. Test participants will only have access to the Inclusion Scan after the program has been added to their personal file. This is done by the administrator of the program, whom we call a 'consultant'. If you are the administrator of the inclusion scan for your team or a group, you can set up the programs for the test participants. We refer to test participants as 'candidates'. You can find out how to prepare programmes in our platform in the 'manage candidates' manual. Once a program has been prepared, you as a consultant can also look into the program yourself. You can see the same parts and view results, but you can't start the questionnaire yourself. Only the candidate can do that. If you have any questions about setting it up, using it or have any other questions about the instrument or program, please contact our support department (support.nl@assessiobloom.com). We discuss these topics:

1. Access the Inclusion Scan
2. Complete the Questionnaire
3. View the Results
4. Complete the Action Plan
5. Visit the Inclusion Library

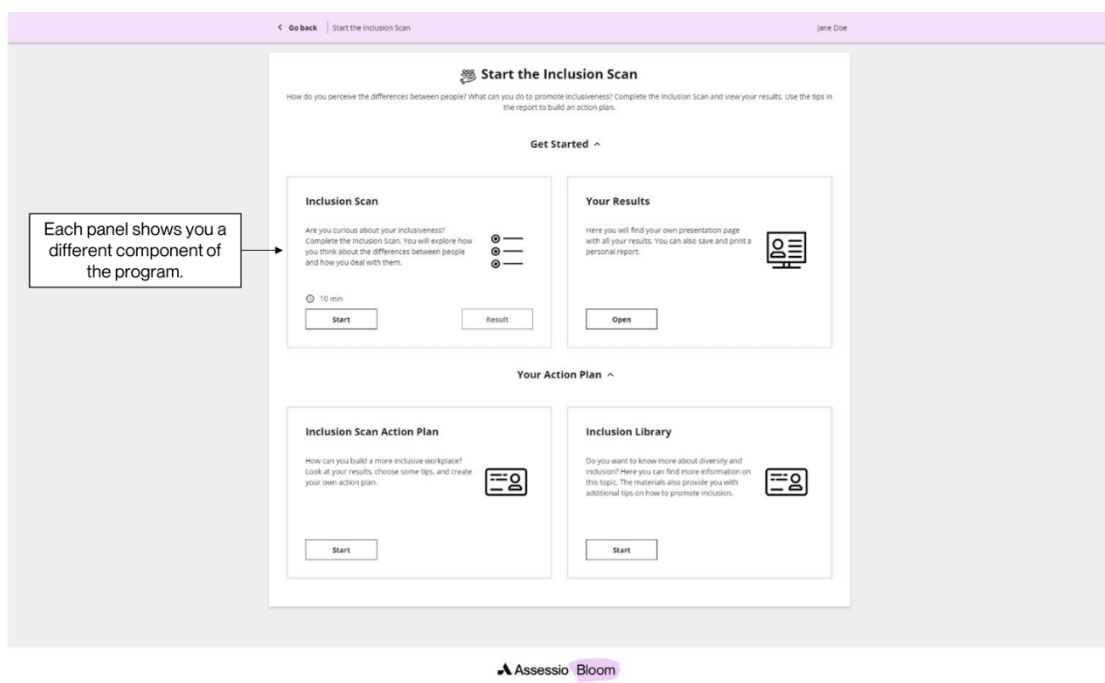
5.1.1 Access the Inclusion Scan

To open the program, users must click on 'Start the Inclusion Scan', at the bottom of the panel titled 'Are you inclusive?'



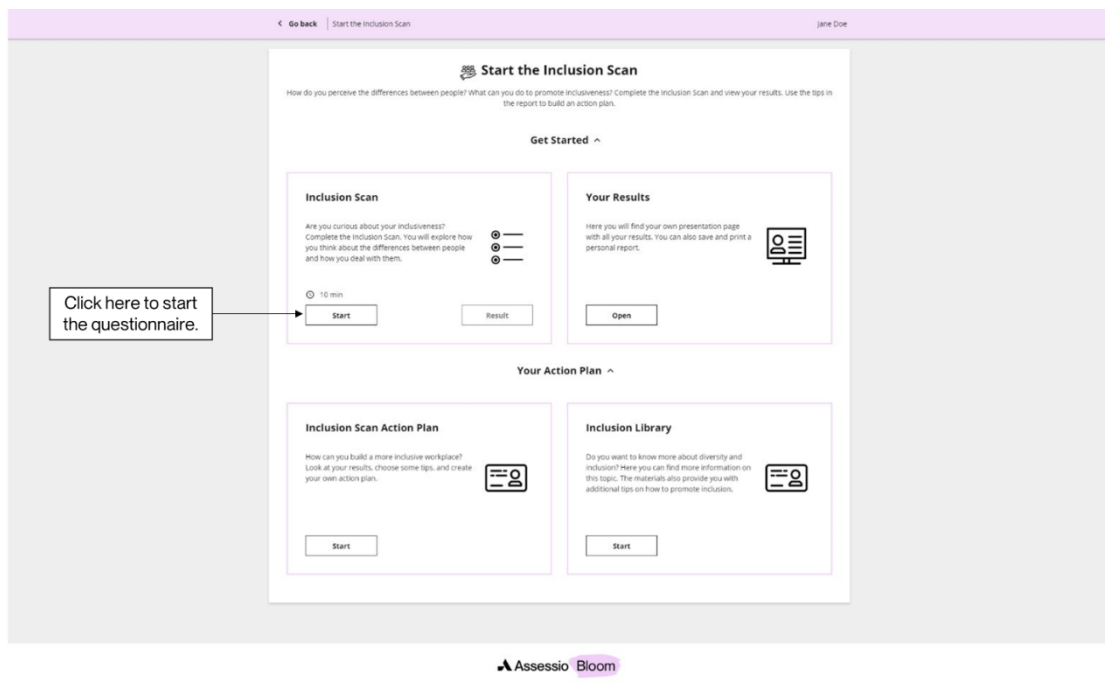


Once the user opens the program, they can take the following steps: (1) complete the inclusion scan, (2) view their test results, (3) complete their action plan, and (4) access the library for more information. To make the most out of the program, we recommend users to complete the steps in this order. However, the platform allows users to complete the steps in any order they want. For instance, one can read more about inclusion or make an action plan before starting the questionnaire. The steps are presented in separate panels on the users' dashboard, as illustrated in the picture below.

