Applying the concept of diversity management in IT and robotics organisations

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Introduction

"Change is pleasing, change is fun, variety is delightful."

Phaedrus

Diversity is a concept that has been frequently invoked in many areas of people's lives in recent years and has become the subject of much global debate. Related to the concept of diversity is the concept of biodiversity. It is a term that was coined by combining the Greek expression "bios", which can be translated into English as "life", and the Latin expression "divers", which can be translated as "various" or "diverse". It therefore follows that the term "biodiversity" refers to some form of diversity of life.

Biodiversity, also known as biological diversity, is a concept that appears in several scientific disciplines. This term is most often encountered in the natural sciences, specifically in biology and ecology. In the natural sciences, the term is intended to describe the biodiversity of all life forms on planet Earth. However, it should describe both the species' diversity and genetic variability of currently living organisms, their populations, communities, and ecosystems. Biodiversity is thought to encompass plants, animal species, including microorganisms, and their species information, and has a significant impact on the functioning of the various ecosystems that co-create the environment (Hamilton, 2005).

Over the last two billion years, tens of millions to billions of different organisms have emerged on planet Earth. At present, scientists estimate that between 5 and 100 million different species of organisms inhabit the planet (Badida, 2010). However, only about 2 million species have actually been found and described by scientists to date. Scientists are convinced of the existence of the other species, but they have not been found and described to date. However, the biodiversity of our planet can be expressed not only in terms of the number of individual species of plants, animals, and microorganisms, but also in terms of the gene spectrum that these individual species harbour (Primack, 2011).

The second scientific field where the term "diversity" can be encountered is sociology. Both scientific disciplines currently focusing on diversity are gaining popularity within their respective scientific fields and are being pursued by an increasing number of experts. Within sociology, this concept is mainly associated with the working environment of companies and societies, where social equality in the workplace, discrimination and the creation of stereotypes and prejudices is addressed.

Over the last decade, companies have increasingly included diversity management in the work of their managers. This area of corporate governance is now a necessity and a prerequisite, especially in foreign companies, although many thought it would be more of a short-term fad. Even within the Czech environment, since 2005, the development of human resource management in workplaces has been taking place and more and more Czech experts have dealt with human resource diversity in workplaces.

The main reason this issue has received attention, especially in the last 20 years, is the increasing globalisation (interconnectedness) of the labour market, together with the changing demographic development of humanity. These changes and trends, which are manifested on a global level, are the main reasons diversity in the corporate environment and its management should be given increased attention. And not only from the experts but also from the companies themselves.

The global labour market is becoming increasingly intertwined, as are individual companies. Within almost every country, the number of immigrants and migrants is increasing every year, and the entire world is becoming an increasingly interconnected place. Similarly, there are certain demographic trends within a global society that are becoming more and more noticeable every year. The first such trend is that, within Western civilisations in particular, there is an ageing population. Fewer children are being born and the overall population is ageing. This brings together several generations of different ages within companies who have to learn to work together and cooperate, despite their considerable differences.

The theory of diversity within the work environment highlights that the diversity (variety) of the work team is a gift and a significant advantage for every company. In fact, every culture, every age group, and diverse nationalities can be an asset and enrichment to a society. Each individual is an individual who brings to the collective his or her experience, his or her knowledge, his or her attitudes and opinions, his or her level of creativity, which is based on his or her cultural and mental background. By ensuring that the work team is made up of diverse personalities, imaginary barriers are removed, which can often arise because of discrimination, prejudice, and the non-inclusion of disadvantaged individuals in the labour market.

The monograph entitled "Application of the concept of diversity management in organisations in the IT and robotics sector" will deal with social diversity within the work environment/work team. The monograph will be divided into two segments, a theoretical part and a practical part.

The theoretical part will first focus on the concept of biodiversity/diversity/diversity itself. This concept will be defined from many perspectives. The second chapter will map the different types of diversity currently encountered within organisations. Diversity is not just about workers coming from different parts of the world, different countries, cultural backgrounds, or mental settings. In the same way, diversity can be found in terms of gender or age. Similarly, diversity has also been highlighted in recent years in relation to the health status of individual workers, where historically it used to be the case that people suffering from a medical or psychological disability were automatically excluded from work teams.

The third chapter will deal in more detail with the concept of "corporate culture" and will also focus on the position of the individual within the organisation. For a long time in human history, employees have been viewed as mere tools used to accomplish specific tasks, rather than as individual personalities whose specific personal characteristics can bring many benefits to a given organisation. The fourth chapter will deal with diversity management within organisations. Specifically, it will reflect on the reasons why this management is beneficial to society and its importance. The history of introducing this approach to life will also be mentioned, and the different theories that deal with how diversity in societies should be properly managed will also be analysed. In fact, if someone approach inappropriately diversity management in the workplace, the whole concept could bring more problems than benefits.

Another concept that is closely related to workplace diversity, corporate culture, and social inequality is the concept of social inclusion. This is an effort to integrate socially disadvantaged citizens into most of the workforce. The concept of social inclusion will first be defined, and the basic pillars and visions on which the theory is based will be written. It will also outline the specific ways in which an organisation should approach social inclusion and how it should effectively incorporate this approach into its society. As the monograph focuses on diversity management within the IT and robotics sectors, these sectors will be introduced in more detail, and the level at which diversity is currently managed within them will be analysed.

The second segment of the monograph is the practical part. It will be divided into 3 consecutive parts. In the first part, a quantitative scientific method, called a questionnaire survey, will be implemented. The aim of the questionnaire survey will be to find out how individual Czech organisations operating in the IT and robotics sector manage the diversity of their work teams, and whether individual companies deal with this issue at all. A questionnaire consisting of 30 questions was sent to 24 individual organisations that met the predetermined requirements.

Based on the answers made by 16 of them, the predetermined scientific hypotheses were answered (confirmed or refuted).

The second part was a qualitative scientific method called semi-standardised interviews. The management of two organisations operating in the IT and robotics sector agreed to take part in a semi-standardised interview, where the author of the monograph will answer the managers of the companies from predetermined questions related specifically to the management of diversity in the work teams of these companies. Thanks to this, a closer insight into this issue of real Czech companies operating in the specific environment of IT and robotics was gained.

In the last part, the knowledge gained from both the theoretical and practical part of the monograph will be used, and the author of the monograph will propose a model organisation operating in the IT sector, which will serve as an ideal case study. Specific suggestions will be made how the organisation should manage diversity within its workforce, and specific measures will be proposed to ensure that a diverse workforce is properly managed by management and that the diversity of the work environment is used as a benefit that can enrich the performance of the workforce and thus the company itself.

Methodology

The monograph was divided into two segments, a theoretical part, and a practical part. For writing the theoretical part of the monograph, primary and secondary professional sources were used, including Czech and English written scientific articles that focused on corporate diversity management. Scientific articles written in English were obtained from scientific databases, namely Web of Science, Scopus and Google Scholar.

Several scientific methods were used to write this part of the monograph, the main one being the descriptive method. However, the comparative method and the method of deduction were also used, where the author of the monograph draws conclusions and findings based on his or her own reasoning and experience.

Several scientific methods were also used to write the practical part of the monograph. The first was a quantitative method called a questionnaire survey. Through this method, it is possible to reach many respondents, thus ensuring a large amount of data that can be statistically evaluated. The second method used was a qualitative method called a semi-standardised interview. Although this method reaches a few entities, it can obtain a larger amount of more detailed and deeper data from them.

The last segment of the practical part used the method of model example and deduction, where the author of the monograph, based on the gained knowledge, creates a model organisation to which ideal characteristics and approaches are assigned.

Theoretical part

1. Definition of diversity

In the introductory part of the monograph, it was outlined that the concept of diversity appears in several scientific fields. In the natural sciences, the term biodiversity is used to refer to the biological diversity of all life forms on planet Earth. However, this term can describe both species diversity and genetic variation in currently living organisms, their populations, communities, and ecosystems (Hamilton, 2005).

However, a similar-sounding term can also be found in another branch of science, namely in sociology, where the term diversity is already used. Although with sociological sciences, the term no longer has the prefix bios, which is supposed to refer to all living organisms, it is still a term that refers to the diversity of a particular social group or a particular part of the human population. As with the natural sciences, we can think of diversity as the variability, the richness of a particular group of people. However, this may be a diversity based on many different measures (Roberson, 2019).

The definition of diversity refers to the existence of variations/differences in different characteristics in a group of people. These characteristics can be anything that makes an individual unique, such as cognitive abilities and personality traits, along with things that shape an individual's identity (e.g., race, age, gender, religion, sexual orientation, cultural background (Roberson, 2019).

Diversity is most often encountered today in the work's context environment and the work team. If a definition of "diversity in the workplace" is to be described, it is useful to think about all the different characteristics that individual employees may have. First, there are general and basic characteristics of people that can be imagined (Maříková et al., 2015):

- Race (cultural affiliation)
- Age group
- Sex
- Religious beliefs
- Sexual orientation

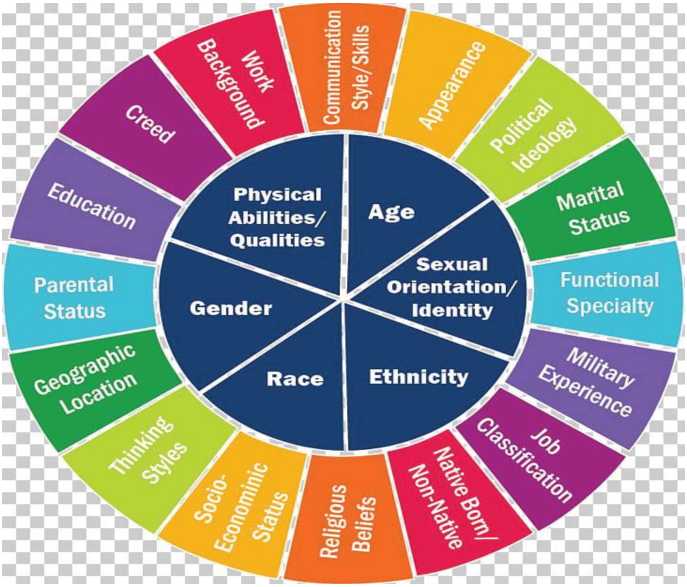
Secondly, each individual is also defined by many other personality characteristics, which are no longer found only on a general level, but make up the overall personality of the individual. Such characteristics can then be specifically thought of (Maříková et al., 2015):

- Experience
- Talent
- Skills
- Opinions and attitudes
- Personality and character

Diversity thus simply represents what makes each individual person unique and can include human background, personality, life experiences and beliefs. In short, all the individual characteristics that shape a person and make them who they are. Thus, it is also a combination of differences between individuals that shape each person's worldview, perspective, attitudes, and overall approach (Allen et al., 2004).

But diversity is also about recognising, respecting, and valuing differences based on ethnicity, gender, age, race, religion, disability and sexual orientation. It also includes an infinite range of individual unique characteristics and experiences such as communication style, career advancement, life experiences, education, geographic location, income level, marital status, parental status, and other variables that influence personal perspectives (Avery et al., 2013).

By a poorly diversified group of people, we can imagine a group of young heterosexual white men who are, for example, all single, all graduated from the same university and live in the same city. The opposite, i.e., a richly diversified group of people, can become a working group where both women and men of different ages are represented. These people come from different parts of the world, have different religious beliefs and sexual orientations, and carry with them different experiences from their childhood, adolescence, and life (Allen et al., 2004).



Physical Abilities/ Qualities
Age
Sexual Orientation/ Identity
Ethnicity
Race
Gender
Communication Style/Skills
Appearance
Political Ideology
Marital Status
Functional Specialty
Military Experience
Job Classification
Native Born/ Non-Native
Religious Beliefs
Socio-Economic Status
Thinking Styles
Geographic Location
Parental Status
Education
Creed
Work Background

Fig. 1: Social diversity

Source: https://imgbin.com/png/rb4MQeEM/cultural-diversity-multiculturalism-culture-social-group-png

The term workforce diversity was coined in the 1990s because of socioeconomic trends that changed the number and shape of the people who make up the organisational workforce. Labour statistics and other data that are used globally to describe the disparities that exist between people within work environments show that the workforce/human factor has been, and continues to become, increasingly heterogeneous on a global scale (Mor Barak & Travis, 2013).

For example, advances in human, women's, and civil rights over several decades have spurred greater participation in the workforce by groups that were historically underrepresented in the workforce until recently, with a parallel increase in the need to manage a workforce that is characterised by a large variety of groups, personalities, and experiences (Roberson, 2019).

Developments in economic policy and technology have also lowered trade barriers and made global markets more interconnected. The free flow of goods and services, information, and resources, including human resources, is becoming an increasingly common phenomenon, which increases the need for organisations to understand and be able to deal with the problems that can arise precisely because of the variability of cultural norms, values and language barriers (Bezrukova et al., 2007).

Thus, if increasingly intense globalization is additionally linked to other global trends, such as the inconsistent growth of human populations in different regions of the world, and the general aging of the workforce within Western civilizations, the need for organisations to effectively grapple with these changes continues to grow (Roberson, 2019). In order for organisations and social scientists to cope with such a growing need, and to keep pace with the changing business environment, increased attention has been paid over the past decades to the study of diversity in organisations, including its conceptualizations, measures, effects, and contexts. However, such studies have been conducted in many scientific fields (e.g., psychology, sociology, law, economics, public policy, education, marketing, nursing, etc.), it is quite challenging to unify and synthesise all individual findings (Ferguson & Porter, 2013).

The following paragraphs will thus summarise the findings of the various scientific disciplines (from psychology and sociology to economics and management) that have dealt with social diversity more or less intensively. The author of the monograph will try to link these findings in a consensual way in order to synthesise and mutually unify all the information found.

Social diversity is a term used to refer to any differences that occur between people within a particular social group, or in the case of this monograph, within a work collective (Roberson et al., 2017).

The occurrence of differences within any social group can lead to individuals knowing other people within that collective are more like them than others who may also differ from them. For this reason, several conceptualizations and typologies have emerged in psychology. Factorial or categorial typology, for example, considers diversity as a personal attribute of individuals (Mannix & Neale, 2005; Tsui & Gutek, 1999) that forms the basis for identity distinction within groups.

However, given the immeasurable number of attributes within which people can differ, researchers have come up with a more branching typology of differences. For example, one typology distinguishes diversity attributes based on the degree to which they are observable or easily detectable (Jackson et al., 1995).

More observable characteristics that can be noticed only by glancing at and observing people within a particular social group are, for example, gender, race, and age. These attributes represent one category, while less observable differences, such as educational attainment, religion, sexual orientation, or functional background, represent another group. In fact, the former category is believed to be primarily based on innate or natural traits, some basic characteristics of a person who are genetically and biologically determined, while the latter category comprises gained or life-developed traits (Jackson et al., 1995; Milliken & Martins, 1996).

Although experts know that this is not a demanding typology of attributes carrying given differences, this two-category classification of attributes is considered useful, as it can facilitate the perception of basic differences between people, as well as the subsequent categorization reactions elicited by other people (Milliken & Martins, 1996).

People decide within a social group based on observation and may naturally be more sympathetic to a person who is more similar to them at first glance. They belong to the same age group, have the same gender or are of the same race. Subconsciously, this leads to an immediate categorization of people and their division into "social groups" (Roberson, 2019).

People have been categorised and divided into different groups within society since ancient times. With these supergroups, the individual acts in a certain way, view them in a certain way, or even behaves towards them in a certain way (positively or negatively) (Graf, 2015).

Nowadays, this natural process is called "labeling", and at a professional level, it is called social categorization. As already shown, this is a characteristic inherent and quite natural to humans. A person needs to create clearly defined and defined groups into which he or she can place the surrounding people. This allows him to better navigate the complex world that surrounds him. For this reason, we also socially categorise people as humanity (Graf, 2015).

Another classification distinguishes attributes based on their relevance to the job or the degree to which they capture information sources relevant to task performance (Pelled, 1996). Consistent with the information processing perspective on diversity (Williams & O'Reilly, 1998), there are differences between people that embody different cognitive resources and experiences relevant to job tasks, such as education, experience, or functional background. These are considered being work-related and therefore affect the performance of the whole work group (Simons et al., 1999).

In contrast, there are differences that are not categorised as such, which are often various demographic attributes that are at the same time considered less relevant to performing a particular work activity within a given work team, but which may in turn influence interpersonal relationships in the workplace (Pelled et al., 1999).

The last classification that deals with distinguishing differences between people in the workplace is a classification that aims to refine the above two-factor approach, which was formulated in 1998. This classification of differences is based on the distinction between (Harrison et al.,1998):

- *surface-level diversity* which refers to the innate differences among people that are reflected in their physical characteristics and/or are easy to assess
- *deep-level diversity* which, on the other hand, refers to attributes acquired over a lifetime that are relevant to the task at hand and are not easily measurable

When researchers have focused on group functioning, they have found evidence that deep diversity, which is more reflective of members' beliefs and attitudes and therefore changes over time, has a greater effect on social integration within a work collective, compared to unchanging surface diversity (Harrison et al., 1998). In other words, the coexistence and work performance of a particular work team is not overly affected in the long run by who is what gender or age, or what particular country someone comes from, but those differences that are harder to observe, such as experience, opinions, attitudes, personality, or character, are more influential (Roberson, 2019).

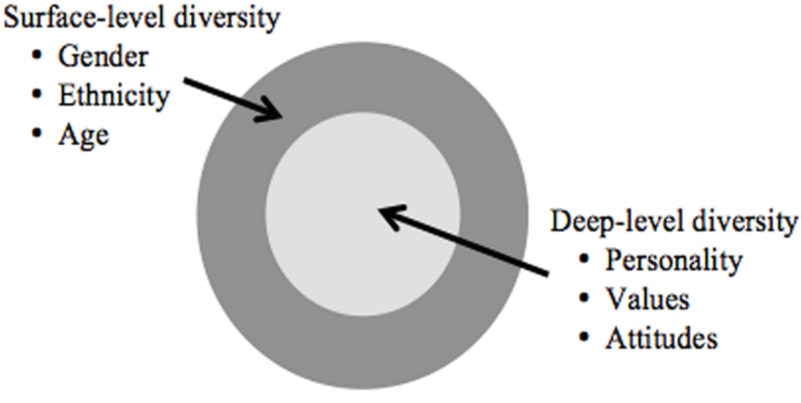


Fig. 2: Levels of diversity
Source: Huszczo & Endres 2013.

The views of factor or categorical approaches to social diversity have been analysed above. However, there are other approaches that address this issue. For example, proportional approaches consider diversity as a structural property of groups or collectives. Based on sociological traditions, other experts also assumed it that the numerical composition of different social groups can also have a significant impact, both for the individual and the group (Blau, 1977; Kanter, 1977; Pfeffer, 1983).

Much of the research conducted in the 1970s was based on a more relational view of social groups, suggesting that it is the proportional representation of certain characteristics, such as gender or race, that will activate the categorization of a group into majority versus minority representation of a characteristic, and thus activate individuals' social experience of each such category (characteristic), (Blau, 1977; Kanter, 1977).

Specifically, this approach can be imagined in such a way that if a given work group is predominantly female, for example, there are 10 women and two men, the group may come to see itself as an all-female group, and the view of the other two men may be very much influenced by their personal experience and view of women (Kanter, 1977). Thus, according to these theories, within a social group, it depends not only on the occurrence of the difference itself but also on the numerical proportion in which the difference occurs within the group, whether in a minority or majority position (Roberson, 2019).

Other research using a more compositional perspective has argued that the distributional properties of groups influence social interactions between members of demographically distinct groups, and consequently group-level processes and outcomes (Pfeffer, 1983). Such a perspective has been most commonly found in the organisational psychology and behaviour literature as demographic research that examines the relative differences or distribution of differences within a work team, and their impact on work outcomes (Williams & O'Reilly, 1998).

Recently, however, researchers have offered refinements to the proportional perspective because of inconsistencies in cumulative research findings on group diversity effects. Harrison & Klein (2007) reconcile the assumptions made by researchers when studying diversity and offer a typology of the distribution of differences within a group based on its meaning, underlying theoretical underpinnings, characteristics, and outcomes. Specifically, they suggest the following basic types of diversity, which are generally referred to as "types of team diversity":

a) Separation diversity which reflects the differences in values, beliefs, and attitudes of individuals within a social collective and, on the other hand, highlights possible perceptual disagreements among these members.

b) Variety diversity which refers to differences in the knowledge, experience, and general overview of individual team members that reflect unique or different sources of information within the unit.

c) Heterogeneity (disparity) which refers to differences in access to or ownership of valuable resources such as privilege, status positions, and pay.

Although categorical and proportional approaches to social diversity have provided insight into the effects of social divisions or relative differences within work groups, such approaches that examine only one attribute ignore the opportunity for examining interactions between attributes. Accordingly, researchers have proposed multidimensional conceptualizations of diversity that merge categorical and proportional approaches and consider the alignment of personal attributes (Roberson, 2019).

Lau & Murnighan (1998) developed the theory of demographic fault lines, which are putative demarcation lines based on the demographic attributes of individual members of a social group that divide that group into smaller subgroups of difference. The strength of the breakline is determined by the degree to which the subgroups are homogeneous, or by the number of observable differences and the relationship between these differences.

In other words, a higher number of correlated differences is expected to lead to stronger identification of group members with their individual subgroups because they are likely to perceive greater similarity to those with whom they share particular demographic characteristics. Research has found that demographic breaklines influence group processes and work outcomes beyond the influence of demographic diversity alone (Bezrukova et al., 2007, Lau & Murnighan, 2005).

Although the concept of breaklines was developed with a focus on the alignment of different social groups, some research has also found similar relationships and effects of breaklines that were derived from other characteristics, such as personality and work attributes (Thatcher, 2013).

The general view is that the more differences there are within a social group, the more diversified the group is, the more individuals will identify and sympathise with those members who are similar in their attributes (differences). Specifically, one can imagine a working group with both men and women of different age groups. In addition, these individuals would come partly from China, India, and Europe and would practice different religions (Buddhism, Hinduism, Christianity, atheism). Some of them would be married, some would be single, some would have children, and some would be childless.

There are therefore many varying differences within this group, and this leads to the conclusion that a young childless woman from Europe, with no religion and working in a similar work team, is more likely to gravitate towards co-workers with similar characteristics. The more diverse a group is, the more diversified it will be and there will be many subgroups within it that share some particular characteristics (differences).

Although the complexity of cultural identity could be illustrated using the aforementioned concept of breaklines, researchers have proposed a conceptualization of culture that would account for the global and localised cultural influence that shapes behaviour (Roberson, 2019).

Considering the embeddedness of values in social identity and value systems that distinguish groups of people, Chao & Moon (2005) proposed a model for examining multiple cultural identities at different levels of analysis. They proposed a composite that includes geographic, demographic, and associative features of culture that represent the natural features of a region, physical characteristics, and/or group membership and influence relational interactions between individuals. This so-called cultural mosaic perspective offers another conceptualisation of diversity to capture the complexity and dynamics of diverse cultural identities in different configurations and effects on individuals, groups, and organisations.

Table 1: Cultural mosaic categories

Primary category	**Definition**	**Demonstration of differences**
Demographic	Physical characteristics and social characteristics inherited from parents and ancestors	Age, gender, race, ethnicity
Geographic	Natural and man-made characteristics of regions that can influence social identity	Climate, temperature, landscape features
Associative	Formal and informal groups that an individual can identify with and join	Family, religion, profession, employee, education, politics

Source: Chao & Moon 2005.

Advances in the conceptualisation of diversity have resulted in the development of several typologies that describe the different forms that differences between people can take. Current conceptualizations of diversity represent the social categories to which individuals may belong, as well as the potential interactions between such memberships. They provide some insight into the precursors of diversity-related processes. However, a critical analysis of the literature highlights an overarching focus on a relatively small subset of differences that consider all the social categorizations that make up individuals' identities, especially those that may affect work processes (Roberson, 2019).

2. Diversity within organisations

We may have different religions, different languages, or different skin colours,
but we're all human beings.
Kofi Annan

In the first chapter of the theoretical part, the concept of "diversity" was mapped. It was explained what the concept of diversity is, what types of diversity can occur within a social group, as well as some approaches that deal with this issue. Although the first chapter was intended to be more general, it also addressed diversity in the workplace.

This issue will be dealt with more specifically in the second chapter of the monograph, which will analyse the different types of diversity in individual subsections (gender, age, racial/cultural, and health) that can be encountered in the work environment. It should be added that even in non-work opportunities, people meet individuals from different cultures/ethnicities/countries, different age groups, or disabled people.

However, the work environment is a completely unique environment. When an employee takes up a new position, he or she enters a completely new work team, i.e., a group of people with whom he or she must cooperate, collaborate, and perform together. Needless to say, he or she will spend a significant part of his or her days with these people.

The present time is exceptional compared to historical years in this respect. Whereas historically employers have not sought to employ people of different ages, races or genders and have preferred a certain type of employee, nowadays diversity in the workforce is seen as highly desirable, wanted, and rewarding. More than ever, employers are prioritizing diversity, social justice, and social initiatives, and investing significant resources to ensure their teams are successful and benefit themselves/business despite their differences (Roberson, 2019).

A socially diverse workplace can be defined as an organisation that deliberately employs a workforce composed of individuals who possess a range of different characteristics such as gender, religion, race, age, ethnicity, sexual orientation, education, and others (Maříková et al., 2015).

According to current social theories, a diverse workplace brings many benefits to the company itself, both endogenous (internal) and exogenous (external). Of course, it is important to note that a diverse workplace brings not only benefits, but also its own challenges that management must minimise and appropriately implement (Lee, 2016).

There are different kinds of diversity in the workplace. While some are visible to the world, and can be seen immediately, others are much more subtle. Some can be controlled and changed, and others remain the same and unchanged over time. Different types of diversity dimensions can be found in every workplace, and these are specifically (Roberson, 2019):

1. Internal diversity
2. External diversity
3. Organisational diversity
4. World view

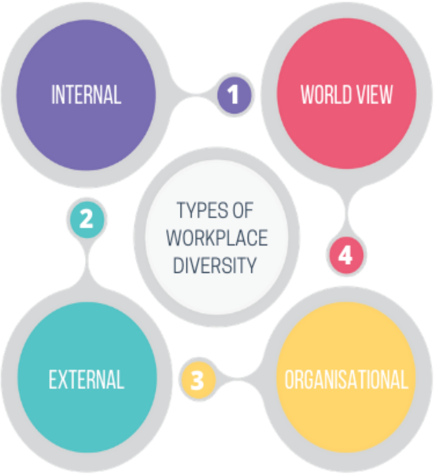


Fig. 3: Different dimensions of diversity in the workplace

Source: https://blog.vantagecircle.com/diversity-and-inclusion/

1. Internal diversity

Intrinsic diversity summarises the diverse factors/differences into which a person is born or naturally belongs to. In most cases, a person has no control over changing these factors. Specifically, this can include such factors, as (Sharma, 2016):

- Gender
- Age
- Race
- Ethnicity
- Cultural affiliation
- National origin

2. External diversity

External diversity summarises those characteristics/differences between people that are related to a particular person, but come from a more external environment, and so the person is not born with them. This implies that these are factors the person can change and modify that over time themselves. Specifically, exogenous characteristics that distinguish individuals within the work environment include (Sharma, 2016):

- Achieved level of education
- Skills and interests
- Religious beliefs
- Geographical occurrence
- Relationship status
- Socioeconomic status
- Experience
- Citizenship

3. Organisational diversity

As the name of this dimension of diversity suggests, it involves a variety of factors that are related to the organisation itself. Organisational diversity applies to any organisation or workplace. These are factors that are dynamic and can change and evolve. Specifically, organisational differences that may vary from workplace to workplace include (Sharma, 2016):

- Geographical location of organisation
- Job functions
- Department
- Level and state of management/leadership
- Level of seniority

4. **World view**

Diversity of worldview means exactly what the term implies, the difference and variety in people's views of the world. The unique and singular experiences, knowledge of history, beliefs, and political philosophies to which a particular individual subscribes contribute to shaping the worldview of each of us. Diversity of worldview may include the following (Sharma, 2016):

- Political beliefs
- Knowledge of history
- Cultural events
- Experience

It was mentioned in the previous text that contemporary social theorists often mention that a diversified workplace brings many benefits to the organisation itself if social inclusion and implementation is properly and appropriately managed by the leadership. Similarly, the challenges posed by a diversified workforce have also been mentioned (Roberson, 2019). But what does diversity in the workplace cause, and what specific benefits/challenges does it bring?

First, the 5 main advantages that a diversified environment can ideally bring will be mentioned. These are specifically (Maříková et al., 2015; Lee, 2016; Sharma, 2016; Roberson, 2016):

1. **New perspectives**

When people from different backgrounds, nationalities and cultures are included in a work team, they come with different worldviews, opinions, attitudes and experiences. This can lead to many benefits, such as a better ability of the team to solve problems or overall increased productivity of the entire work team.

Many hiring managers fear the unknown. What people do not know, they fear, which is why even nowadays, managers are afraid to hire people of a different race/culture or religion. Managers may not only fear the unknown, but most times also fear that a person from a different background may bring unpopular views or patterns of behaviour into the team.

However, research conducted on this topic has suggested that highly diversified work teams exhibit up to 60% better decision-making skills and are up to 30% more productive than monotonous teams.

2. A wider range of talents and abilities

As an employer, it is important to realise that the labour market has changed significantly over the last few decades, including in terms of the requirements of job applicants.

The current generation that dominates the labour market is no longer just looking for a well-paid eight-hour job. They are looking for a space where they can grow personally, feel accepted and face life's many challenges. Therefore organisations that are open to social diversity are now attracting a wider range of candidates looking for a progressive workplace. The millennials and the so-called Generation Z, who are now more likely to apply for jobs, are also the most diverse generation overall. In the United States specifically, only 56% of the 87 million millennials are white. For comparison, the previous generation accounted for up to 72% of the 76 million.

A similar study in 2020 found that 76% of employees and jobseekers said that a diverse workforce was a key factor for them personally when evaluating organisations and job offers. As a result, companies that embrace a socially diverse workforce are more likely to attract the most talented and capable candidates.

Conversely, this suggests that organisations that actively seek diverse job candidates will have access to a wider pool of candidates. In general, it can also be stated that many of the characteristics of an employee should not even matter to the employer when selecting the employee, as these specifics do not influence the individual's job performance.