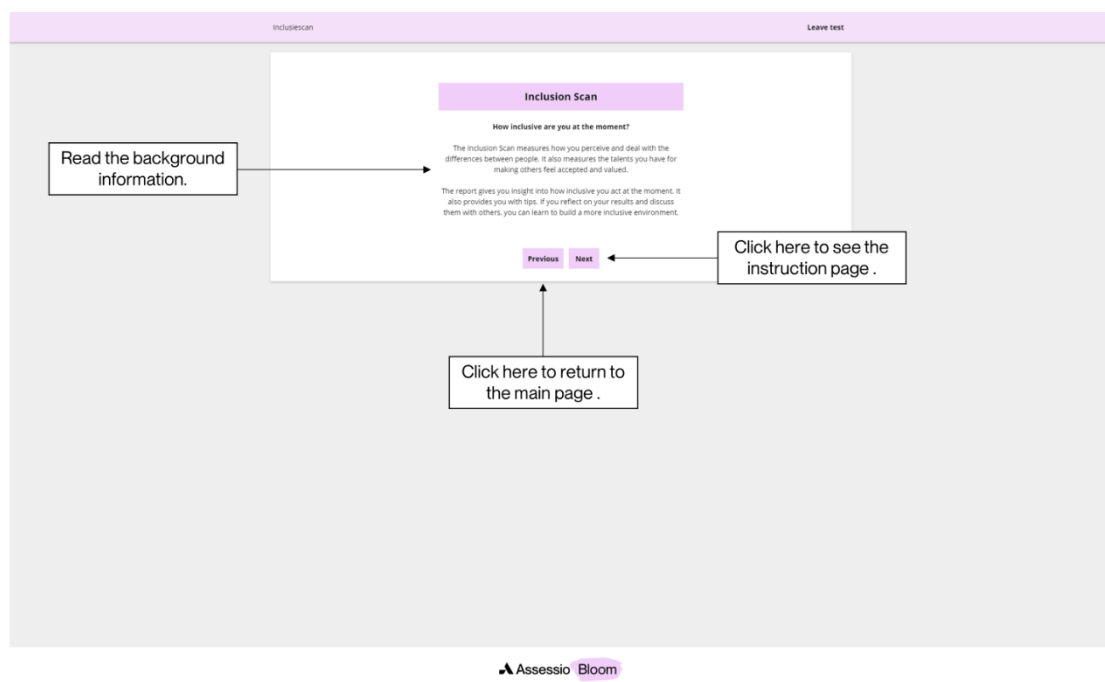


5.1.2 Complete the Questionnaire

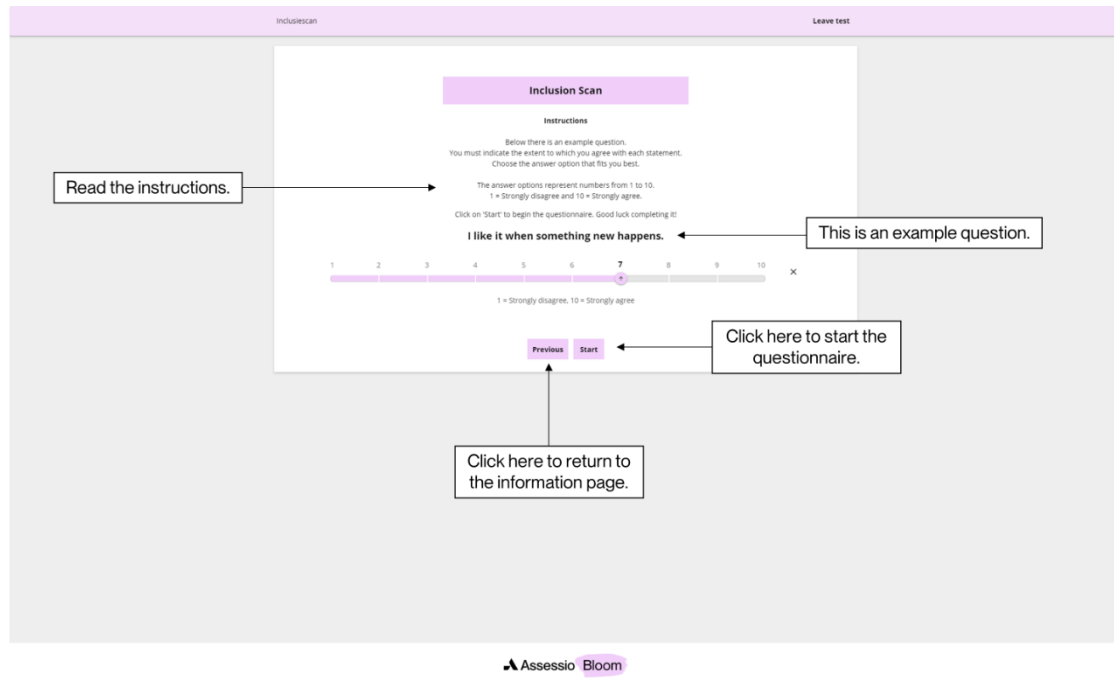
To complete the Inclusion Scan questionnaire, users must click on the 'Start' button in the left corner of the panel titled 'Inclusion Scan'. The questionnaire should open immediately.



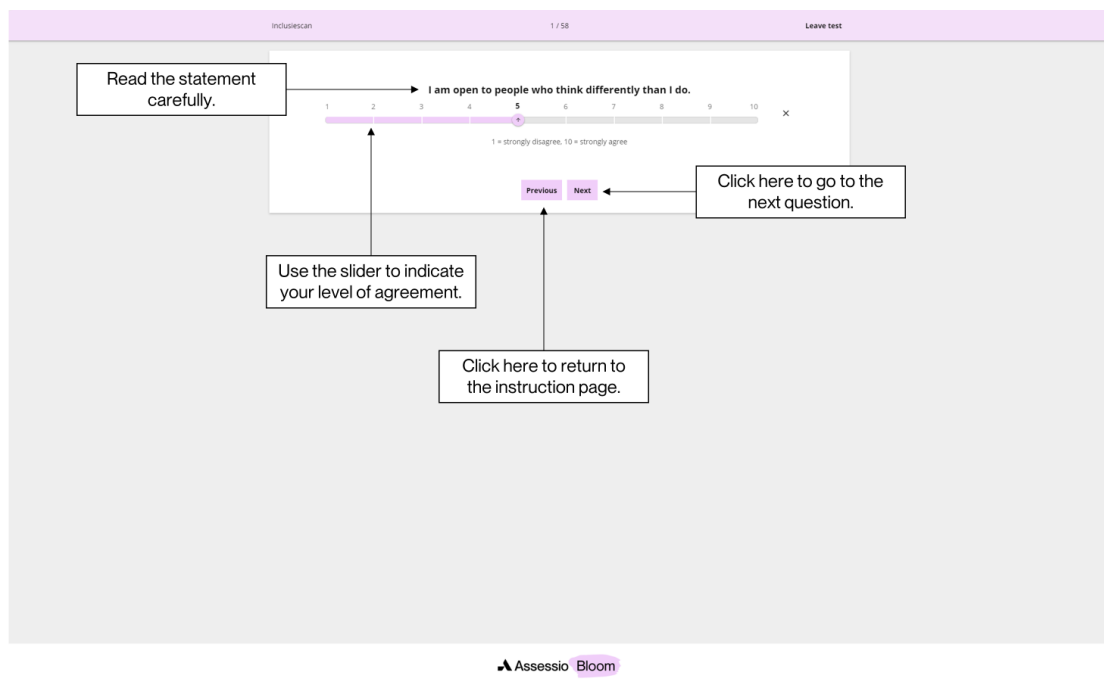
Before the first question is displayed, users will receive some background information about the purpose of the questionnaire. The questionnaire takes about 10 minutes to complete and includes approximately 60 questions. There is no time limit for completing the questionnaire. After reading the background information, users must click on 'Next' to go to the instruction page.



On the instruction page, users will receive information on how to read and answer the questions. For the most part, users are asked to indicate the extent to which they agree with some statements. The answers are given on a scale from 1 – strongly disagree to 10 – strongly agree. An example of statement is also displayed (see picture below). After reading all the instructions, users must click on ‘Start’ to begin the actual questionnaire.



Users can indicate their answer by moving the slider in the desired direction. After giving their answer, users must click on ‘Next’ to go to the following question.



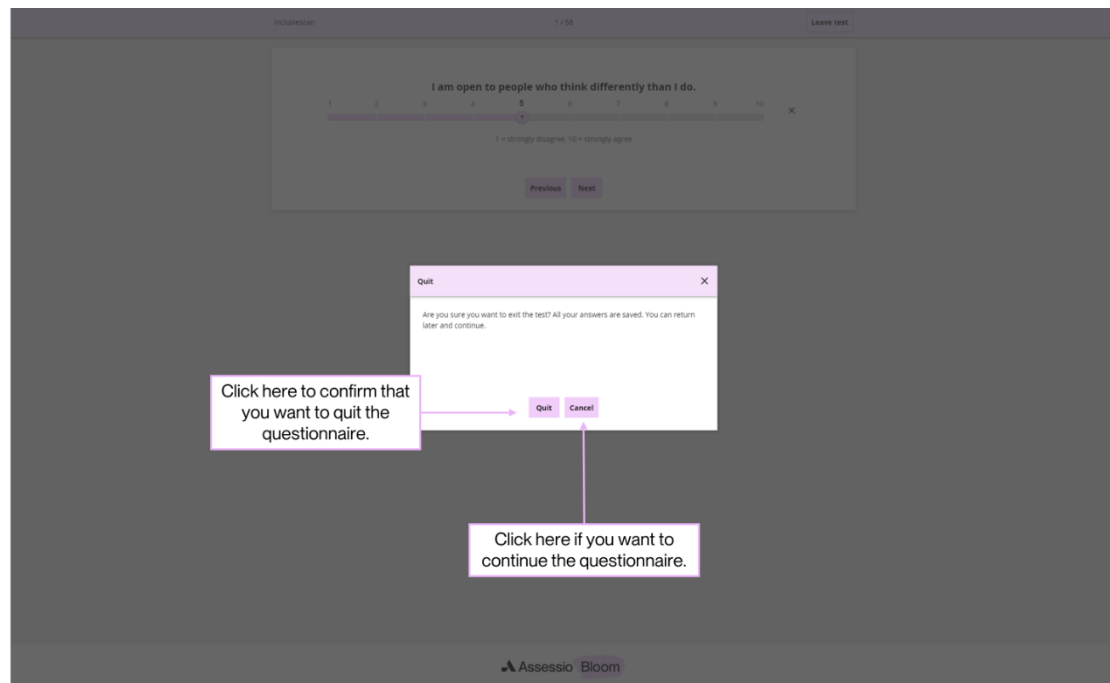
Users are able to revisit previous questions and change their answers. With one exception, skipping questions is not possible. The only question that is not mandatory is about whether users identify as part of a subgroup (i.e. a minority group). At the top of the screen, users can see an indication of how many questions they have left, and how many they have already answered. Thus, users can rely on this information to monitor their progress.