3. More innovation

A diverse work team leads to innovative thinking. Many theories have arrived at this result, seeing a correlation between a diversified work group and their level of innovative thinking.

Indeed, if the work team is homogeneous, it is likely that all relevant variables, from their thought patterns to life experiences to problem-solving skills, are also likely to be similar. And monotony certainly does not lead to excessive creativity and innovative thinking. On the other hand, it is the heterogeneous group of employees, where everyone comes from a different background, has had different experiences, and has different genetic predispositions, that can contribute their unique perspectives to solving a problem, which can then lead to breakthrough thinking.

This is the same reason why companies go out of their usual workplace for important strategic meetings or why outsourcers are hired to solve important problems, who can solve the problem more easily from an outsider's point of view. It is generally accepted that new circumstances and environments can stimulate new ideas. A recent study also found that companies that perform well on social diversity in their workplaces are demonstrably more innovative.

4. Better employee performance

Socially diverse work environments and social inclusion are very related concepts. If a supportive work environment is created that showcases diverse cultures, members of different races and age groups, and different ways of thinking, new employees are more likely to feel comfortable and themselves. This leads to employees enjoying coming to work, being more loyal to the organisation, and showing greater productivity.

On the other hand, research from 2016 found that a strong, homogeneous culture can suppress natural cognitive diversity because of the pressure needed to adapt. If employees do not feel they can be themselves at work, they are more likely to fear rejection, be sick more often and not be very productive.

5. Growth of economic profit

Many studies have already shown that diverse work teams perform better, resulting in greater economic gains for the organisation. A 2015 McKinsey report that analysed 366 organisations found that those companies that ranked in the top quartile of ethnic and racial diversity in management were up to 35% more likely to have higher financial returns than the average for their industry.

In addition, even employees in the top quartile of diversity were 15% more likely to have a salary higher than the average salary in their field.

Just as diversity in the workplace and work team brings many benefits to the whole organisation, it also brings with it potential problems and challenges. The management of the business must manage and resolve challenges. It is based on how these challenges are addressed that a business can thrive or, conversely, lose out on the fact that the collective is diversified.

Again, five challenges will be mentioned here, which can most often be brought about by a diversified work team. Specifically, it can be for example (Maříková et al., 2015; Lee, 2016; Sharma, 2016; Roberson, 2016):

1. **Aligning diversity practices with goals set by organisation**

Implementing diversity in the workplace is a major challenge, and there is no handbook that management can "borrow" or official theory to follow. Each company has a unique set of objectives, and a company's diversity practices must align with these objectives in order to successfully meet them. This means that it is necessary to examine the specific culture that is present in the company and to find out where the company's plan is to go.

Businesses and organisations should not try to copy or imitate the diversity management of other companies and businesses, but should rely on their own initiative. For example, if there is already a racially diverse workforce within a company, there is no need to increase the feeling of races within the workforce just because other organisations in the area are trying to do so. The company's focus could be more on other aspects of diversity management, such as intersectionality, so that the existing strengths of the work team are supported and developed.

Proposal for a solution: Businesses should undertake a detailed analysis that focuses on research into the diversity of the existing workforce in order to define possible gaps that may exist within the workforce. This allows the company to think better about where it should focus its resources. If research is not done, false assumptions can be made, and valuable time is wasted on initiatives that ultimately would not be effective for the business.

2. **Transition from design to implementation**

An organisation's leadership can come in and design the most thoughtful and detail-oriented program to develop the diversity of its workforce, but if there is no one to actually implement and execute it, then even the original idea and design serves no purpose.

Therefore, the management needs to make sure that it has the right workforce that will undergo and implement the changes, and that the proposal for diversity management is supported both ideologically and financially. These variables then allow management to move a workforce diversity initiative from design to actual implementation.

3. Training management

Diversity management requires the cooperation of all stakeholders within an organisation if it is to be effective and successful. Managers, in particular, have a huge influence on how these initiatives are implemented. Therefore, it is crucial to invest in manager selection and management training to help them understand the company's diversity goals, why they are necessary, and what is expected of them when interacting with employees.

It only takes one person to commit a microaggression or exhibit insensitive or non-inclusive behaviour to tarnish the company culture and overall employee experience.

Solution: Currently, there are also several professional societies within the Czech environment that help other organisations with diversity training.

4. Overcoming prejudices

People are biased, they form prejudices and stereotypes. Research by psychologist Kahneman has shown that the vast majority of human decisions are based on prejudice, beliefs, and intuition, not facts or logic. Therefore, even with the best of intentions, people bring bias into their daily interactions, including in the workplace.

Stereotyping, or creating stereotypical images of certain groups of citizens, is a subconscious process that is completely automated. The basis of this process lies in the above social categorization of society, namely because the individual creates stereotyped ideas towards the created category of people and attributes specific characteristics to them, without considering individuals as individuals, but belittling all members of the group (Chart, 2015).

Thanks to the social categorization of the surrounding people in society into groups, the differences between individuals are blurred and their individual characteristics are denied. If it comes to pass that someone unconsciously assigned an individual to a certain group of society, then this individual is no longer seen as a whole unified group, not as an individual. Thus, all individuals in the group are automatically assigned specific stereotypical characteristics (Figure, 2015).

The stereotype thus represents a mechanism that limits people's perception and, consequently, their evaluation. If an individual is stereotyped by the surrounding people, then his or her attitudes and consequently his or her behaviour are also distorted. This leads to the formation of general ideas about specific things or people, which can be positive, negative, or even completely neutral. During the process of prejudice formation, it may create stereotypes (Petrusek et al., 1996):

- own group into which the individual integrates himself or herself. Then, we talk about the so-called autostereotypes
- groups to which the individual does not belong to and does not fit in. Then, we talk about the so-called heterostereotypes.

The stereotypes created are based on irrational grounds, are not based on the direct experience of the individual or on substantiated evidence and are therefore difficult to remove once accepted. These generalised ideas about a certain group of people are based on foreign sources, not on the individual's own beliefs. Even if an individual is convinced otherwise by logical arguments, he or she rarely turns away from the accepted stereotypes (Tomek, 2017).

"*People use stereotypes to infer the characteristics of other people, on the basis of which the development of interactions can be predicted, providing a sense of mastery of the social environment*" (Graf 2015, p. 25).

As already explained, a man stereotypes because the world around him seems too complicated, and if he or she were to judge each individual, he or she meets based on his or her actual qualities and characteristics, then it would be a very lengthy and complicated process. He or she would have to know each individual better, in depth, which is not humanly possible. For this reason, larger groups of citizens are created which possess certain supposed qualities and characteristics, and to which people are very superficially assigned.

Stereotyping can relate to race or ethnicity, religion, nationality, but also gender or, for example, a particular sexual orientation. After all, the first mass stereotyping concerned, for example, citizens of the Jewish faith.

Traditional anti-Semitism, or stereotypical anti-Jewish prejudice, is a phenomenon that is widespread in many societies in the contemporary world. This wave of hateful accusations against Jews, including accusations of Jewish association with the Antichrist, accusations of Jews committing libel, ritual murder, or the poisoning of neighbouring wells, has its roots in the medieval clash between Christianity and Judaism, and especially in their historical coexistence (Schubert, 2003).

The second term that plays a crucial role in the management of diversity within the work team is the term prejudice. In sociology, it is considered being an attitude directed towards a certain group of people, which at the same time serves as a justification for discrimination against that certain group of people. However, group discrimination is not based on the personal characteristics of individual members, but on their mere membership within the group (Keller, 2017).

Prejudice is a subspecies of stereotyping that reduces the quality of certain groups relative to others. A large part of a society can also share prejudices, while again, these are only created and unsubstantiated ideas that are only passed on from generation to generation or within a social bubble (Lelíková, 2010).

To begin with, it is necessary to highlight the difference between prejudice and stereotype. Prejudice results from judging a thing or a person prematurely when judged without adequate knowledge. Prejudices are most often negative; however, they can also be of a positive nature. An example of prejudice is, for example, a sentence like "*I don't like fans of the football club Sparta Praha*" (Moussová, 2014).

A stereotype is then described as an idea that is accepted at a general level by a certain group, and consequently by society. This idea does not change and may refer to a social, cultural, or ethnic group and its members. Stereotypes are, in other words, a part of prejudices that are actualised when other cultures are judged.

Members of a specific cultural group are attributed characteristic features, their behaviour and its causes are interpreted according to existing stereotypes, regardless of the real manifestations and causes. An example of a stereotype can be such sentence, as "*fans of the football club Sparta Prague are arrogant, noisy and aggressive*" (Moussová, 2014).

The Great Dictionary of Psychology defines prejudice as "*a bias, a rigidity of opinion; an emotionally charged, critical, unvalued judgment and the resulting attitude, opinion adopted by an individual or group*" (Hartl and Hartlová 2010, p. 464).

According to some authors, being prejudiced against a group of people means that we most often negatively single ourselves out against that group having no real justification for this action. This again implies several essential characteristics of prejudice, which is primarily unsubstantiated and not based on real experience or knowledge. Secondly, the formation of prejudice is an emotionally coloured process whereby an individual feels a particular emotion (fear, anger) towards a defined group (Allport, 2004).

However, the authors hasten to add that prejudices need not only be negative, but equally positive or completely neutral. While generally negative prejudices prevail within society, it is possible to encounter cases where positive characteristics are attributed to a particular group of people solely based on the basis of their "membership" in that group. Many have heard, for example, that "all disabled people are nice" or that "all fat people are nice and kind" (Chart, 2015).

As with stereotypes, prejudice is a learned and unnatural attitude. It can be noted that preschool children, for example, rarely have any prejudices or stereotypes and are completely alien to this mindset. Prejudices are gained by children mainly through their parents and their own attitudes towards particular groups within society. Children naturally adopt their parents' views on a wide range of issues, and it is the upbringing and family environment that is the most problematic area in terms of the acquisition of prejudices (Nakonečný, 1999).

If an individual has gained a prejudice, it may not manifest itself in his or her behaviour. Naturally, however, there is a direct correlation between how strongly prejudiced an individual feels about a particular group of citizens and whether these feelings manifest themselves in his or her actual behaviour.

If such behaviour is further fuelled, for example, by seeking people with the same views, then it can manifest itself in discriminatory behaviour towards members of the group in question. Such behaviour has, frequently in the past, escalated into genuine hatred of a particular group of people, such as with Jews and Nazis during World War II (Allport, 2004).

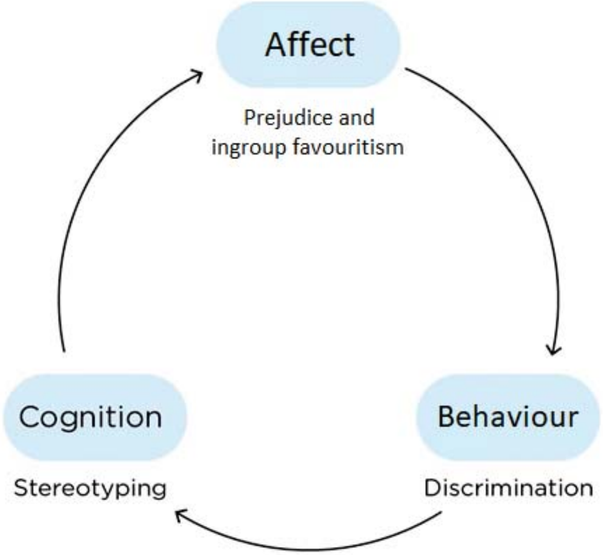


Fig. 4: Stereotypical perceptions can lead to the formation of prejudice and hatred against a particular group of people, which can then erupt into discriminatory and hateful behaviour
Source: jackwestin.com

5. Internal resistance

Another potential challenge that must be expected is that not everyone agrees with the idea of diversity in the workplace and will participate in it.

Some people are simply uncomfortable with the unknown, but eventually they adapt. Others, however, may actively oppose the idea of intentionally building diversity in the workplace. Regardless of the reason for the internal resistance, it is vital that the leadership within the organisation strives to continually educate its employees on why it is worthwhile to strive to promote and develop diversity.

Proposing a solution: while there is no proven solution to internal resistance, it is important to remember that effective diversity management means moving people towards understanding. That means targeting people who do not understand why this aspect is important, not just those who do.

If it is made clear what the culture means to the company, some employees may eventually realise that it is not the right place for them and decide to leave. This does not mean that they should be fired if they disagree with diversity, but that the employees themselves recognise they do not share the same beliefs as the rest of the organisation.

The following subsections will discuss the different types of diversity that can be encountered within a work team. Not all existing types will be discussed, but only the most common ones. Specifically:

- Cultural diversity
- Gender diversity
- Age diversity
- Health diversity

2.1. Cultural diversity

Fig. 5: Culturally diverse work environment

Source: https://www.deputy.com/blog/the-importance-of-cultural-diversity-in-the-workplace

The worldwide coronavirus pandemic has accelerated the shift towards more intense globalization, primarily because geographically distant teams have become more common. Hiring people from different areas of the world naturally creates diverse work teams. Research shows that the most culturally diverse companies are also the most profitable. These companies can also reap several other important benefits from such intense diversity (Cooks-Campbell, 2022).

These many studies also confirm that a sense of belonging is extremely beneficial for employees and organisations themselves. Increasing a sense of belonging by building a culture that actively embraces cultural diversity contributes to the following benefits (Cooks-Campbell, 2022):

- Work output can increase by up to 56%
- Employee turnover can drop by up to 50%
- Employees use up to 75% fewer sick days.

Perhaps the most important of all the many benefits of cultural diversity is the development of the company itself, which prioritises and celebrates employees as unique individuals. Whether in business or in the world, cultural diversity is part of what it means to be human. The world is made up of different people and each brings different skills, experiences, and new perspectives to the world/organisation (Adler, 1999).

Development and self-development is an essential aspect of building interpersonal relationships. This practical learning makes each individual a better person and sets the tone for a culture of respect and learning in the workplace (Copeland, 2008). At work, cultural diversity means developing a workforce that consists not only of employees from different cultures, but also of their subjective values. Diversity means people of different races, ethnicities, gender identities, and sexual orientations. But it also goes beyond diversity at the surface level, and it can extend to the deep level. A truly diverse workforce includes employees with different political views, immigration status, education, and professional backgrounds. In addition, it should actively include neurodiverse or medically or mentally disabled individuals (Brown & Harris, 2003).

Diversity is any dimension that can differentiate groups and people from one another, in which each dimension may be visible (called surface) or invisible (called deep). The existence of diversity in the workplace suggests the workplace is heterogeneous in terms of gender, race, and ethnicity, with employees possessing distinct elements and qualities that set them apart (Robbins, 2003; Buckingham, 2012).

Hazard (2004) also defines diversity in the workplace as a wide range of differences that affect how people interact and achieve work outcomes. Workplace diversity (also called workforce) can be characterised as an organisation in which employees possess elements and qualities that distinguish them from one another. These different elements may include the beliefs, values, and behaviours of employees, which vary by gender, ethnicity, age, lifestyle, and physical ability.

In the past, companies were driven to create a homogeneous workplace in which employees acted and thought in the same way. "Today, managers and supervisors are more likely to encounter workplaces that are often markedly different from those managed by their ancestors" (Wigglesworth 1997, p. 18).

The term "cultural diversity" is also scientifically defined within the Oxford Dictionary. Here it is described as "the existence of different cultural or ethnic groups in society". In other words, it is a population in which all differences are represented. From a business perspective, types of diversity in the workplace include "race, ethnicity, age, ability, language, nationality, socioeconomic status, gender, religion, or sexual orientation" (lexico.com 2004).

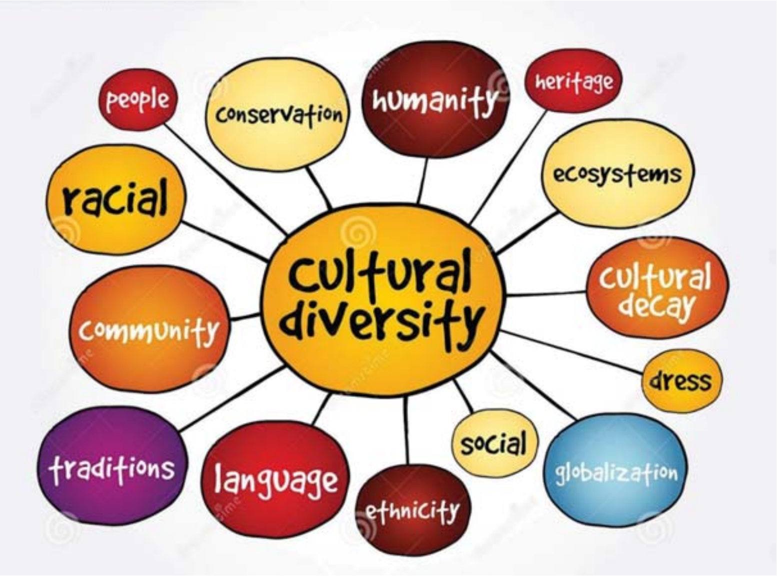

people
conservation
humanity
heritage
racial
ecosystems
cultural diversity
cultural decay
community
dress
social
traditions
language
ethnicity
globalization

Fig. 6: Cultural diversity in the workplace

Source: dreamstime.com

As seen from the graphic above, cultural diversity is not just about having individuals of different races or ethnicities in the workplace. Because individual employees come from different parts of the world, they bring with them their own culture, which comprises a particular language, traditions and customs, different dress, opinions, and attitudes. Culture shapes us. It is why we have certain beliefs. It influences how we behave, and it is what gives us our identity. Cultural diversity is the representation of different cultural and ethnic groups in a society (Aycan, 2000).

Cultural diversity in the workplace is about integrating employees from different backgrounds, different races, different sexual orientations, and different political views into one work team. The term cultural diversity promotes an environment of inclusion where representatives from different backgrounds come together to work as a team (Barinaga, 2007).

It is easy to talk about the theory and definitions of cultural diversity, but for creating a culturally diverse environment within an organisation, it very much depends on the specific practices that are used during the inclusion process by the leadership. The previous chapters have listed some benefits of a diverse work environment, but social equality and diversity are something that is not widely discussed in the media (Aycan, 2000).

There has been extensive research on the positive effects of cultural diversity in the workplace, exploring the specific reasons why cultural diversity is important in the workplace. This study has provided solid statistical data from which to think realistically about the benefits of cultural diversity. For example, in economic terms, research shows that the 43 most culturally diverse public corporations were 24% more profitable than culturally non-diverse corporations. Other studies show that up to 95% of business leaders/managers agree that cultural diversity brings unique benefits (Schindler, 2019).

Diversity and inclusion in the workplace ultimately enable businesses to build teams that bring diverse perspectives and talents, increase innovation and boost revenue. Teams and companies that make diversity a priority offer different ideas, perspectives, and learning opportunities. Different employees may combine their different talents, experiences, and skills to come up with creative and inventive solutions, while another group made up of people with similar backgrounds and skills may decide to solve the dilemma the same way they always have before (Schindler, 2019).

An increase in innovation and creativity among a culturally diverse group can create an esprit de corps and a sense of positive progress for the benefit of the group and the organisation. Such success fosters a sense of camaraderie among team members and encourages successful collaboration in the next venture. Cultural inclusion also contributes to increased productivity and employee satisfaction. Everyone likes to feel needed and that their presence brings value to the company (Schindler, 2019).

If work teams in a particular organisation are traditionally homogeneous, the gradual increase in cultural diversity may take some time to get used to, not only by management but also by the team members themselves. There are likely to be some teething problems with the changes.

The company may see a slow, steady change that includes more and more colleagues with different cultural backgrounds. Resolving this situation can be simple but also very challenging (Barinaga, 2007; Schindler, 2019).

If the change is rapid and somewhat drastic, for example, a rapid merger within a company based in another country, a plan will have to be drawn up by the organisation's management to deal with cultural differences and language barriers, for example. If the merged company is multinational, there may be a need to find out how the team will communicate with each other in case individual employees speak several languages (Schindler, 2019).

Brislin (2008, p. 124) mentions in his book that "although the challenges of extensive cross-cultural contact are formidable, they can be overcome if people understand the sources of cultural differences and understand the range of behavioural responses to deal with them. If they learn to identify and work well with individuals who can offer good advice, such as cultural informants and professional interpreters, they will increase their chances of success".

Relationship and communication skills are essential for the effectiveness of a workgroup. In order to be effective in achieving the desired results, employee-centric skills are key. A good starting point is to identify where the fundamental differences between individuals come from. If a work group is insecure or reluctant to open up, it is sometimes a good idea to start by having individual employees tell management about specific aspects of cultural diversity in which they excel. Through a process of elimination, it can then be decided which areas will be targeted for improvement (Schindler, 2019).

If a cultural diversity plan is implemented without proper thought and effort, it could miss the mark. Without a well-researched and thoroughly thought-out plan, departments can end up hiring candidates not because of their qualifications, but because they fit the image the company is trying to create. Hiring candidates so that companies can claim to be culturally diverse in promotional materials (Schindler, 2019).

However, this solution is highly unproductive. If the organisation's intentions are not sincere, it risks creating a situation where there is no real cultural inclusiveness and collaboration between employees instead of an integrated and synergistic team. Particular cultural groups can end up feeling excluded and overlooked, leading them to band together to create an "us versus them" environment (Schindler, 2019).

In order to successfully implement the cultural diversity plan, it has been identified that it is essential to follow a holistic approach. Diversity must be clear at all levels of the organisation, including senior management. Unless the top level of the company is diversified and leads by example, it is highly likely that successful implementation will not occur even at lower levels (Schindler, 2019).

The company must believe in the potential of cultural diversification, and then sell the idea to senior management, who can sell it to middle management. If a company does not show that the implementation process involves every employee at every level of the company, employees are likely to feel a lack of commitment to the organisation (Schindler, 2019).

The organisation should set aside time to celebrate and emphasise the differences between employees and highlight this. The company should recognise that employees at all levels of the company should understand their commitment to the company and, above all, there should be zero tolerance for discrimination or harassment. Each organisation should also take the time to communicate the company's true diversity objectives to employees. A question-and-answer session for employees could also be arranged so that management can ensure that all employees share the same beliefs (Schindler, 2019).

As in the previous chapter, the main advantages of a culturally diverse work environment will be mentioned in this subchapter. There are a wide range of advantages, the most common ones will be mentioned in the following paragraphs. Specifically, (Kearney et al., 2005):

1. **Cultural diversity helps develop and maximise skills**

A culturally diverse workplace allows people to develop their talents and skills. A range of ideas and expertise allows them to learn from a more diverse collection of colleagues. Diversity can also increase problem-solving ability and increase satisfaction and productivity. In an environment with diverse personalities, innovation can be increased and awakened.

2. **Cultural diversity improves the recruitment process**

Surveys show that two-thirds of candidates cite diversity as an important factor in their job search. Creating a cultural diversity strategy can broaden a company's appeal to potential employees, reaching more high-level candidates around the world.

3. **Cultural diversity can help a company retain talent**

Besides attracting a broader talent pool, cultural diversity is key to building ideologies of respect between company and employee and cooperation. This can make the company a more attractive place for skilled candidates who can then make the company stand out in the job market.

4. Cultural diversity improves the creativity of your teams

Studies have shown that a culturally diverse workforce can have a positive impact on team and company creativity. Bringing together people from different backgrounds will create a more diverse team and more insights for problem solving and approaches to individual projects that the work team is tasked with solving.

A more diverse workforce allows new ways of thinking to be brought into the business, which can be applied in many ways. By listening to the voice and mindset of each individual employee, the company will no longer be pigeonholed in one direction.

A company that actively promotes diversity in the workplace is faced with more perspectives and more solutions than ever before. This can inspire employees to perform at their best.

5. Cultural diversity can help increase employee engagement

The best way to learn about other cultures and ethnicities is to talk to someone from that culture or ethnicity. Doing your own research on a culture or ethnicity may yield some information, but it has much less of a personal touch than direct communication with someone who actually comes from that culture. By communicating with someone from a different culture, the individual not only gains first-hand knowledge but also connects with the person in question and creates a kind of interpersonal relationship with that person.

Employees who interact with people from different backgrounds during lunch or outside of work hours will feel more connected to the company, feel truly listened to, and, in turn, build better collaboration and relationships with their colleagues and the company. Employee self-engagement helps build trust and is always a positive phenomenon for the company that can lead to greater motivation, better collaboration and increased loyalty.

6. Cultural diversity can improve a company's reputation

A company that employs people from all different types of cultures and backgrounds will be considered a good employer. This reputation among employees will raise the status of the company and attract more people to work here.

It is essential to remember that a company's reputation with customers is one of the most important things. Customer service and reputation can be greatly improved by having a diverse workforce, with different employees able to help customers in a more personal way through shared experience and understanding.

2.2. Gender diversity

Fig. 7: Gender diversity in the workplace

Source: https://www.morganstanley.com/articles/gender-diversity

Before proceeding to describe gender diversity in the workplace and work teams, some basic concepts related to the term "gender" will be defined. Specific terms will be discussed:

- Gender
- Gender identity
- Gender roles
- Gender stereotypes

The term gender is a complex set of characteristics and behaviours that are attributed to women and men in a particular society or even on a global scale. These are specific qualities, abilities, and behaviours that a "proper" woman should possess according to social conventions, as well as a set of qualities, abilities, and behaviours that a "proper" man should possess (Smetáčková, 2005).

Often, this term is associated with gender categories, but belonging to a particular gender is not necessarily linked to biological sex determination. Various social factors also play a significant role in gender affiliation (Smetáčková, 2005).

Nowadays, one can encounter a great variety of theories dealing with gender, gender identity and gender roles of men and women. Some of them try to explain this issue through different genes, different chromosomes or different biology of men and women or through social pressure. One of the historical theories explaining gender and the emergence of gender identity is the psychoanalytic theory of the world-famous psychologist Sigmund Freud.

The psychoanalytic theory of psychologist S. Freud represents one of the earliest theories dealing with gender self-awareness in children. The main idea of this theory is that the adoption of gender identity in children occurs primarily in direct relation to the development of sexual self-awareness, when a boy realizes he is a boy in terms of gender and a girl when she realizes she is a girl in terms of gender. Both concepts have been explained in previous chapters, and the differences between gender identity and sexual identity have also been clarified (Gjuričová, 1999).

In his psychoanalytic theory, Sigmund Freud relies mainly on the perception of sexuality by girls and boys. The author bases his theory primarily on the presence of a penis (in boys) or, conversely, the absence of a penis (in girls). It is the penis that plays a major role in this theory, and S. Freud emphasizes the penis is influential not only because of its anatomical difference, but above all because of its symbolic meaning (Gjuričová, 1999).

Specifically, according to this theory, young boys identify with their father, the paternal role model. This identification with the father arises as an emotional bond and is the only possible means of resolving the Oedipus complex. Young boys who are highly attached to their mother at a young age see their father as a rival to their mother's love, and an obstacle to having a sexual relationship with their mother. For this reason, they prefer to identify with their father, cling to him, form a positive bond with him, and want to be like him (Gjuričová, 1999).

Young girls are driven by slightly different motives in realizing their gender identity. The girls do not have to deal with their sexual relationship with their mother, their unconscious rivalry for their mother's love with their father, or their Oedipus complex. The gender and sexual identification of girls is driven by love for a father whose love they would like to win only for themselves. In social and sexual relationships, according to this theory, little girls are driven by penis envy (Gjuričová, 1999).

According to this theory, girls do not see their mothers as much of a role model and see them as inferior, since even mothers do not have a penis. In addition, girls may also feel a subconscious hatred towards their mothers, since in the eyes of young girls, it is they who have inherited their mother's sex and the resulting lack of a penis. A girl's sexual identification with her mother, and the resulting acquisition of gender identity, is thus much easier than for a boy who has taken his father, the potential sexual partner in his mother's love, as his role model.

The father does not stay with the family as often and is less emotionally available and open compared to the mother (Gjuričová, 1999).

Freud's theory was often criticised, both at the time of its origin and nowadays. According to many experts, Freud's theory links and relates the awareness of one's own sex too closely to one's gender identity. It has also been criticised by many authors that Freud's theories place the male sex organ, the penis, above the female sex organ, the vagina, thus giving the penis itself too much importance in the lives of people, both feminine and masculine parts of society (Oakley, 2000).

The theory is also being attacked because, according to experts, it is now well known and documented that children come to accept their own gender identity before the age of three, but the onset of the Oedipal conflict mentioned by Freud occurs somewhat later in children. Thus, many experts believe these things cannot influence or condition each other (Oakley, 2000).

Some of Sigmund Freud's successors no longer gave the male sexual organ only a sexual form, but developed its influence in a broader context. According to these successors, the penis not only represents the sexual organ of the masculine part of the population, but also has its own metaphorical message. The penis symbolizes the domination of men over women, a patriarchal and unequal society, and highlights the power and certain privileges of men. In this context, it is easier to understand Freud's description of women's envy of this organ, since the penis no longer symbolizes a sexual organ but a symbol of men's higher status in society and a greater degree of freedom (Renzetti & Curran, 2003).

One of the most famous opponents of Freud's psychoanalytic theory is Nancy Chodorow, who works as a theoretical feminist, gender activist and theoretical psychoanalyst. In her theory, Chodorow attempted to reverse S. Freud's theory into a feminist perspective, and reformulated the Oedipus complex as defined by Freud. According to this reformulation of the Oedipal complex, not only the desires of the child himself or herself, but also the desires of the parents are behind the formation and emergence of gender and sexual identity (Chodorow, 1978).

The acquisition of children's gender identity is placed in a broader context within Chodorow's theory, answering the question of why women naturally become caregivers in society and why they voluntarily assume this role. This theory also explains why women develop stronger emotional attachments to their offspring than their fathers. Chodorow agrees with Freud that the process of gender and sexual identification is much more complex for boys than it is for girls (Chodorow, 1978). Why is this so, according to the author Chodorow?

For young boys, the process of gender identification is more difficult, as they have to emotionally detach from their mothers, on whom they are dependent up to a certain age, and have to identify with their fathers, who, of course, are not as close to the child as their mothers and are usually more emotionally distant than their mothers. It is because of this process of detachment from mothers while identifying that boys generally become emotionally colder and more distant in adolescence and adulthood. On the other hand, daughters can experience an intense and uninterrupted relationship with their mothers with no barriers, thus gaining higher and more intense caring tendencies. Thus, women have a higher propensity to establish interpersonal relationships than men (Chodorow, 1978).