The screenshot shows the Inclusion Scan questionnaire interface. At the top, a purple header bar contains the text "See how many questions you have completed." on the left, a progress indicator "1 / 58" in the center, and a "Leave test" button on the right. Below the header, the main content area displays a question: "I am open to people who think differently than I do." with a horizontal progress bar ranging from 1 to 10. The bar is currently at 5, and the text "1 = strongly disagree, 10 = strongly agree" is shown below it. At the bottom of the question area are "Previous" and "Next" buttons. The footer of the interface shows the "Assessio Bloom" logo.

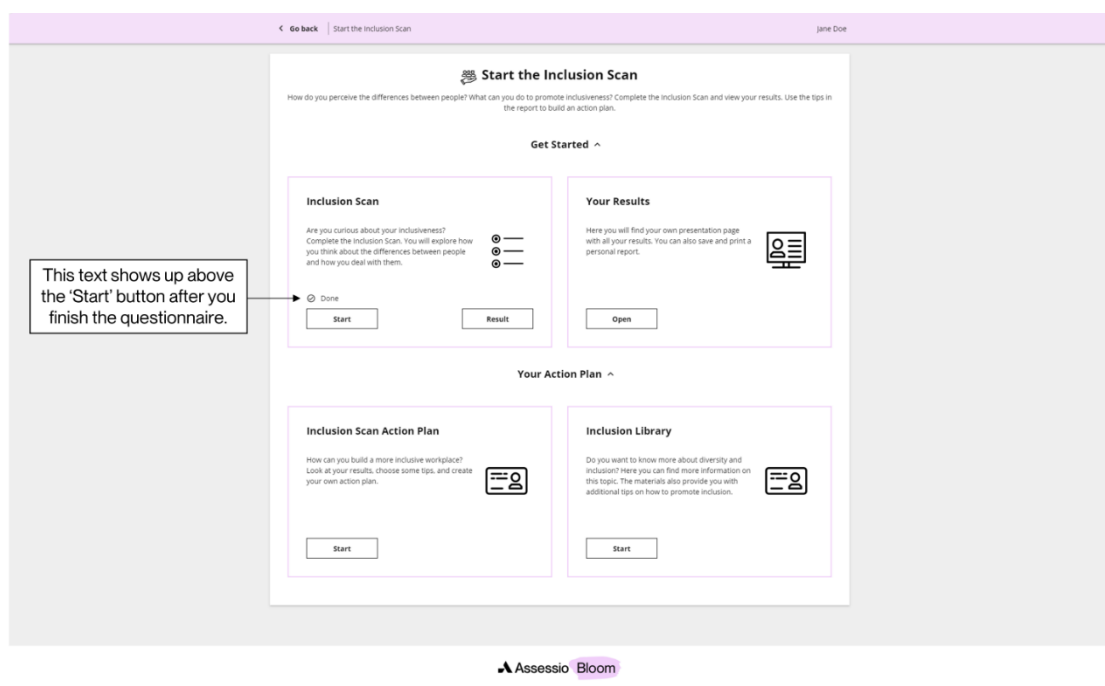
It is not mandatory for users to complete the entire questionnaire in one go. Users can pause at any moment and continue the test later. This can be done by clicking the option 'Leave test' at the top right corner of the screen.

This screenshot is similar to the previous one, showing the Inclusion Scan questionnaire interface. However, it includes a callout box with the text "Click here to pause or quit the questionnaire." pointing to the "Leave test" button in the top right corner of the purple header bar. The rest of the interface, including the question "I am open to people who think differently than I do." and the progress bar, remains the same.

After clicking this button, users will receive a pop-up message asking them to confirm that they want to quit the test. To confirm this, users must click on 'Quit'. This will bring them back to the homepage.

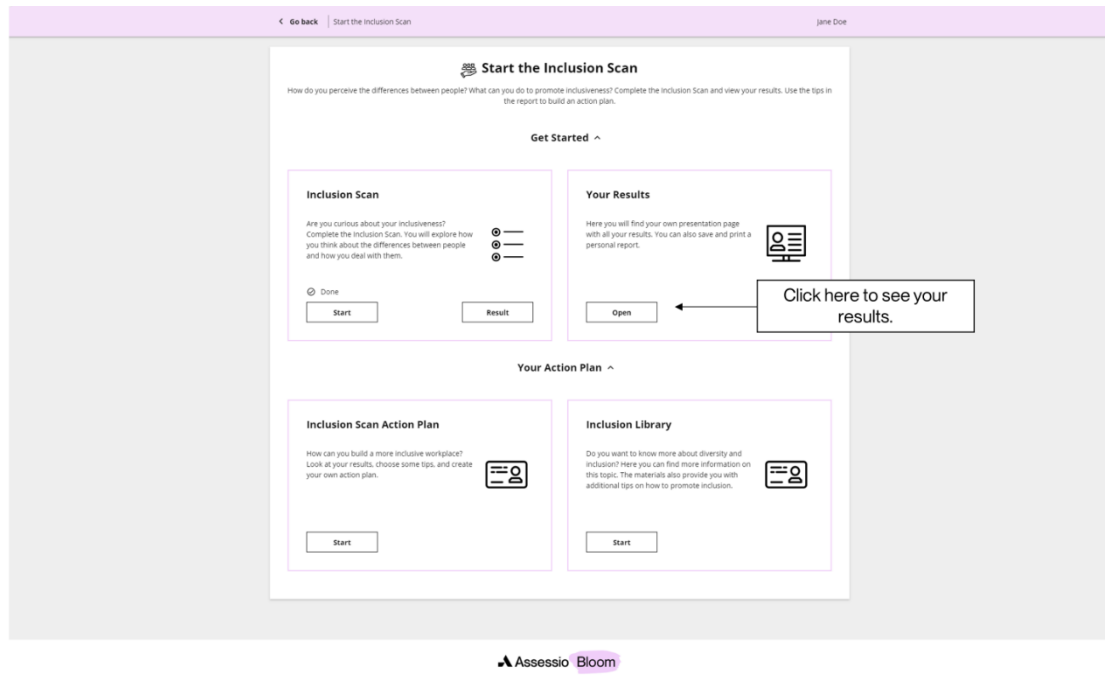


The progress will be saved automatically. This means that users do not have to restart the questionnaire from the very beginning, if they decide to take a break. Every time a user restarts the questionnaire, they will be given a reminder of the test instructions. As soon as they finish the questionnaire, users will receive a notification with the text 'Done'. This will also be displayed under the Inclusion Scan panel on the homepage.



5.1.3 View the Results

After completing the whole questionnaire, users get access to their test results. To view the results, users must click the 'Open' button in the left corner of the panel titled 'View Your Results'.

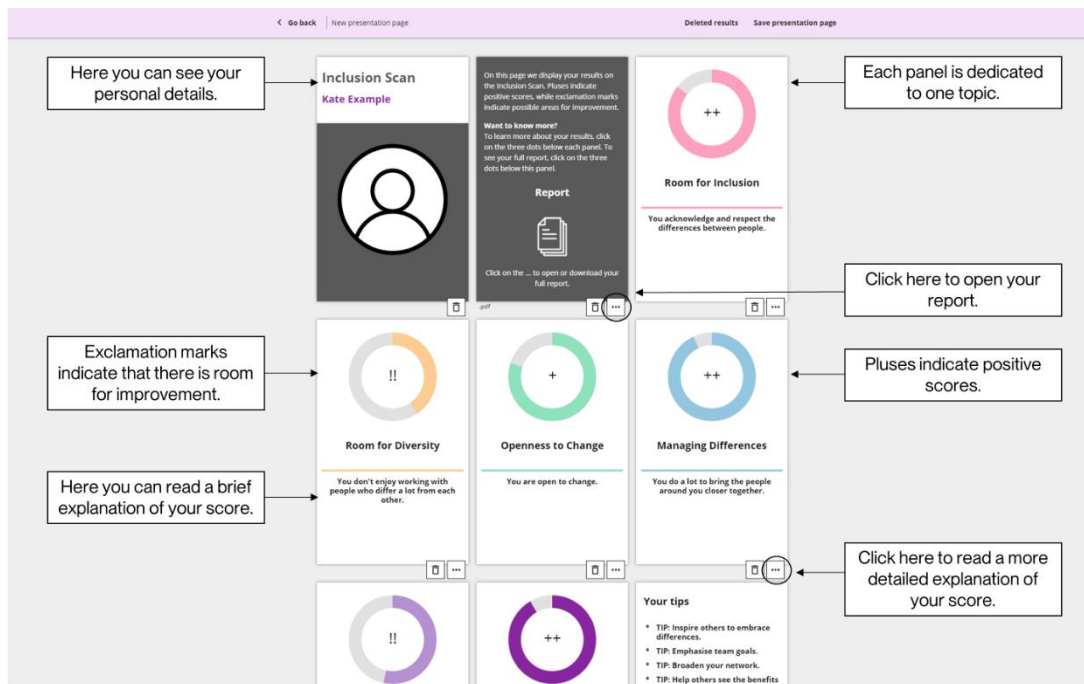


The user will be immediately presented with an overview of their results (i.e. presentation page) and an indication of how to access a more detailed report (i.e. personal report). The picture below provides an example of a presentation page.