Neither a new born nor a child feels naturally like a man or a woman, gender identity is formed only at a later age, the so-called pre-school age (roughly between 3 and 6 years), and this is done mainly thanks to the influences of the surrounding society, thanks to the gradual socialization of the child. A child who does not feel like a man or a woman over time adopts the stereotypical characteristics that have been assigned to his or her biological sex. Society teaches a child that if she is born a woman, then she should dress, behave, and think like a 'proper' woman (Renzetti & Curran, 2003).

This brings us to the concept of "gender identity". The understanding of one's own identity, or the awareness and acceptance of oneself, is not specific to a person at the moment of his or her birth. The individual shapes himself or herself, his or her identity, throughout his or her early childhood. Experts attribute the moment of self-awareness of one's own identity to the time when the child talks about himself or herself in the first person, which corresponds to the age of about 3 years (Poněšický, 2008).

Gender identity is part of personal identity and can be specifically imagined as the perception of oneself as male or female. The child is seen as part of a particular group, female or male. We distinguish between two situations: if the child understands himself or herself as a man or a woman based on his or her biological sex, then we can talk about awareness of his or her "gender identity"; if the child comes to this awareness based on social self-definition, then we can talk about awareness of "gender identity" (Poněšický, 2008).

Gender identity, or the subjective awareness of oneself as a woman or a man, and the assignment of oneself to a feminine or masculine population group has its own unique and specific psychological dimension, but this awareness is also shaped by strong social influences (Valdrová, 2006).

Gender identity formation occurs in children at a very young age and cannot be changed after a certain age. If someone wants to redirect a young child through educational methods and strong pressure into belonging to the other gender, then according to experts this must be done by the age of two, because according to experts in child psychology and child development, the age of two is the magic threshold when children (biologically quite normal, even abnormal individuals) acquire a specific gender identity. If someone were to attempt gender re-education of a child at a later age, that child could suffer severe damage to his or her psychological development (Oakley, 2000).

Another concept is gender roles. The term "roles" can refer to specific ways of behaving, acting, and thinking that are expected of people in certain positions. In terms of "gender roles", these are specific behaviours, actions, attitudes, and mindsets that are expected by society from feminine and masculine parts of the population (Jandourek, 2003).

However, each individual can simultaneously occupy several roles; an individual can be a woman who is expected to fulfil a feminine role, but also a mother, a wife, a friend, a colleague, an employee, which implies that each individual in human society is subject to quite strong pressure from the expectations of society as to what behaviour is expected, acceptable, approved and correct. It is also worth mentioning that some roles are voluntarily chosen by the individual, but some are assigned to them by random circumstances or the environment (Valdrová, 2006).

The roles that are linked to the biological nature of the individual are taught to the individual from his or her childhood. He or she is prepared for them by society and, over time, unconsciously adopts them. This role-taking is already evidenced in little girls or boys, where from early childhood little girls are given and bought dolls and babies to look after, dressed up in princess dresses, beautified, while boys are not allowed to play with dolls, but only with cars, tools, soldiers, or dinosaurs. This prepares both sexes from early childhood for their future roles, the roles of mother and father. With girls, they are unconsciously prepared to become mothers, to take care of children, to cook and take care of the household (Valdrová, 2006).

On the question of gender roles, there are two main camps that look at the adoption of feminine and masculine roles from different sides. While the first camp believes that girls and boys are programmed by nature for their future roles and would have become mothers and fathers by default even without societal pressure, the second camp believes that feminine and masculine roles are imposed on children by society, and they accept them unconsciously because of long-term societal pressure (Murphy, 1998).

In researching female and male roles across different societies, it is clear that men and women have different roles in almost every corner of the planet. Even primitive tribes have clearly divided male and female roles, where traditional "male" activities include fishing, hunting, construction and manufacturing work, and traditional "female" duties include fetching water, cooking, raising children and caring for men. Across cultures, one can find a strict and universally observed division of everyday activities into 'masculine' and 'feminine' (Oakley, 2000).

In a few tribes and civilizations, however, it is also possible to find that activities are not divided on the basis of biological sex. In pygmy tribes, we do not find any differentiation of common activities based on biological affiliation, nor social roles. For this tribe, both men and women practice all activities, from caring for young children, to hunting, or making important tribal decisions (Oakley, 2000).

The last term that will be mentioned here is the concept of stereotype. This is a simplistic and belittling description of a particular group in society. It is a description of the behaviours, actions, mindsets, and attitudes that society believes the vast majority of individuals in a particular group possess. It should be noted that stereotyping can be both positive and negative (Renzetti and Curran, 2003).

In the Czech circles, one can most often encounter the negative stereotyping of national and ethnic minorities, where the majority population may insist that "all Roma are criminals" or that "all Germans behave superior towards Czechs". It is a generalisation of a whole specific group of people, based on the behaviour of certain individuals. The individuals who interpret the stereotypes may have had experience with several individuals of that group, and on that basis, they stereotype the entire group, or the stereotypes may be passed down generationally without direct real experience to support the claim.

In terms of gender stereotyping, these are "simplistic and generalising descriptions of masculinity and femininity" (Renzetti and Curran, 2003, p. 527).

These are widely accepted and shared ideas about how a "proper" woman and a "proper" man should behave, act, or think. If an individual does not want to be pigeonholed based on his or her gender and pushed into specific roles, then he or she is seen by the majority society as a "special" individual or a "weirdo" (Cviková, 2003).

Gender stereotyping can be found all over the world, within different cultures or ethnic minorities. A proper man should not be interested in any typically feminine attributes, and a proper woman should not be interested in any typically masculine attributes. However, this bipolar division of the world is increasingly being disrupted these days by people who do not want to be pigeonholed or are only interested in activities that do not belong to their gender-stereotyped repertoire (Renzetti and Curran, 2003).

However, this often results in the aforementioned misunderstanding of "classical and traditional" society, which has gender role differentiation so ingrained that it considers what deviates from it to be wrong and socially unacceptable. Such individuals often have to deal with ridicule, contempt and often derogatory language directed at them. Women are derisively referred to as "masculine" and men who do not adhere to their gender roles are said to be "effeminate" (Cviková, 2003).

Many people do not even realise how the social perception of gender roles and adherence to gender stereotypes is very challenging and harmful to everyone's health. Society's entrenched ideas of how each individual should behave in order not to be condemned by society or viewed with ridicule and contempt have a great impact on the human psyche and human behaviour. Every individual tries to actually live according to these fixed ideas set by society, trying to follow them vehemently in order not to be labelled "special" in the eyes of the public (Lippa, 2009).

However, this long-term effort to behave according to norms and expectations influences the behaviour of each individual, who also influences his or her surroundings. In addition, the long-term pursuit of certain behaviours is exhausting and can affect both the individual's mental state and physical condition and performance. In addition, if an individual feels that he or she is failing in his or her role or is told to do so by society, he or she may feel highly stressed or frustrated (Lippa, 2009).

The very basis of gender stereotypes has been set in historical times and is laid on the foundations of the biological difference between the two sexes, and the different roles that have long been assigned to each sex. Even today, however, society sees this strict difference as quite natural and normal, and as something that cannot be changed, something that is simply given by nature. The general public, thanks to the idea, perpetuates adherence to gender stereotypes that men and women are two mutually exclusive opposites, two different species (Bosá and Minarovičová, 2006).

However, this strict separation of men and women as two opposing units raises many problems among their representatives, especially on the level of communication. In both men and women, society suppresses their real dreams, their real attitudes, and desires, which are replaced by clearly defined and established patterns built by society (Bosá & Minarovičová, 2006).

Gender diversity, gender, gender role or stereotype are terms that are often associated with work teams and workplaces. Gender diversity most often refers to the equal gender ratio, and it is common to read news stories that address gender diversity in corporate boardrooms and other traditionally male-dominated areas (Avery et al., 2013).

Some of the most common industries where men outnumber women are computing, engineering, medicine, and science. While most of us agree gender balance is required for a fair and productive work environment, more often than not, this is not the case despite the modern times we live in. A gender-balanced workplace means that men and women are hired at a similar and consistent rate, are compensated equally, and receive equal job opportunities with equal opportunities for advancement (Avery et al., 2013).

From an early age, boys and girls can be unconsciously treated differently, causing and creating stereotypes in terms of what they think they can achieve. It is well known that girls generally perform better at school, but in their working lives, they often earn less and hold fewer leadership positions than men. Reducing the gender gap in labour market participation, skills and wages in science, technology, engineering, and mathematics, for example, could significantly increase the size of the UK economy by around 2% or £55 billion by 2030, according to experts (Bezrukova et al., 2007).

It might seem that women in the workplace are a given, but globally, although women make up 50% of the population, they generate only 37% of GDP. From an early age, boys and girls can be unconsciously treated differently, causing stereotypes in terms of what they think they can achieve. It is not always well known that girls generally perform better at school, but in their working lives they often earn less and hold fewer leadership positions than men (Buckingham, 2009).

Meanwhile, reducing the gender gap in labour market participation, skills and wages in science, technology, engineering, and mathematics could increase the size of the UK economy by around 2% or £55 billion by 2030 (Avery et al., 2013).

A gender-diverse environment can only benefit organisations and bring with it many advantages. The main benefits that a gender-diverse environment can bring to a company are summarised below. Specifically, this may include (Robertson 2019):

1. Wider talent pool

Companies that do not encourage women to become part of their work teams are missing out on the talents and skills of half the population. Their use can have a big impact on productivity and overall bottom line.

2. Different perspectives

Having both women and men on its teams means that the organisation can benefit from the different perspectives and approaches that come from the different life experiences of both genders. Many perspectives can stimulate creativity and innovation and help organisations find and exploit new opportunities. It can also encourage organisations to challenge gender stereotypes.

3. Enhanced cooperation

Having women in work teams can help improve individual team processes and strengthen group collaboration. Researchers have observed that women have better reading skills in non-verbal communication. They also concluded that groups with more women had better communication skills, which helped teams make the most of the combined knowledge and skills of the group.

4. Better ability to retain employees

An inclusive culture in the workplace and within the work team boosts morale and opportunities. Inclusive workplaces have a lower rate of employee attrition, which is a major saving in the time and money that must be spent on recruiting new employees.

5. Better appearance for new customers and clients

Customers come from different countries, cultures, and backgrounds. The more diversified an organisation's workforce, the greater the proportion of customers it can attract and reach. Similarly, the likelihood that diverse employees can communicate more effectively with diverse customers will also increase.

This means ensuring that work teams are as diverse as possible in terms of gender, origin, and ethnic composition. Women specifically have a huge influence for shopping decisions. In 2018, women spent more than $40 trillion globally, which is a huge amount of spending power to work with.

6. **Improving recruitment and reputation**

Having a gender diverse workplace means having a powerful recruitment tool. According to a 2019 survey, when looking for a job, women look for employers that have a strong diversity track record. 85% of women surveyed said that a diverse work environment is very important to them.

A reputation as an inclusive employer will also show positive company values, which will enhance the organisation's reputation within the recruitment market.

7. **Greater profitability**

The gender diversity of the workforce has a positive impact on the ultimate profitability of the organisation and the achievement of predetermined goals. According to McKinsey, companies that are the most gender diverse are 21% more financially profitable.

2.3. Age diversity

Fig. 8: Age diversity in the workplace

Source: https://ce.ccsu.edu/5-ways-to-maximize-the-benefits-of-age-diversity-in-the-workplace/

Man, like every living being, evolves and goes through certain phases of his or her development. On the one hand, it is a natural physical development, in which the individual naturally increases in size, grows and its internal and external organs adapt to it. The child undergoes not only physical development and growth in his or her physical fitness, but also other changes.

These changes are psychological or social. Not only physical, but also cognitive development is important for the child.

Human life is a temporally sequential flow of events. The development of a human being from birth to death is called ontogenesis. Although age is a biological trait that can be attributed to every living creature, it is only the social perception of age, which determines how individuals of different ages are perceived by society and what is expected of them, that has given it real meaning (Rabušic, 1995).

Age determines each individual's position in society. Based on their current age, individuals within society are placed into categories from which different attitudes and behaviours are expected. In this case, it is the so-called social age, which is most often divided into three categories (Rabušic, 1995):

1) Childhood is the phase of human life that begins with an individual's birth and ends when he or she reaches the age of majority (18 years in most countries). Childhood comprises many other phases, which will be discussed below.
2) Adulthood represents the stage of human development that begins at the age of majority and ends at about 60-65 years of age.
3) Old age represents the final stage of human life, which begins at about 65 years of age and ends with the death of the individual.

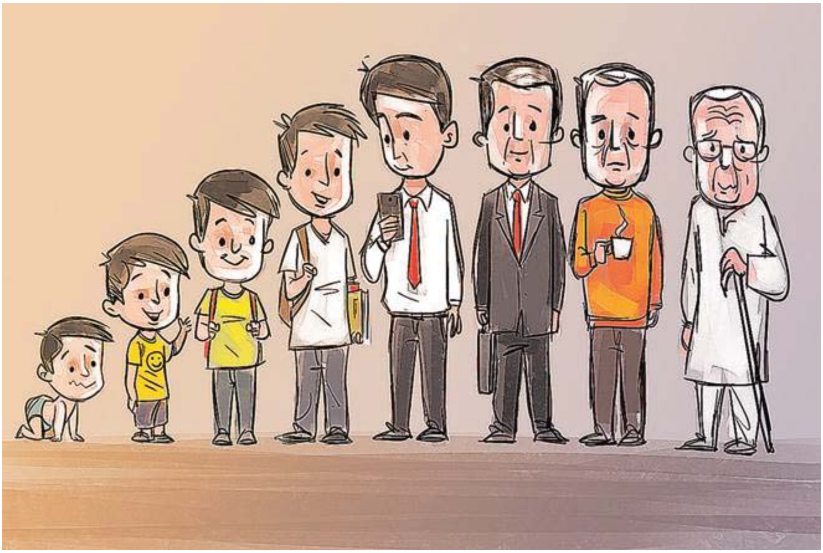


Fig. 9: Ontogenetic human development

Source: https://www.financialexpress.com/opinion/the-eight-stages-of-human-development/1679066/

First, attention will be paid to the stage of human life that is named childhood. Childhood comprises several phases. Specifically, these are:

1. **Neonatal period (0-1 month)**

A person's neonatal period represents his or her first month of life (ending on the 28th day). This period represents the earliest stage of human development in which the central nervous system is fully functional, especially the extended spinal cord, which controls basic processes such as respiration, cardiac activity, etc. The newborn is equipped with only a few basic unconditioned reflexes (searching, sucking, swallowing, excreting, defending, orienting, grasping, positioning, etc.). During this time, the newborn baby adapts to its external environment and gets used to life outside the mother's womb (Šulová, 2010).

The newborn does not yet fully perceive the surrounding world. The abilities of vision are limited, but it is equipped with reflexes important for life. Sucking breast milk, crying when displeased, and groping objects around him. It sleeps most of the day. It draws attention to the satisfaction of its life needs or possible pain by crying (Šulová, 2010). In the cognitive development of the child, this period is called the sensorimotor stage, lasting from birth to 2 years. At this stage, children are initially aware only of sensations from the external and internal environment, from the surroundings and from their own body (Kohoutek, 2008).