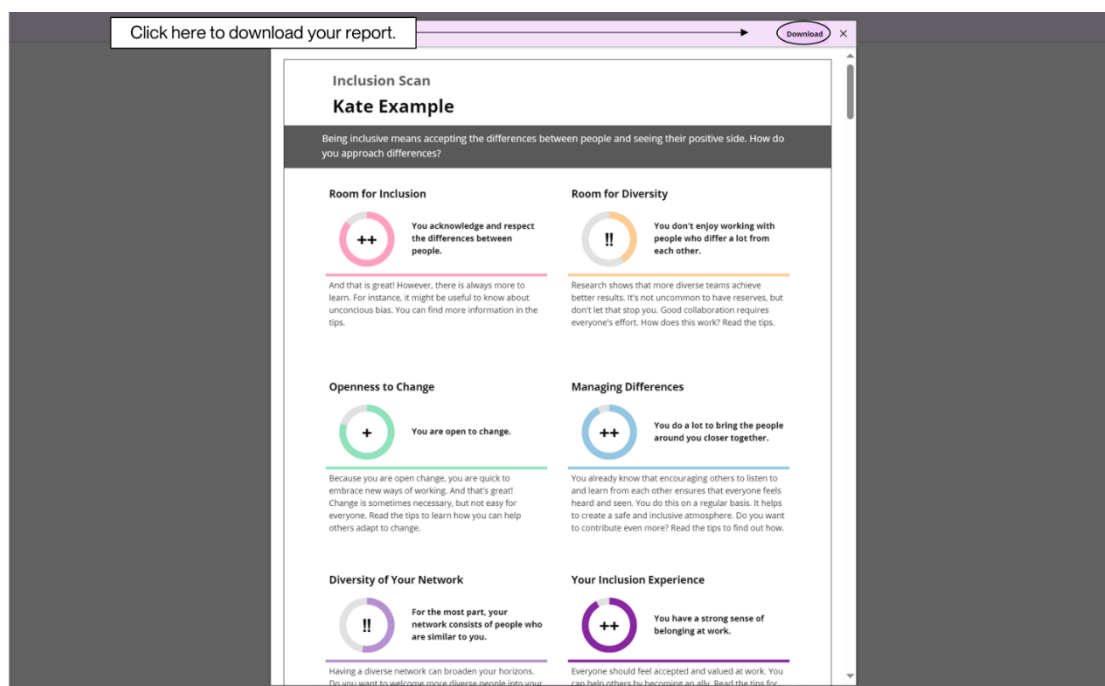
On their presentation page, users can see their results for each of the dimensions measured by the scan. When a topic is marked with one or two plus signs (+), this indicates a strength, and when a topic is marked with one or two exclamation marks (!), this indicates a possible development area. By clicking the three dots at the bottom right of each panel, users can open a pop-up window with more explanations about their results. These explanations can also be found in the personal report. To read more about the way in which test results are calculated and interpreted, read Section 6 (i.e., Standardisation and Scoring).

To access their report, users must click on the three dots at the bottom right of the panel titled 'Report'.



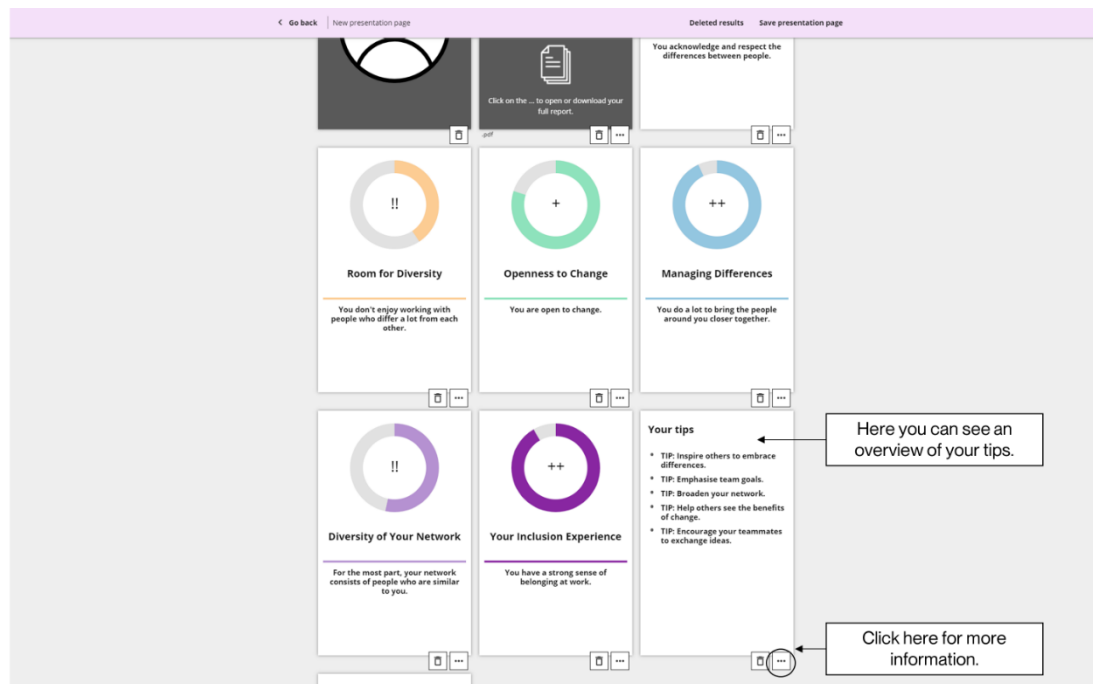


The report can also be downloaded in pdf-format or printed.

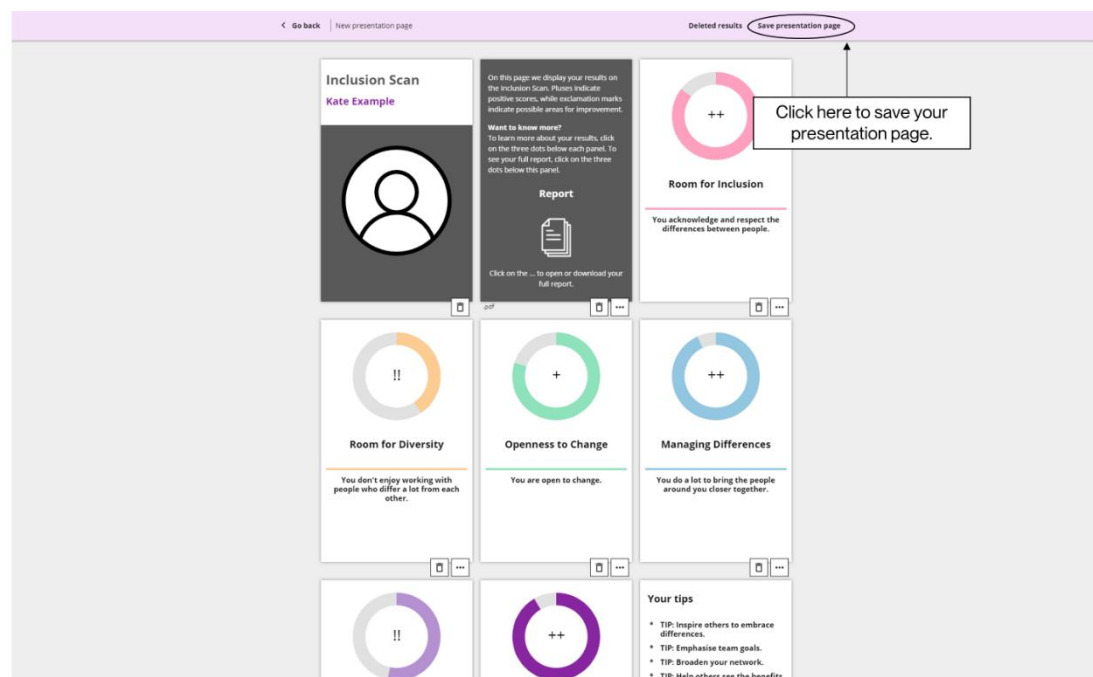


Finally, the presentation page also includes a summary of the tips that users received. These tips are generated based on the user's personal scores and can be found under the heading 'Your tips'. For a detailed explanation of the tips, users must click on the three dots at the bottom the panel.





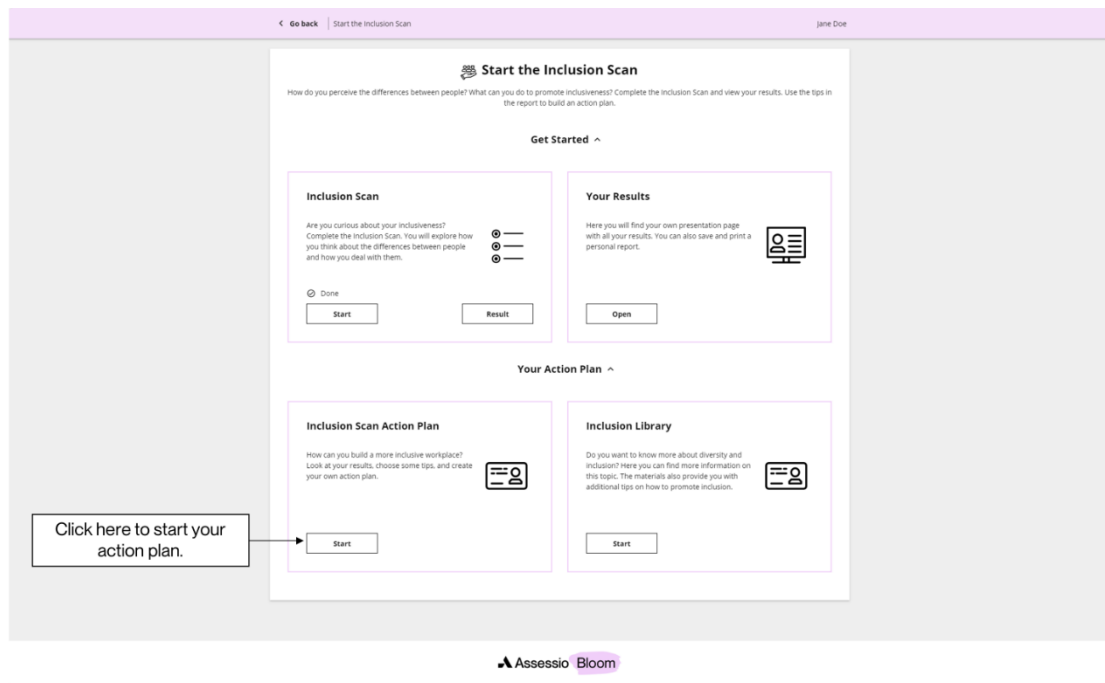
To save their presentation, users must click on 'Save presentation page' at the top right corner of the screen. No one can view the presentation page without the user's permission. However, users can share their presentation with others. To share the presentation, users must click on the three dots at the top right corner of the screen and select 'Share'. After that, users can give the presentation a title and enter the name and email address of the recipient. Users can also specify for how long they want to give the recipient access to the presentation. The recipient can only view the presentation but can't modify it or share it with others.



5.1.4 Complete the Action Plan



After viewing their results, users can start their action plan. The action plan can be found under the panel 'Inclusion Scan Action Plan' (see picture below). To open their plan, users must click on the 'Start' button at the bottom left of the panel.

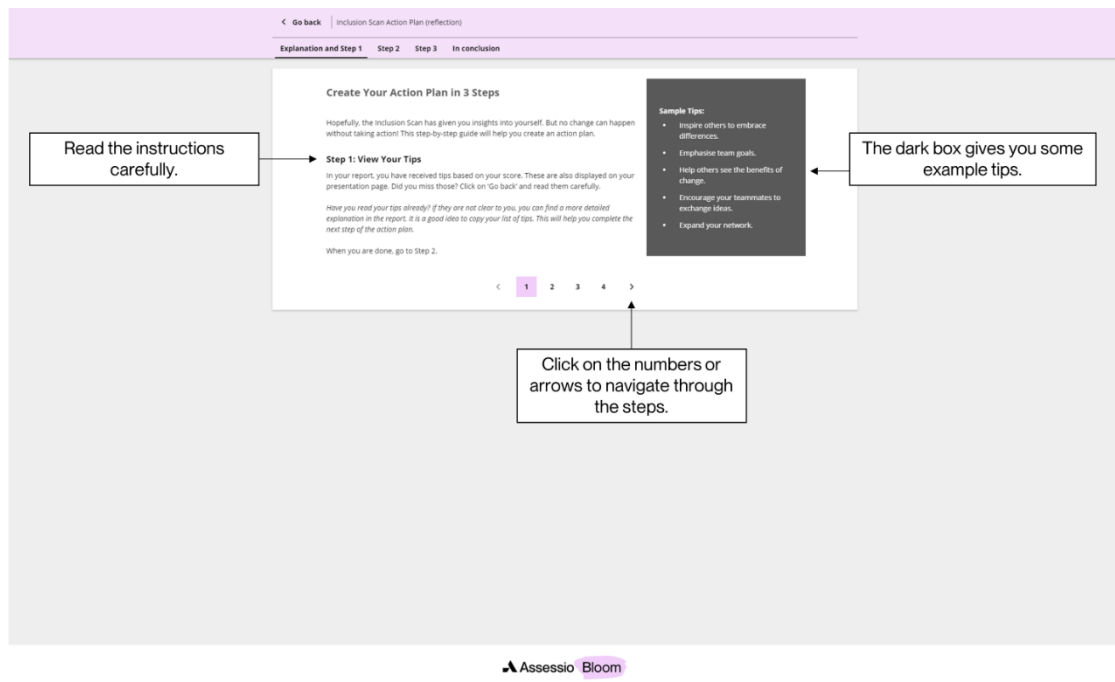


The action plan is fully interactive – users are encouraged to formulate SMART goals based on the tips in their report. In addition, users receive step-by-step guidance on how to fill in the action plan. Specifically, there are three main steps in completing the action plan.

Step 1: View Your Tips

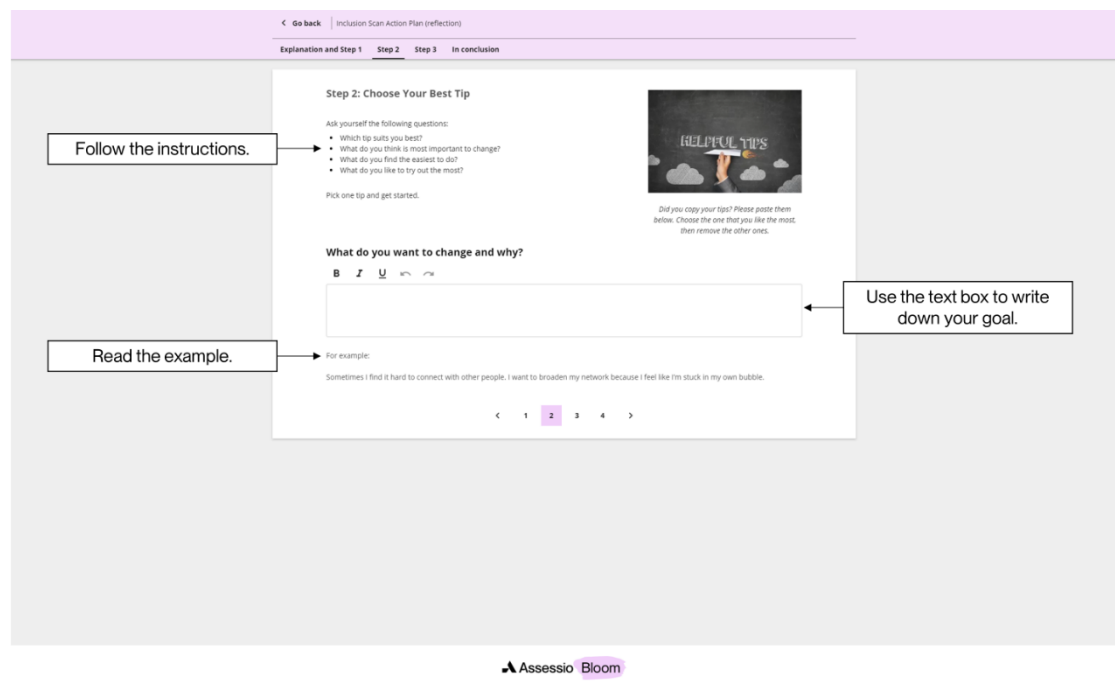
In the first step, users are asked to read and reflect on the tips they have received in their report. Then, they are asked to make a list of the tips that they find the most useful. To move to the next step, users must click on the arrows at the bottom of the page. It is possible for users to return to the previous steps and modify what they have wrote. At the top of the screen, users can always see what step they are currently at.