2. Infant period (2-12 months)

By infancy, we mean the age of the end of the first year of the child's life. The baby still feeds predominantly on breast milk and undergoes rapid physical and mental growth, the essential need being in contact with the mother. The child begins to grow teeth (lower and upper incisors) and distinguish colours. The average weight of a child in the first year is 10 kg and his or her height is usually around 75 cm. An infant's vocabulary is limited to about 3 to 5 words. It still has a high need for sleep (Šulová, 2010).

As part of their cognitive development, their perceptual and motor skills deepen during this period, and children experiment with them - sucking on objects, playing with their own hands, throwing objects, etc. Towards the end of this period, the child is often already able to move, which is associated with the development of speech (Kohoutek, 2008).

3. Toddler period (1-3 years)

The toddler period includes children up to three years of age. The child's exploration of the surrounding world characterizes this age, through crawling and later walking. By the age of two, the baby's deciduous teeth are gradually erupting. There is significant mental and physical development, weight, and height gain. By the end of this period, the child should know about a thousand words and is learning basic hygiene habits, eating on its own and improving its motor skills (Šulová, 2010).

The toddler stage is one of the most important in a child's life. A toddler learns quickly, and the attitude of parents in this period marks a person for his or her entire future life. Exploring the environment leads to the development of cognitive functions and motor competences. There is a growing consciousness of oneself as an active being, and there is often a period of defiant self-assertion. Healthy "defiance" is a manifestation of the progress of mental development and is a perfectly natural phenomenon in the child's behaviour. Toddlers' thinking slowly emerges from surface sensations in the course of activity. The specific situational thinking of the first half of this phase is called "sensorimotor intelligence" (Říčan & Krejčířová, 1995).

In the toddler period, there is a transition of the child's cognitive stages from the sensorimotor to the pre-operational and symbolic stage (2-7 years), which is characterised by the child being able to think or talk about objects and events in symbolic terms, to play with a fantasy element, when the child, for example, symbolically "cooks" in a bucket on the sand. The perception of temporal context is also important (Kohoutek, 2008).

4. Preschool age (3-6 years)

In the period from 3 to 6 years of age, the so-called preschool age or "flowering period", the child's growth accelerates significantly and the child's physical constitution changes. The average height of a child at this age is 90-120 cm and weight 15-25 kg. On average, the child's weight increases by 2.5 kg and grows by 6 cm per year (Bajgarová et al., 2011).

There is a growth of long bones and a significant increase in muscle mass. At this age, the child's immunity is also formed. The rebuilding of the body is mentally and physically demanding for children. A healthy, varied, and balanced diet is necessary to provide the child with the nutrients and motivate them to correct eating habits (Michalová, 2007).

As part of motor development and motor development, a pre-schooler can coordinate his or her movements much better. Gross motor skills are constantly improving and improving. As part of cognitive development, the child can already think and talk about objects and events in symbolic terms, play with his or her imagination, and perceive temporal connections. This period paves the way for the subsequent development of logical thinking that is characteristic of the next stage (Kohoutek, 2008).

With thinking comes verbal communication. However, the communication is rather egocentric, and the conversation does not seem to be coherent. Children say what comes to mind, they react little to what others say (Kohoutek 2008). Above all, the child develops his or her mental abilities, longs for activities and a children's collective, goes to kindergarten, where he or she socializes and develops his or her social skills. The most important thing in this period is play, because thanks to it the child develops his memory, speech and thinking. The first defiance and the growth of the second teeth come towards the end (Šulová, 2010).

5. Younger school age (7-11 years)

The period when a child enters the first stage of primary school, from the age of 7 to 11, must be divided internally into two parts, as each of them represents a relatively separate period in the child's development. The first period is called childhood and the second period is late childhood, also called prepubescence. During this roughly five-year developmental period, children undergo intense bio-psycho-social changes (Soucha, 2018).

There may be more significant changes at the beginning and end of the younger school-age period. Children grow approximately 28 centimetres during this period, which is an average of about 4 to 6 centimetres per year, and the weight gain is about 15 kilograms. During this entire period, gross and fine motor skills improve significantly and continuously. In particular, the coordination of all body movements is improved and the overall coordination between vision and fine motor skills is improved. In addition, there is an improvement in motor movements in writing and drawing at school (Langmeir & Krejčíková, 1998).

The cognitive stage is named the stage of concrete operations (7- 11 years). This stage is characterised by the interdependence of thinking on specific content. At this age, most children come to the principle of conservation - when the shape changes, the quantity does not change, they become more aware of causality, they are better able to name the external causes of phenomena, they are also more aware of how other people experience and think. However, they are not yet able to understand the meaning of abstract concepts (Kohoutek 2008).

6. Older school age (11-14 years)

Older school age is usually counted from 11 to 14 years. The ongoing puberty strongly influenced development during this period. The activity of the gonads becomes dominant, secondary sex characteristics are formed, growth accelerates, and puberty sets in. Sex hormones trigger puberty. The child at this time is slowly becoming an adult both physically and mentally. Girls grow the fastest at 12 years, boys at 14. Psychological adolescence is manifested in particular by the desire for autonomy, which is why this age is often the effective end of upbringing in disturbed or broken families or in troubled children (Říčan & Krejčířová, 1995).

The cognitive stage of the child at this age is the so-called formal operations stage (from the age of 11 upwards), which is characterised by the ability to think abstractly, proceed methodically, form hypotheses, etc. The ability to think abstractly affects a person's entire personality, not just intellectual development (Kohoutek, 2008).

7. Adolescence (15-18 years)

The period of adolescence represents a developmental period that takes place at a different age for each individual. Someone can go through puberty as early as 11 years old, someone even later, for example around 15 years old. However, the literature shows a later, borderline age of 15 years. Similarly, puberty is completed at a different age for each individual, but the age of 18 is generally given. During adolescence, individuals experience a tension between physical and sexual maturity but social and psychological unpreparedness (Kohoutek, 2008).

From the point of view of psychological development, during puberty the individual gradually merges his or her mental life, develops attitudes and opinions that can be very radical and extremist at this time, and undergoes intellectual maturation. The development of self-esteem, self-confidence, independence and, last but not least, the modelling of the individual's personality. In adolescence, the rational faculties of the individual are already at their peak, and, for example, intelligence no longer increases significantly after puberty.

At the same time, puberty also represents a period of diverse psychological crises. For example, during this period, suicide attempts are statistically more frequent or substance abuse (such as alcohol or drugs) is more likely. Psychological trauma can also arise from first sexual experiences, which often occur at this age (Říčan & Krejčířová, 1995).

From a sociological point of view, puberty represents the stage of human development when an individual separates from his or her family, becomes socialised into society, assumes adult roles, and searches for and defines his or her own social position (Říčan & Krejčířová, 1995).

The second stage of human development is adulthood. It is defined by the psychological dictionary as the period when the time frame of growth has been reached, when physical maturation has been completed, and specific biological, mental, cultural, individual characteristics and various other developments related to aging have already occurred (psychologydictionary.org 2001). Even this period comprises several individual phases (Edwards & Klemmack, 1990):

- Early adulthood (18–34 years)
- Middle adulthood (35–54 years)
- Late adulthood (55-64 years).

Although it is not generally known, adults also go through several developmental stages, including early, middle, and later adulthood. As they develop through these stages, they experience various health problems and are forced to adapt to several changes in their bodies and personalities (Bourisly, 2016).

Some changes include who these people meet and relate to, as well as what life roles they adopt. A person's lifestyle can also have a significant impact on what specific experiences they have during their early, middle, and late adulthood. Some habits that people develop during these key stages of life can have an immediate and future impact on their growth and development (Edwards & Klemmack, 1990).

1. Early adulthood (18–34 years)

During early adulthood, people are often concerned with developing the ability to share intimacy and form relationships. Most of their efforts are directed towards establishing, building, and maintaining relationships. As a result, long-term partnerships are formed, which then lead to marriage and the raising of children (Bourisly, 2016).

In this period, the main source of intimacy is the circle of friendship. Some activities that individuals engage in during early adulthood include developmental tasks, such as choosing a career, building, and maintaining intimate relationships, and fulfilling household responsibilities (Robertson et al., 2017). Adults at this stage are energetic and can take on multiple roles simultaneously.

During early adulthood, an individual's immune system is strong and more likely to fight health complications effectively. The likelihood of an individual developing chronic conditions in early adulthood is low. Although this period is generally considered a healthy period, several health problems can occur. Some of the health problems that most adults experience during early adulthood include depression and ulcers. Adults aged 20 to 40 years make up most patients for these diseases (Bourisly, 2016).

At this stage of adult life, people are more likely to suffer from depression because of life's challenges and obstacles, or the stress of trying to gain financial stability, find an intimate partner and start a family. It is at this point that the adult seeks emotional safety from peers or intimate partners (Robertson et al., 2017).

2. Middle adulthood (35–54 years)

As one progresses into middle adulthood, the focus shifts from friends and intimacy to their family/work relationships. The individual should therefore devote a great deal of time and attention to caring for the family and engaging in daily activities. The main reason for this is that, at this stage, individuals are closest to family members and colleagues as they interact with them on a daily basis (Döring et al., 2016).

The main activities of individuals at this stage include raising a family and duties at work. Their main source of emotional security is their partners, spouses, and children. In middle adulthood, a person's immunity is compromised, and they become vulnerable to a variety of diseases (Robertson et al., 2017).

The main health problems most commonly seen at this stage of adulthood are vision, skin, or reproductive problems. Individuals experience a decline in cognition, hearing and immune system functioning (Bourisly, 2016). People in middle adulthood need to adopt a healthy lifestyle, balance work and life responsibilities, and develop their economic stability. In middle adulthood, many individuals begin to struggle with diseases of civilization, such as diabetes or obesity. (Robertson et al., 2017).

3. **Late adulthood (55-64 years)**

During late adulthood, the adult slowly ceases to actively participate in everyday activities. Some of them are already of retirement age or unable to work because of illness and disability. The main activities in this phase include taking care of the spouse and educating or mentoring the younger generation. Some of the common consequences of progressive ageing are the occurrence of physical or mental illnesses, such as depression, arthritis, asthma, stroke, or diabetes, which occur because of weakened immunity (Robertson et al., 2017). As individuals get older, their responsibilities change, and their main challenge is to find a balance between daily activities (Bourisly, 2016).

Some strategies for managing and preventing health problems in late adulthood include social-emotional support, financial help, and healthy eating. As in all other phases of adulthood, people in this phase are encouraged to eat healthy and well. Because older adults have compromised immunity, they follow various diets that can strengthen their immune system (Bourisly, 2016).

Old age represents the last stage of human life, with which the concept of aging is closely linked.

- Aging (involution, senescence)

It is an irreversible and completely natural process that affects every living organism on Earth (Kalvach, 2004). From a biological point of view, aging can be described as a constant ongoing process that begins with conception and ends with the death of the individual. The length of ageing as a biological process is genetically determined, but it can be significantly influenced (either positively or negatively) by the quality of the external conditions in which an individual lives (Bowling 2009).

In a narrower sense, ageing is perceived as a process that takes place from the time an individual reaches adulthood to old age (Křivohlavý, 2011). In this view, man develops into adulthood and then reaches a biological peak as adulthood, from which there is a gradual aging that "old age" terminates. According to this vision, ageing represents a complex set of processes that result in old age (Pacovský 1990).

Senescence consists of changes that affect the body and the functions of the organism. These changes are then generally manifested externally by a decline in the individual's performance and, at the same time, an increase in his or her vulnerability (Křivohlavý, 2011). Ageing is a process that occurs in a highly uneven manner, which means that it is a highly individual process that occurs differently for each person (Pacovský, 1990).

Weber and colleagues (2000, p. 13) therefore describe ageing as a state "when specific degenerative, morphological and functional changes occur in individual organs at all levels. The onset of these changes occurs at different times and proceeds at different rates. He assesses this process as dissociated, disintegrated, and asynchronous. The rate of aging is genetically encoded. It is a multifactorial type of inheritance".

- Old age (senium)

It represents one stage of human ontogenetic development, namely the last stage, the one that precedes the death of the individual (Haškovcová, 2010).

A variety of factors influences ageing results from all the processes that occur during ageing, such as an individual's lifestyle, past and current illnesses, and the external conditions in which the individual lives. At this stage of life, there are also several different significant social changes, such as termination of employment, retirement, or the eventual death of loved ones (partner, parents, friends), (Dvořáčková, 2012).

There are countless scientific definitions of old age. Kalvach and Onderkova (2006, p. 7), for example, describe senescence as "a general term for the last phases of ontogeny, in which the totality of involutionary changes with a deterioration of the organism's resilience becomes more evident."

Tošnerová (2002, p. 14), on the other hand, describes this stage as "a natural and predictable process of change, but characterised by considerable variability in types and speed. It relates to our physical appearance, energy level, mental abilities, and social life. Changes are perceived by most of us as losses, because they force us to give up many situations, take on new roles and cope with more limited abilities."

Old age, as the last stage of ontogenetic development, can still be classified and periodised. There are, however, many options for subdividing this phase, as experts cannot agree on a single scale. However, the most widely recognised periodization of old age is that of the World Health Organization (WHO), which specifically divides this ontogenetic stage of (Black, 2008):

- Early old age (65-74 years)
- Very old age (75-89 years)
- Patriarchium (90 + years).

The individual stages of ontogenetic development of the human being have been described in detail in this monograph because the labour process and the labour market traditionally include some age groups that are at risk and disadvantaged. These are mainly individuals who cross from adolescence into early adulthood. These individuals lack work experience and are generally considered risky and unstable.

The second risk group, on the other hand, is represented by pre-retirement age individuals, individuals who are in the phase of late adulthood (55-64 years) or early old age (65-74 years). These individuals are generally considered as being "disadvantageous" to organisations as they often suffer from health problems and are generally considered being slower and less productive.

Various characteristics and specifics are attributed to different age categories by society, but these are rather stereotyped and may not be true. It should be remembered that each person is an individual and has subjective characteristics. Even a young person may have a lot of experience or knowledge or, conversely, an older person may be efficient and hardworking. For this reason, the importance and significance of an age-diverse workforce has been highlighted in recent years.

The definition of age diversity is simply the recruitment of employees of different ages into work teams. Age diversity is like generational diversity because it seeks to combat the aforementioned age discrimination (Heaslip, 2022).

In many countries around the world, there are even age discrimination laws currently in force (so-called ADEA), which prohibit organisations and companies from discriminating against individuals aged 40 and older. Within some states, there are also laws that focus on protecting workers from age discrimination who are, in turn, younger in age (18-25) (Heaslip, 2022).

Despite efforts, such as the aforementioned ADEA laws, which are in place to combat age discrimination or age bias, these variables still persist within many societies around the world. The 2017 EEOC Summit found that age discrimination remains a significant and costly problem for workers, families, and society as a whole. This phenomenon is woven into human society and is evidenced by specific statistics related to age diversity (AARP, 2019; Heaslip, 2022):

- Almost one in four workers aged 45 and over have been subjected to negative comments about their age by supervisors or co-workers during their work
- Around three in five older workers (aged 40 and over) have witnessed or experienced age discrimination in the workplace themselves
- 76% of older workers aged 40 and over consider age discrimination a barrier to finding a new job
- Further research found that more than half of the older workers surveyed (40 years and older) had been prematurely fired from their long-term jobs, and 90% of them were not currently earning as much as other younger co-workers
- 29% of US households headed by someone aged 55 or older have no retirement savings, which means that even in retirement, people in these households will have to continue working or rely on Social Security
- According to a 2007 study, older people who no longer feel useful and useful to society are up to three times more likely to develop health or mental disabilities and up to four times more likely to die prematurely compared to their counterparts who feel useful
- The EEOC estimates that nearly 1.5 million workers between the ages of 55 and 64 have left the workforce, some because their older age was perceived as a barrier to finding a job
- Age discrimination prevents companies of all sizes from tapping into valuable and experienced human resources.