Step 2: Choose Your Best Tip

In this step, users are asked to choose one tip they would like to implement and write it down in the dedicated text box. Users are also encouraged to write down the reason they would like to work on that tip. Realising the importance of change will help users stay motivated in pursuing their goal. The platform also provides users with an example of how they could complete this step.



Step 3: How Will You Execute Your Plan?

In the third step, users are asked to formulate a strategy for putting their plan into action. Specifically, users are asked to think about and write down the following: (1) the concrete actions or steps that they plan to take in order to reach their goal, (2) the context or situations in



which they plan to work on their goal, and (4) the time when they plan to start working on the goal.

Follow the instructions.

Read the example.

The dark box gives you additional writing tips.

Use the text box to write down your plan.

At the end of the plan, users will also find an additional step titled 'In conclusion'. In this step, users are encouraged to envision what a successful plan looks like to them. In addition, they are given some extra tips on how to maximise their chances of success.

Follow the instructions.

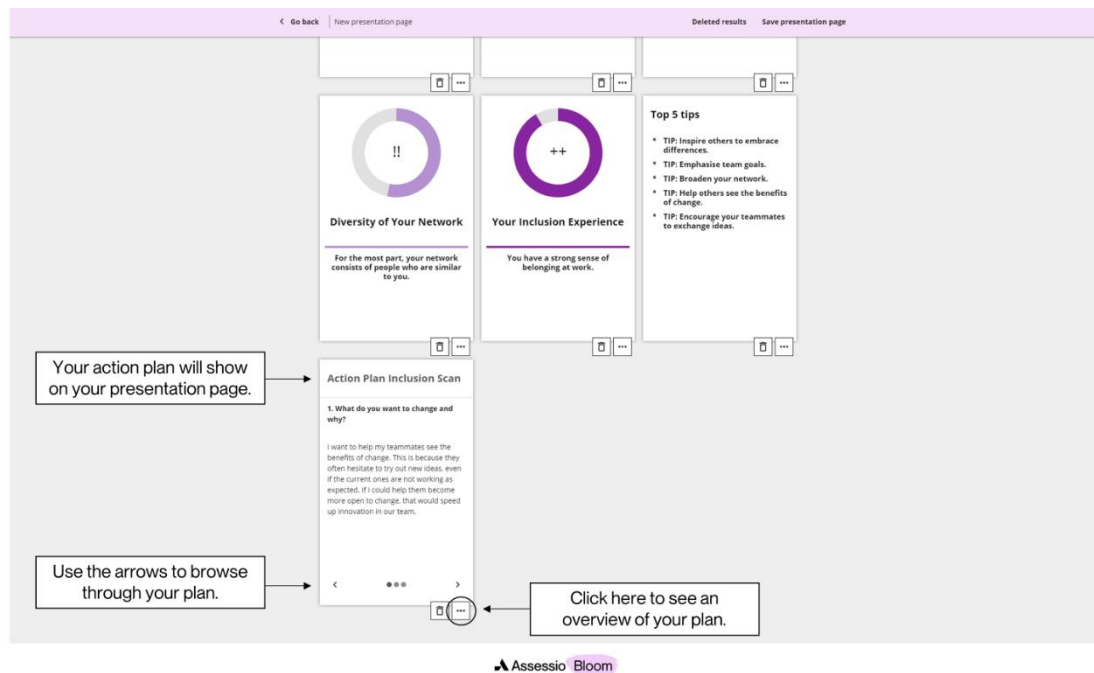
Read the example.

The dark box gives you additional tips.

Use the text box to write down your answer.

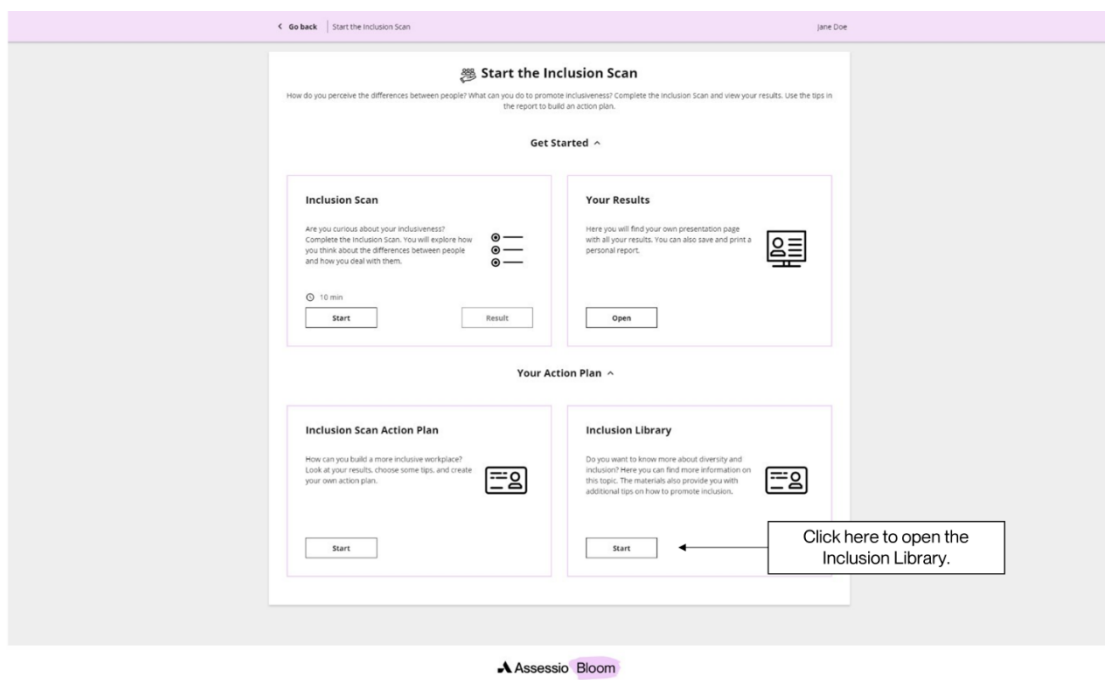
After the plan is completed, it will be automatically added to the presentation page. Users can click on the arrows at the bottom of the panel to navigate the content of the plan. By clicking on the three dots at the bottom right corner of the panel, users can access an overview of their entire action plan.





5.1.5 Visit the Inclusion Library

Users who want to learn more about inclusion and diversity can have a look at our resource library. This can be found under the panel 'Inclusion Library'. To open the library, users must click on the 'Start' button at the bottom left of the panel.

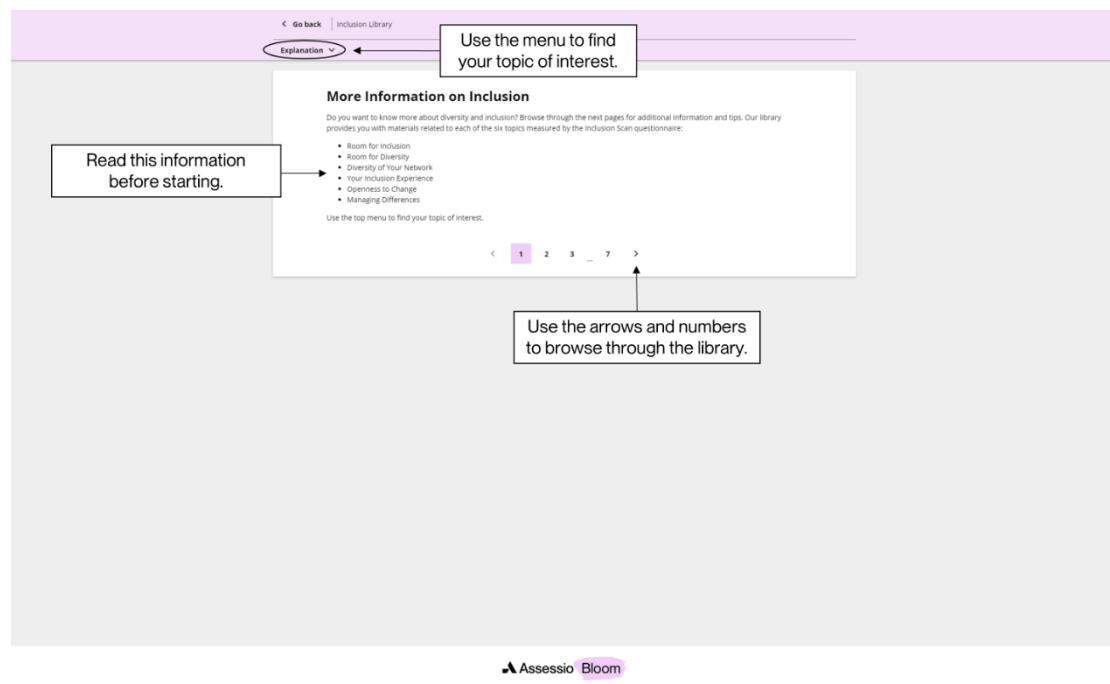


The first page of the Inclusion Library contains information about its content. Users can navigate the library by clicking on the bottom arrows or numbers. The materials are grouped based on their topic. These are the same six topics that are measured by the questionnaire:



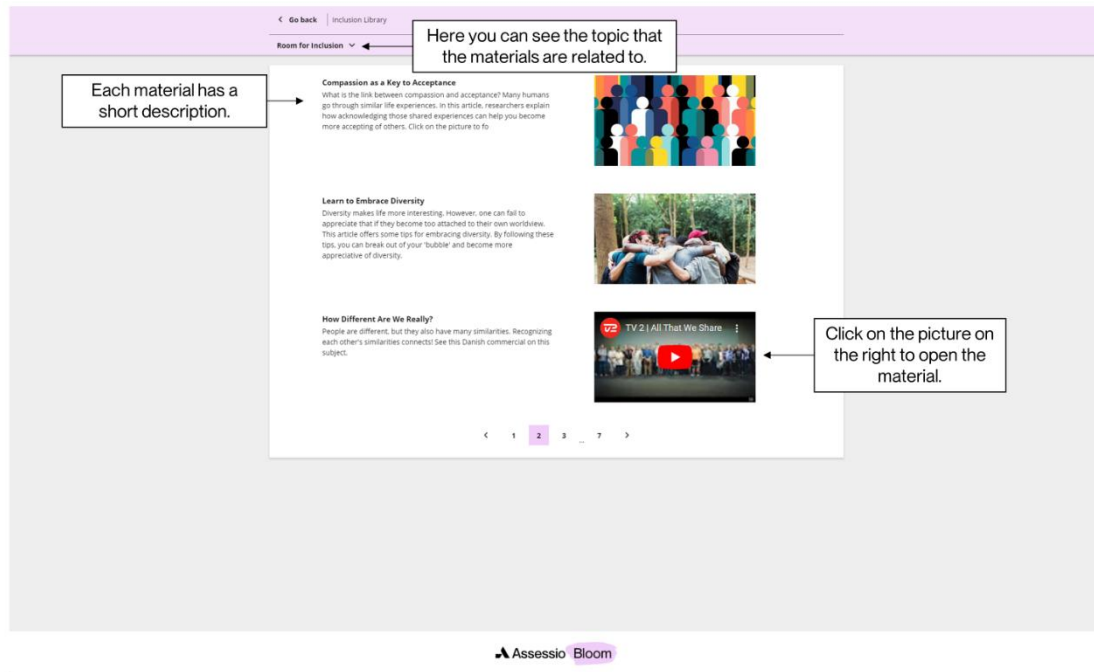
- Room for Inclusion
- Room for Diversity
- Diversity of Your Network
- Your Inclusion Experience
- Openness to Change
- Managing Differences

If users are interested in a particular topic, they can select the associated page from the top menu.



The library contains both text and video materials, as well as links to relevant websites. Users are also provided with an additional test for evaluating their unconscious biases. Furthermore, it is important to mention that our resource library might be updated in the future. Thus, users can later revisit the library to check whether new content has been added.





5.2 For Program Implementers

This section is primarily dedicated to program implementers and was designed to help them effectively implement the Inclusion Scan program. The section covers the following topics:

1. Common Obstacles in Implementing Programs
2. Five Steps for Successfully Implementing the Inclusion Scan

5.2.1 Common Obstacles in Implementing Programs

Despite implementing various programs, organisations sometimes fail to see a significant improvement in diversity and inclusion. One explanation for this could be that the programs themselves were not thoroughly designed. In this case, organisations might decide to change the existing programs or opt for new ones. However, a lack of results does not always indicate poor interventions. Good interventions can also fail to produce results, if they are not implemented correctly. In the next paragraphs, we will explain three of the most common obstacles in implementing interventions.

Lack of Commitment to Change

The process of implementation is more likely to be successful if people are open to change. This can be tricky, as many individuals are afraid of change. However, keeping them well-informed and providing them with adequate training helps employees feel better prepared for dealing with potential challenges. This sense of 'readiness' decreases fear and increases motivation. Thus, employees need to be briefed on what needs to be changed. Highlighting the benefits of diversity ensures that everyone knows why change is important. In addition, everyone should be explained how they can contribute to promoting diversity and inclusion (Janssens & Zanoni, 2007).

Not Enough Reach

The program has more impact when it reaches more people. Especially if your aim is to shift the company culture, we recommend that you use the scan in as many teams as possible. However, it can also be that you have purchased the program with a specific group in mind. In this case, it is important to ensure that everyone in your target group has been informed about and has access to the program. Finally, how much of the program is being completed also matters. Thus, it is important that you encourage people to go through all the steps in the program (e.g., completing the test, making an action plan, etc.) (Glasgow et al., 1999).

Lack of Organisational Support

In an inclusive culture, everyone has a voice, feels valued, and is allowed to contribute to the organisation. If organisational culture already follows some inclusive principles, this increases the impact of using the Inclusion Scan. Therefore, it is also important to get the co-operation of the entire organisation, including the top management. Management must openly support the implementation of inclusive policies and provide sufficient resources to make the change possible.

To get an initial impression of how your organisation is doing, you can start by reflecting on the following questions:



Are you committed to change?
Are you clear on how you are going to implement the program?
Have you communicated this plan to everyone who will be involved in the program?
Think of your reason for implementing the program. Have you communicated this reason properly? Do people know about the benefits of the program?
Is it clear for people how they should make use of the program? For instance, have you provided users with information on when and how they can access the scan?
Have you explained how the results are going to be used?
Does the program have enough reach?
How many people know about the Inclusion Scan? Are there more people who should know about it?
How many people have been invited to participate in the program?
What was the participation rate? Has everyone completed all the components of the program? If not, what has been omitted and why?
Is everyone getting the chance to read and share their results?
Is the program receiving enough support?
Are managers enthusiastic about the program? Do they encourage their teams to participate? Do they discuss the results with their teams?
How are the results being used? What actions do people take for further improving diversity and inclusion?
Are there enough resources for implementing changes in policies, communication, teamwork, etc.?
Is there any follow-up? Are you collecting feedback about the program? Are you monitoring the results or the progress of your teams? Are you planning to repeat the scan periodically?

5.2.2 Five Steps for Successfully Implementing the Inclusion Scan

When deciding to use the Inclusion Scan, it is important to implement it correctly. Thus, we recommend taking the following five steps:

Step 1: Inform Employees about the Program

Tell employees what the Inclusion Scan is and why you as an employer/HR find it important to use it. Indicate that each employee receives their own personal report with results and tips, and that no one else can access that report without their permission. In short, tell them that anonymity is guaranteed! In addition, inform employees that an organisational report can be made later based on anonymised data.

Step 2: Give Employees Access to the Scan

Let employees know that the Inclusion Scan is ready for them in the platform. In addition, tell them whom to contact for further questions or discussing their report.

Step 3: Reflect on the Results and Involve Employees in Group Discussions

Organise conversations and implement interventions on the topic of diversity and inclusion. For example, you can set up round-table discussions for each team or organize a bigger event for the entire organisation. It is important to provide people with the opportunity to openly discuss their results and reflect on some next steps that could be taken.



Step 4: Get Started

Take a step-by-step approach in making the organisation more inclusive. Some actions may seem easy to implement, and thus could be completed quickly. However, other methods of improvement may be more complex in nature. It is certainly not possible to tackle everything at once. Make sure to set priorities and clearly communicate them to the employees. In addition, do not forget to regularly update employees on your progress. This will ensure that your efforts are being noticed and that relevant resources are reaching the people who need them the most. In addition, we appreciate if you could tell us about the things that you find difficult to implement and what your main setbacks are.