Related to the above statistics is a 2019 study conducted by the US Department of Labour. This study highlights what specific generations will make up the percentage of the U.S. labour market in 2025 (Heaslip, 2022).

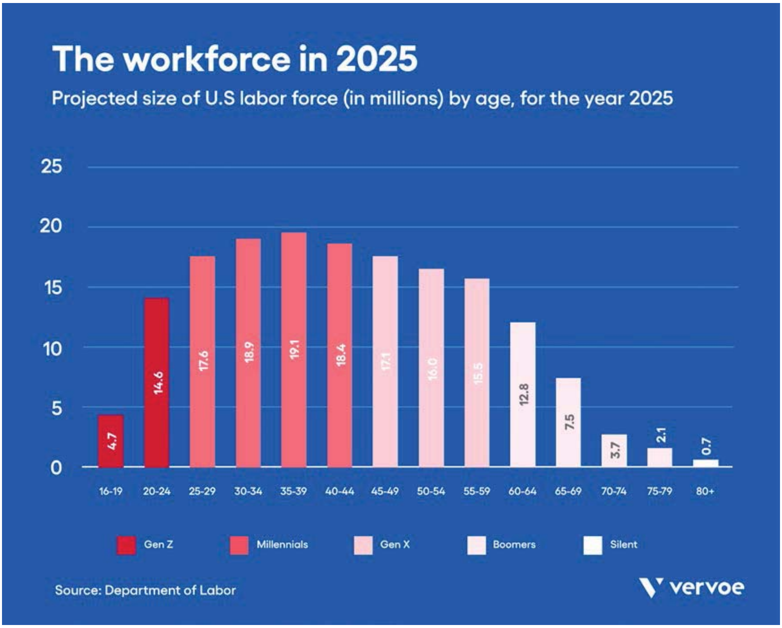


Fig. 10: Generational distribution of the U.S. workforce in 2025
Source: U.S. Department of Labour, 2019.

As can be seen from the graphical representation, see Fig. 10, older generations (the so-called Gen Xers, Boomers, and Silents) will account for a high percentage of the U.S. labour market. The high percentage of people aged 40 and over is because of the demographic changes that have taken place in recent decades. First, the ageing of the human population in Western societies is caused by the declining birth rate of the human population.

This prediction clarifies that more than half of the workforce in 2025 will be over 40 years old, making it more than necessary to end entrenched stereotyping of older age groups and to make companies more age diverse.

Like all other types of diversity in the workplace and within work teams, an age-diverse work team brings with it many significant benefits, both for the work team itself and for the organisation as a whole. Again, below are some of the key benefits of age diversity in the workplace. For example (Heaslip, 2022):

1. Increased productivity

Perhaps the greatest example of how age diversity can impact a work team is by increasing the overall productivity of the work team. Age diversity at work has been shown to promote higher productivity than lower age diversity. For example, by simply increasing the proportion of older workers by 10%, companies can generate one-off profits worth slightly more than the annual growth.

The Organisation for Economic Co-operation and Development (OECD) has stated that such increases in workforce productivity can subsequently lead to a range of secondary benefits, including improved profitability, more competitively priced products, improved employer brand and reputation, and the opportunity to increase market share.

2. Increasing the diversity of skills

Age diversity works like any other type of diversity; employees of different ages bring different skills, experiences, and opinions to the work team, which helps to increase innovation and creative problem solving.

Employees of different ages can bring different skill sets to the team. Younger generations may be more adept at social media and technology; older generations can offer leadership, interpersonal skills and their own approach to problem solving. An age-based diversity policy allows businesses to harness these diverse skills and build a complementary and effective team.

3. Building an inclusive business

An inclusive business is one that supports and includes people from many backgrounds. Successful integration into the work team has become a major requirement for applicants for new jobs and positions.

Organisations that emphasise inclusion of all ages, genders and races in their teams are generally seen as more innovative, profitable, and better problem solvers.

4. Creating opportunities for mentoring

Age diversity in the workplace makes it easier to offer the work team more appropriate opportunities to upskill together. Intergenerational mentoring (and reverse mentoring) can lead to career development and better employee retention.

For example, younger workers who may be well-versed in social media and new technologies can help less tech-savvy workers. A senior worker with experience can take a protégé, ward or intern under his or her wing. This, in turn, can lead to a stronger company culture and loyalty among employees.

5. **Improving retention of employees**

Statistics that address age diversity in the workplace prove it helps improve an organisation's ability to keep its employees. The EEOC found a strong correlation between age and employee engagement, stating that "employees age 50 and older have the highest levels of workplace engagement." Engaged workers are motivated workers who tend to stay in the organisation for a longer period of time. Statistics that address age diversity in the workplace prove it helps improve an organisation's ability to keep its employees. The EEOC found a strong correlation between age and employee engagement, stating that "employees age 50 and older have the highest levels of workplace engagement." Engaged workers are motivated workers who tend to stay in the organisation for a longer period of time.

2.4. Health diversity

Fig. 11: Health diversity

Source: https://www.forbes.com/sites/lizkislik/2023/01/17/disabled-people-are-a-vital-part-of-your-workforce-advice-to-help-you-manage/

Before focusing on health (mental and physical) disability (handicap), a short attention will be paid to the concept of "health" itself. Although the term "health" is a concept that is widely used, it is quite difficult to define it unambiguously. There is a wide range of definitions of "health".

The internationally accepted definition is the one formulated by the World Health Organization (WHO). The WHO considers health to be a state of "complete physical, mental and social well-being and not merely the absence of disease or defect" (WHO, 1974). However, as seen at first glance, this definition is rather utopian in nature, as almost no human being in the world would be "healthy" under it.

Following strong criticism of this definition by experts, the WHO adopted in 1977, in its Health for All by 2000 programme, the addition that a healthy individual can be considered one who can lead a socially and economically productive life, which again increases the number of relatively "healthy" people (Svalastog et al., 2017). A healthy individual should be able to cope with everyday activities, concerns, and needs and lead a productive life, both economically and socially (Holčík, 2004).

Health is a very complicated mechanism involving many different structures and processes, which are closely interrelated, dynamic, variable and can disappear and reappear. What all the specific factors affect a person's health, and to what extent this is the case, have not yet been written down. In general, however, experts divide these factors into several main areas (Petřík and Němec, 2015):

- Factors originating from the external environment and the working environment (this may be the level of pollution, climatic conditions affecting humans). According to experts, these influence the health of an individual by about 20%
- Genetic factors that are innate in every individual and in children are passed down from their ancestors. This can be gender, as well as a variety of birth defects and diseases, predispositions, or intelligence. Genetic factors contribute about 15% to the overall health of individuals
- Factors that are based on the lifestyle of the individual. This is primarily about the lifestyle an individual lives, how they eat, how they exercise, how they sleep, how resilient they are to stress. Similarly, a person's sexual activity, educational attainment, consumption behaviour and overall standard of living can also be included in this category. These factors have the most significant impact on the health of individuals, up to 50%
- A final important area that also affects the health of individuals is the quality and availability of healthcare. It is of course important for health that the individual has somewhere to go in case of problems, and also how good the care is. Similarly,

prevention and preventive visits help to detect many different diseases early. This factor contributes 15% to human health.

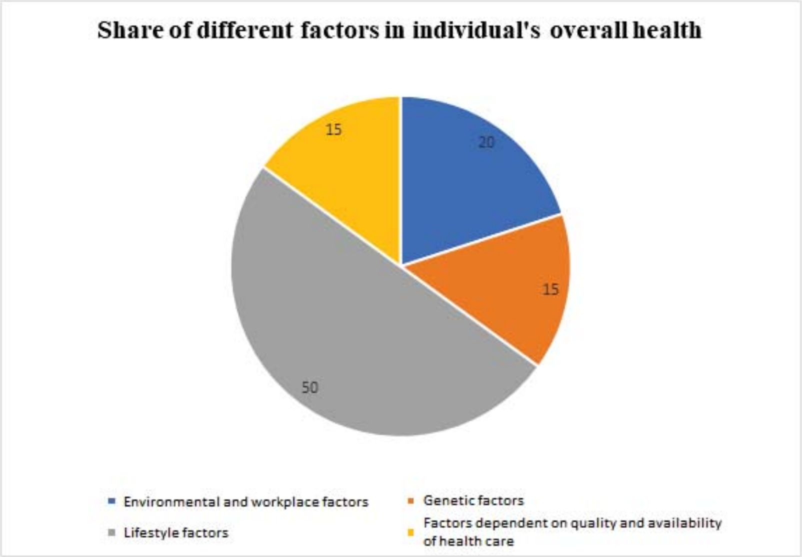


Fig. 12: Factors contributing to human's overall health
Source: personal processing based on Petřík and Němec 2015.

As can be seen from the above list of factors (see Fig. 12), most of the risk factors that threaten or affect people's health stem from individuals' lifestyles themselves. This further implies that people themselves can eliminate these risks. Since people themselves can influence them, these are so-called influenceable factors. The second part of the factors is given, and the individual cannot do anything about them, cannot influence them himself or herself. These are increasing age, gender, or genetic predispositions. These factors can be referred to as "uninfluenced" factors (Petřík and Němec, 2015).

Most individuals are lucky to be born perfectly healthy. However, even these individuals may develop various serious illnesses or disorders during their lifetime that make it impossible for them to perform their normal job without problems. Similarly, individuals may develop a mental illness during their lifetime. If an individual is born with a disability (handicap) or health disadvantage, or develops an illness (mental or physical), injury or disadvantage during his or her lifetime, he or she should not be excluded from the collective and society, but should be accepted and included by the rest of the healthy society.

The terms handicap and disadvantage are often used synonymously, but they have distinctly different meanings, especially when used by physicians. Disability (handicap) describes a mental or physical limitation that a person has, and disadvantage describes a certain social disadvantage/exclusion that a person feels because of his or her handicap (Opatřilová and Procházková, 2011).

Disability can be defined as any condition of the body or mind (impairment) that makes it difficult for the affected person to perform certain activities (activity limitation) and, at the same time, to interact with the outside world (participation limitation). Disabilities can be distinguished into several groups (Opatřilová and Procházková, 2011):

- Physical disability (handicap)

It represents a disability, any abnormality that occurs in a given individual and which in any way limits the mobility of that individual.

This directly affects his or her cognitive, emotional, and social performance. The disabled person's roles in society are impaired, namely self-sufficiency, ability to travel, partner or family roles, work, or leisure activities.

- Intellectual disability (mental retardation)

It represents a permanent and long-lasting decrease in the intelligence of a given individual caused by damage to the brain. Mental disability cannot be cured because it is not a disease, but a permanent physiological condition (underdevelopment of mental abilities, different development of psychological characteristics, disorders in the ability to adapt).

However, mental retardation can also occur for reasons other than brain damage, such as an inappropriate environment during early childhood. Intellectually disabled people are described as those whose IQ is below 70.

- Mental illness

They are a group of diseases and disorders that primarily affect people's thinking, experiencing or relationships with their environment. Many of these disorders have been described because of their specific signs and symptoms, which vary from species to species. Mental disorders are conditions that are genetically determined, as well as conditions that have arisen during an individual's lifetime for a variety of reasons (e.g., environmental influences, trauma).

According to experts, three factors are mainly involved in the development of mental illness: biological, psychological, and social. These factors can be intertwined and difficult to distinguish.

- Visual impairment

It is a consequence of the disability of an individual who, even after correction of the defect, has impaired visual perception in such a way that it causes him problems in everyday life. Globally, the number of visually impaired people is estimated at around 50 million and the number of people with severe visual impairment at 140 million. Visual impairment negatively affects the ability to meet the basic needs of life, causing complications in spatial orientation and independent movement.

The disabled individual has difficulty in acquiring and processing information, integrating into society, and establishing interpersonal relationships. An individual's visual impairment also affects the people who come into contact with them - typically family members and friends, but not only them.

- Hearing impairment (deafness)

It represents an individual's diminished or completely absent ability to perceive auditory information. Although some cases of hearing loss are reversible with medical treatment, many lead to permanent disability. Hearing aids and cochlear implants can ease some problems caused by hearing loss but cannot fully replace hearing.

Besides auditory rehabilitation aids, hearing aids and communication aids are used to help people with hearing loss. There are approximately 500 million people with hearing loss in the world today, 35 million of whom are children. There are around half a million people in the Czech Republic who are both completely deaf and hard of hearing.

- Combined disability

Whatever type of disability a disabled person has, a common feature is that they are often socially excluded. A significant number of people within the European Union are at risk of poverty or social exclusion, and people with disabilities face an increased risk.

In 2021, 22% of the EU population was at risk of poverty or social exclusion, i.e., living in households with at least one of the three risks of poverty and social exclusion (risk of poverty, severe material, and social deprivation and/or living in a very low labour intensity household).

People with disabilities were more at risk of poverty and social exclusion, with 30% of EU citizens aged 16 and over with disabilities at risk of poverty or social exclusion compared to 19% of people without disabilities (Eurostat, 2022).

This trend can be observed in all Member States of the European Union. The largest absolute difference between the shares of persons with and without disabilities can be seen in Ireland (39.3% for persons with disabilities compared to 14.6% for persons without disabilities), Latvia (41.2% compared to 19.6%) and Lithuania (38.9% compared to 17.8%), (Eurostat, 2022).

At the other end of the ranking, with the smallest differences between the proportions of persons with disabilities, was Greece (28.3% for persons with disabilities compared to 27.4% for persons without disabilities), followed by Italy (27.1% compared to 24.3%) and Finland (18.5% compared to 12.6%), (Eurostat, 2022).

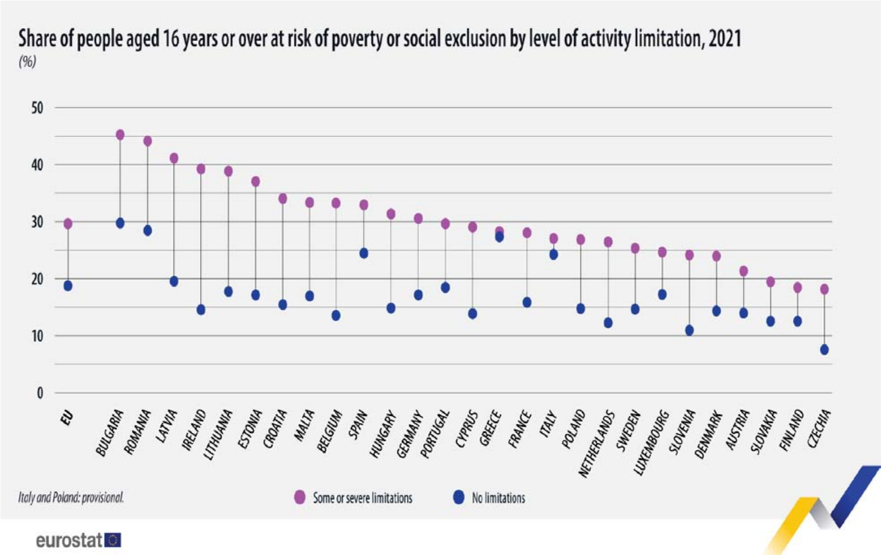


Fig. 13: Comparison of numbers of healthy and disabled people at risk of poverty or social exclusion in different EU member states

Source: Eurostat 2021.