Step 5: Repeat the Inclusion Scan Periodically

The Inclusion Scan can also be used to monitor the progress of your organization. Repeat the scan periodically (e.g., every year) to check whether your working climate has improved. This will ensure that inclusion is a theme that stays on everyone's agenda. Finally, repeating the scan is especially useful after implementing interventions. Compare people's results from before and after the intervention to see whether the measures taken by the organization have yielded the desired effects. If you see significant improvements of the scores, that gives you a confirmation that the organization is on the right track. However, if changes are rather small, you can use these results to further reflect on what went wrong in the process.



6. Standardisation and Scoring

This chapter provides information on the calculation, interpretation, and reliability of the Inclusion Scan scores.

6.1 Calculation of Scores

The scores are calculated by averaging the answers to all questions related to one topic. However, you may notice that some of the questions measure the absence of a behaviour. These questions are also referred to as 'reversed items'. For instance, the scale *Openness to Change* includes a question that reads 'I resist change'. In this case, a score of 10 would indicate that the person is not open to change (i.e., a high score indicates the opposite or 'reverse' of openness). When calculating the average scores, reversed items are recoded to indicate low levels of the construct measured. In the example above, a score of 10 on the item 'I resist change' will be counted as a score of 1 towards the average for *Openness to Change*.

6.2 Interpretation of Scores

In our first version of the Inclusion Scan, scores could only be interpreted based on their absolute value (i.e., how further away they were from the ends of the 1 to 10 answering scale). This approach is good for determining to extent to which someone thinks or acts in an inclusive way. However, some attitudes and behaviours are more common than others. For instance, it might happen that many people are able to accept or appreciate differences, but few of them actively engage with people who are different than themselves. Because of this, it might also be useful to know how someone's scores compare to the rest of the population. Thus, this new version of the Inclusion Scan also includes a norm-based interpretation of the scores. That is, test-takers can also receive an indication of how they score, relative to other test-takers who have completed the Inclusion Scan in a similar setting. In the two sub-sections below, we describe both the value-based and the norm-based interpretation of scores.

6.2.1 Value-based Interpretation

The value-based interpretation relies on the absolute value of the scores. Each question in the Inclusion Scan represents a statement that can be answered on a scale from 1 – Strongly disagree to 10 – Strongly agree. Thus, the closer someone's score is to 1, the less they feel like the statement describes their current situation. On the opposite side of the spectrum, the closer someone's score is to 10, the more they resonate with the statement. Using this logic, we have created four broad score categories: 'Mostly disagrees' (ranging from 1 to 5.5), 'Somewhat disagrees' (ranging from 5.6 to 7), 'Somewhat agrees' (ranging from 7.1 to 8.5), and 'Mostly agrees' (ranging from 8.6 to 10) (see table below). The first and last categories (i.e., 'Most disagree' and 'Mostly agree') indicate a tendency of answering towards the extreme ends of the 1 to 10 scale. By contrast, 'Somewhat disagrees' and 'Somewhat agrees' indicate a tendency of answering within the middle of the scale. The value-based interpretation is also used to provide test-takers with feedback and tips. On the one hand, scores over 7 indicate that the user is actively trying to promote inclusion. These



scores are considered ‘strengths’ and are marked with plus signs (+) on the presentation page and in the report. The user receives one plus sign (+) for every score between 7.1 and 8.5 and two plus signs (+ +) for every score higher than 8.5. On the other hand, scores equal to or lower than 7 indicate there is potential for improvement. These scores are marked with exclamation marks (!). Specifically, scores between 5.6 and 7.0 receive one exclamation mark (!) and scores lower than 5.6 receive two exclamation marks (! !). Users who receive exclamation marks will also be given tips on how to turn their development areas into strengths, while users who receive plus signs will be explained how to use their strengths to help others. For an overview of the value-based interpretation of scores, please refer to the table below.

Score		Value-based Interpretation			
Min.	Max.				
1.0	5.5	Mostly disagrees	Most of the times, the person does not display the attitudes or behaviours that are being measured.	! !	Potential for improvement
5.6	7.0	Somewhat disagrees	More often than not, the person does not display the attitudes or behaviours at are being measured.	!	Potential for improvement
7.1	8.5	Somewhat agrees	More often than not, the person displays the attitudes or behaviours being measured.	+	Strength
8.6	10	Mostly agrees	Most of the times, the person displays the attitudes or behaviours being measured.	+ +	Strength

6.2.2 Norm-based Interpretation

In addition to the absolute value of their score, test-takers will also receive information on how their scores compare to those of other people (i.e., the norm group). This is referred to as a ‘norm-based’ or ‘norm-referenced’ interpretation of scores. A norm group represents a group of people that are representative of the target population. The Inclusion Scan is intended to be used for employee development only. For this reason, our norm group only consists of people who have taken the scan in a development situation. Thus, the norm group should not be used to make inferences about the scores of candidates in selection situations.

Our norm group is composed of a sample of 3182 people working in the Netherlands. The sample is diverse in terms of participants’ gender, age, education level, and profession. In addition, many minority groups are being represented (e.g., sexual minorities, ethnic minorities, and people with visible or invisible disabilities). The norm group is used to evaluate how a person differs from other people who have taken the scan in a real development context. Due to its characteristics, the norm group can only be used to evaluate the scores of adults who are employed in the Netherlands. The norm scores may not be representative for people under the age of 18, students, unemployed individuals, or individuals who are employed outside of the Netherlands. For more information about the characteristics of the norm group,



please refer to the addendum 'Inclusion Scan Norms 2024'. You can solicit this document by contacting support.nl@assessiobloom.com.

Four score categories have been established based on the norm-references interpretation. These categories indicate how a person scores relative the norm group: 'Low', 'Below average', 'Average', or 'High' (see table below). The scores associated with each category vary per scale. This is because some of the attitudes and behaviours measured occur more frequently in people than others.

Score Label	Max. Percentile	Norm-based Interpretation
Low	15%	The test-taker scores higher than 0.0% to 15.0% of the norm group.
Below average	40%	The test-taker scores higher than 15.1% to 40.0% of the norm group
Average	75%	The test-taker scores higher than 40.1% to 75.0% of the norm group.
High	100%	The test-taker scores higher than 75.1% to 100.0% of the norm group.

6.3 Reliability of Scores

Having a reliable questionnaire is necessary to make valid statements about how inclusive someone behaves. Typically, reliability is determined by calculating the internal consistency coefficient. The most used coefficient is the Cronbach's alpha (α) (Nunnally & Bernstein, 1994). Some authors also use McDonald's omega or Guttman's lambda 2 (λ^2) (Traub, 1990). We assess the reliability of our instruments based on the recommendations of the COTAN (i.e., The Committee on Testing Affairs in the Netherlands). The COTAN states that the appropriate value of the reliability coefficient depends on the intended use of the test. If the test is used for making important decisions, reliability should be at least .80. For minor decisions, a reliability of .70 is considered appropriate. According to the COTAN, important decisions are understood as 'decisions taken on the basis of the test scores that are essentially, or in the short term, irreversible, and on which the test taker has little influence' (e.g., personnel selection, placement in special educational programs, admission for/discontinuation of clinical treatment, certification, etc.). The Inclusion Scan is intended for development purposes only (i.e., minor decisions). Therefore, an internal consistency of .70 is sufficient. We do not advise customers to include the scan in their assessment procedure for new hires.

The table below summarises the reliability (i.e., Cronbach's α and McDonald's ω) of all the topics and scales included in the Inclusion Scan. Because the *Diversity of Contacts* has only recently been added to the questionnaire, we did not have enough data to calculate reliability. As this scale is part of the topic *Diversity of Your Network*, this means that the reliability of this topic could not be calculated either. The reliability of these will be added to this document when more data will be available.

Except for *Trust*, all clusters and scales have a reliability of at least .70. For this scale, we have created additional items to increase the reliability. At the moment, these items are considered 'experimental'. This means that they are only being used for research purposes and



are not included in the calculation of scores. However, if our research indicates that they meet the psychometric requirements, these items will be eventually added to the *Trust* scale.

Topics and Scales	α	ω
Room for Inclusion	.90	.90
Accepting Differences	.78	.79
Appreciating Differences	.85	.85
Managing Differences	.86	.86
Inclusive Leadership	.79	.79
Promoting Inclusion	.76	.76
Openness to Change	.87	.87
Willingness to Change	.87	.87
Diversity of Your Network	-	-
Intercultural Network	.76	.79
Diversity of Contacts	-	-
Room for Diversity	.73	.71
Diversity Beliefs	.74	.72
Trust	.61	.58
Your Inclusion Experience	.78	.78
Inclusion Experience	.79	.80
Work Inclusion	.65	.68



7. Literature

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