However, similar statistics do not apply only to the European continent. Persons with disabilities of any kind have historically always been excluded from the collective and later congregated in special institutions and facilities where they were cared for by the state. Nowadays, however, there is an increasing focus on including disabled/disadvantaged people in normative and mainstream society, including work collectives.

According to the Centres for Disease Control and Prevention (CDC), 25% of adults live with some form of cognitive, physical, mental, or emotional disability. Yet many of these people are among the most talented individuals in their fields. As with other forms of diversity, inclusion of people with disabilities goes much further than simply making sure that a company meets a certain state-mandated quota (Cooks-Campbell, 2021).

Disability inclusion is about creating an inclusive workplace where people feel welcome and comfortable, and where they are seen and valued for their contribution. Not despite their differences, but including their differences. No one wants to be tolerated or pitied at work. People with disabilities, like people without disabilities, want to be recognised for their talents and achievements (Cooks-Campbell, 2021).

Inclusion of disability in the workplace means understanding and addressing the causes of all types of exclusion. Conducting effective and courageous dialogues on disability inclusion can be uncomfortable and new. Unlearning implicit bias and gaining greater awareness requires sensitivity and care, including a healthy dose of transparency. It requires support for managers to be more confident and empathetic when creating an inclusive environment for people with disabilities. Social inclusion also requires support for people with disabilities so that they do not have to face the struggle for social inclusion alone (Cooks-Campbell, 2021).

In the workplace, this means taking special care to ensure that certain individuals are not disadvantaged. The workplace environment can be inherently skewed towards non-disabled, able-bodied people. This means that with one in four people living with a disability (visible or invisible), a significant proportion of the workforce will benefit from specific social inclusion strategies (Cooks-Campbell, 2021).

Since 96% of severe disabilities are not clear, planning specific strategies requires compassion and foresight. Demonstrating an effort to strategise shows people that their differences are accepted, welcomed, and valued. Disabilities may include genetic disabilities, developmental disabilities, physical disabilities, or mental health disorders. A broad view of disability as something that may not be visible is important to strengthen efforts to include such people within the workforce (Cooks-Campbell, 2021).

The benefits of including people with disabilities in the work team can be felt throughout the workplace and throughout the organisation. Many disabilities are not obvious at first glance and employees are not required to disclose them to their employer. This creates an unfortunate paradox; people with hidden disabilities have more control over whether to disclose them, but if they do not, they cannot advocate for their proper inclusion in the collective (Cooks-Campbell, 2021).

Like all types of diversity in the workplace, this type of diversity brings many benefits and challenges. For example, the specific benefits that social inclusion of people with disabilities can bring to the work team and the organisation (Cooks-Campbell, 2021) include:

1. **The organisation appears to be more accommodating**

Organisations must be careful not to use terms and concepts such as "other people" or "special people". This could offend people with disabilities. It is better to treat these people like any other employee.

2. **Recruiting and retaining talent**

The unemployment rate for people with disabilities is twice as high as for people without disabilities, even though they want to work. Thoughtful disability inclusion strategies allow you to attract people to your organisation who can bring their untapped talents with them.

3. **Companies can avoid lawsuits and bad PR**

The laws currently in force protect persons with disabilities. For example, in the United States, companies are required to comply with the Americans with Disabilities Act (ADA), which protects the rights of people with disabilities. It is morally and legally unacceptable to exclude disabled persons from employment for which they are qualified. If a company took this step, it would be dragged not only in the media but also in the courtrooms.

4. **Appeal to different learning styles**

A diagnosis, technically speaking, is an abbreviation for a group of characteristics. This means that some people without disabilities may have experiences that overlap with disabilities. For example, a person who is not visually impaired may still appreciate larger print or the ability to listen to a briefing instead of having to read it. Companies can be creative in how they present information to employees, or in the specific way employees work. An innovative approach can benefit many more people than just the primary target group.

5. Increase productivity and innovation

From the Maslow pyramid (see Fig. 14) clearly shows that the more a person's basic needs are covered, the freer that person is to pursue the most creative work. When people feel cared for, they spend less time in the mode of just "surviving" and having to meet the basic needs of life and have more to pass on to other entities, such as the workplace. The more creative a person is within a work team, the more innovative he or she will be in solving problems and in everyday life.

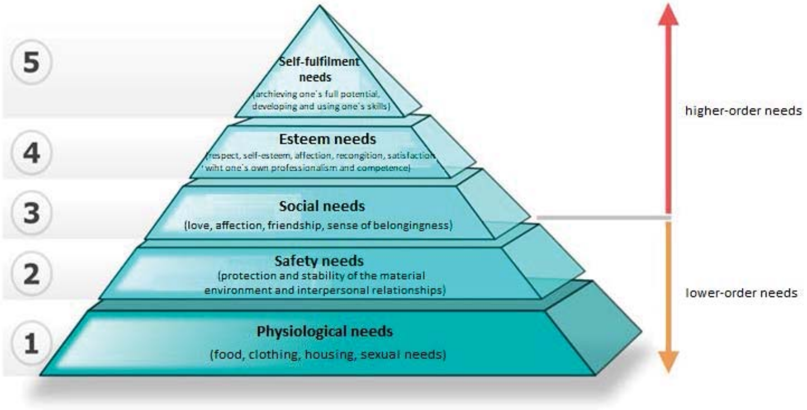

5
Self-fulfilment needs
(archieving one's full potential, developing and using one's skills)
4
Esteem needs
(respect, self-esteem, affection, recongition, satisfaction wiht one's own professionalism and competence)
3
Social needs
(love, affection, friendship, sense of belongingness)
2
Safety needs
(protection and stability of the material environment and interpersonal relationships)
1
Physiological needs
(food, clothing, housing, sexual needs)
higher-order needs
lower-order needs

Fig. 14: Hierarchy of human needs (called Maslow's Pyramid)
Source: https://publi.cz/books/171/04.html

6. Promoting interpersonal relationships

Access to employees and social inclusion affects not only the corporate culture within an organisation but also interpersonal relationships in the workplace. The specific strategy chosen will set the tone for how individual employees will treat each other. If a corporate value is created from including disadvantaged people, inclusive behaviour within the ranks of employees will be strengthened and promoted.

3. Corporate culture

In the third chapter of the monograph, attention will be paid to the concept of corporate culture. First, it will define what the term corporate culture means and then describe the importance of the individual within the organisation. The last section will describe the organisational levels of the company.

Corporate culture refers to the values, beliefs and behaviours that determine how employees and management interact, conduct, and process business transactions. Company culture is often implied, not explicitly defined, and develops organically over time from the cumulative characteristics of the people the company hires. A company's culture will be reflected in its dress code, hours, office layout, employee benefits, turnover, hiring decisions, treatment of employees and clients, client satisfaction, and all other aspects of operations (Tarver, 2022).

Hampden Turner (1990, p. 19) defines the term "corporate culture" as "*a set of basic assumptions that are invented, discovered, or developed by a given work/corporate group that is learning to cope with its problems of external adaptation and internal integration, and that would work well enough to be valid and to be adopted by new members as the correct way to perceive and solve problems*."

Corporate culture is a set of uniform and enduring beliefs, customs, traditions, and practices shared and maintained by the employees of a corporation (Hai, 1986). These shared beliefs define the core characteristics of an organisation and create an attitude that distinguishes it from all others (Maloney & Federle, 1990).

Corporate culture refers to the unique configuration of norms and behaviours that characterise the way employees cooperate to accomplish tasks (Graves, 1986). It also relates to employee values, which persist in the face of changes in work teams (Kotter & Heskett, 1996). Company culture is a fundamental pillar for the success of an organisation and creates a working environment for employees. When people work in an environment they perceive as rewarding, they are more likely to perform at a high level. In addition, a company's success results from performing some tasks very well (Maloney & Federle, 1990). Corporate culture determines the work environment and the tasks in which an organisation excels (Kotter & Heskett, 1996).

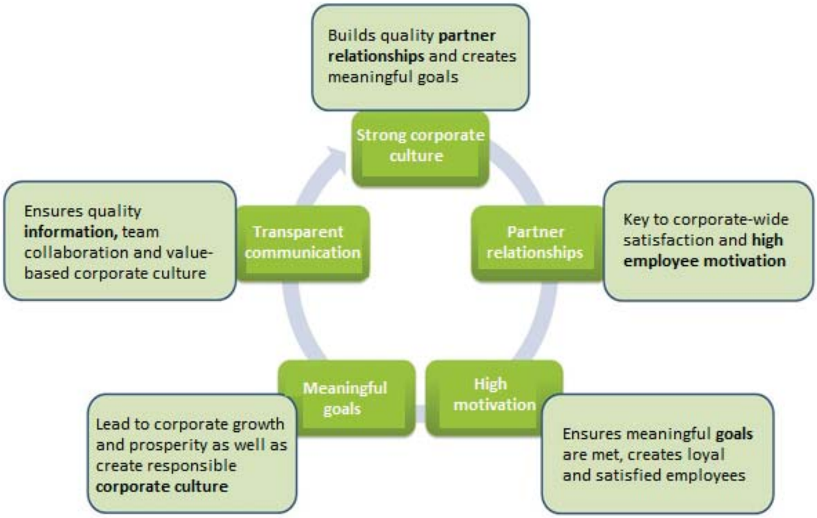

Builds quality **partner relationships** and creates meaningful goals
Strong corporate culture
Ensures quality **information,** team collaboration and value-based corporate culture
Transparent communication
Partner relationships
Key to corporate-wide satisfaction and **high employee motivation**
Meaningful goals
High motivation
Lead to corporate growth and prosperity as well as create responsible **corporate culture**
Ensures meaningful **goals** are met, creates loyal and satisfied employees

Fig. 15: Link between corporate culture and achievement of organisational goals
Source: https://barborastudena.cz/pro-firmy/

A company's corporate culture is reflected in the work, and activities carried out by the organisation. Google's corporate culture, for example, has been described as a culture of adhocracy, Amazon's corporate culture as relentless. Corporate culture drives the organisation and its actions. Corporate culture represents something like the "operating system" of an organisation (Barrett, 2002).

Company culture determines how employees think, act, and feel. Company culture is dynamic and changing and is never static. Understanding and assessing company culture can mean the difference between success and failure in a rapidly changing business environment. Company culture includes responsibility for nurturing and fostering a supportive environment for employees. Corporate culture can be effective or ineffective, depending on the circumstances (Barrett, 2002).

The importance of corporate culture for a given organisation can be summarised in a few basic points. Specifically, it is that:

- Corporate culture represents the behaviours that new employees are encouraged to adopt (Kotter & Heskett, 1996)

- Corporate culture creates general norms for acceptable behaviour (Hai, 1986)
- Corporate culture reinforces thoughts and feelings that are consistent with the corporation's beliefs (Hampden Turner, 1990)
- Corporate culture influences the external relationships between the corporation and other entities and the internal relationships between individual employees (Hai, 1986)
- Corporate culture can have a strong influence on individual employees and their performance (Kotter & Heskett, 1996)
- Corporate culture influences employee motivation and goals (Hai, 1986)
- Corporate culture influences processes, such as innovation, decision making, communication, organizing, measuring success, and rewarding accomplishment (Hai 1986).

Awareness of corporate or organisational culture in businesses and other organisations, such as universities, emerged in the 1960s. The term "corporate culture" developed in the early 1980s and became widely known in the 1990s. Managers, sociologists, and other academics used during these periods the term 'corporate culture' to describe the character of a particular company (Tarver, 2022).

The corporate culture was based on generalised beliefs and patterns of behaviour, company-wide value systems, management strategies, communication and employee relations, work environment and attitude. It also included origin stories submitted by CEOs, as well as visual symbols, such as logos and trademarks (Tarver, 2022).

Until 2015, corporate culture was not only shaped by the company's founders, management, and employees, but was also influenced by national culture and tradition, economic trends, international trade, company size and the specific products produced (Tarver, 2022).

There are many terms that refer to companies influenced by different cultures, especially because of globalisation and the increased international interaction of today's business environment. These terms are closely related to the concept of "corporate culture". Specifically, these are concepts that are currently widely discussed (Tarver, 2022):

- Cross-culture refers to people from different backgrounds interacting in a business environment

- Culture shock refers to the confusion or anxiety that people of a particular culture may experience when working in an organisation where the majority culture differs from their own
- Reverse culture shock is often experienced by people who work for a long time in a foreign country, in a different culture, and then have difficulty adapting to their native culture when they return from abroad.

In general, it can be said that many organisations are currently spending significant resources and effort to create positive cross-cultural experiences and to facilitate a more cohesive and productive corporate culture (Tarver, 2022).

The culture of an organisation can be expressed to some extent in its mission or vision statement. Elements of corporate culture include the organisation's physical environment, human resource management practices, and employee work habits. Corporate culture is also reflected in an emphasis on various defining elements, such as hierarchy, process, innovation, collaboration, competition, community involvement and social engagement (Pratt, 2020).

A corporate culture that reflects the broader culture is usually more successful than one that conflicts with it. For example, in today's global culture that values transparency, equality and communication, a secretive company with a strictly hierarchical structure is likely to have problems recruiting and keeping staff and reaching customers and partners. However, some organisations create unique cultures that violate certain norms and expected best practices, a move that can define organisations as pioneers and help them succeed within the business marketplace (Pratt, 2020).

All organisations, whether they are for-profit companies or non-profit entities or even government agencies, are characterised by a certain corporate culture (Tarver, 2022).

Company culture is also sometimes considered synonymous with the term "workplace culture". However, some experts classify workplace culture as a separate idea that specifically and narrowly describes the conditions under which employees perform their work. Rather, this concept can be called employee experience. In this view, workplace conditions shape and ultimately reinforce the overall corporate culture (Pratt, 2020; Tarver, 2022).

Many organisations determine and then develop the type of corporate culture they want to achieve. Other organisations see their culture evolve organically and randomly over time. However, such organisations can end up with a bad or even toxic culture because they did not intervene early and promote the development of a better environment. The culture of an organisation largely determines the way employees behave and the ways in which they find it acceptable to interact with each other and with business partners and customers. The culture of an organisation also largely determines how the company will respond to change, development, and potential crises. Corporate culture also profoundly affects an organisation's ability to innovate and succeed in the short and long term (Pratt, 2020).

Corporate culture is very important for a company. A carefully thought out, even innovative, company culture can elevate a company above their competitors and support the long-term success of that organisation. Specifically, such a culture can (Tarver, 2022):

- Ensure a positive working environment
- Create an engaged, enthusiastic, and motivated workforce
- Attract high-value employees
- Improve the quality of performance and productivity of the work team
- An appropriate corporate culture can cause favourable business results
- Promote the longevity of the company
- Strengthen return on investment
- Provide an irreconcilable competitive advantage
- Clarify to employees the goals of their positions, departments, and the company overall
- Contribute to the diversification of the workforce

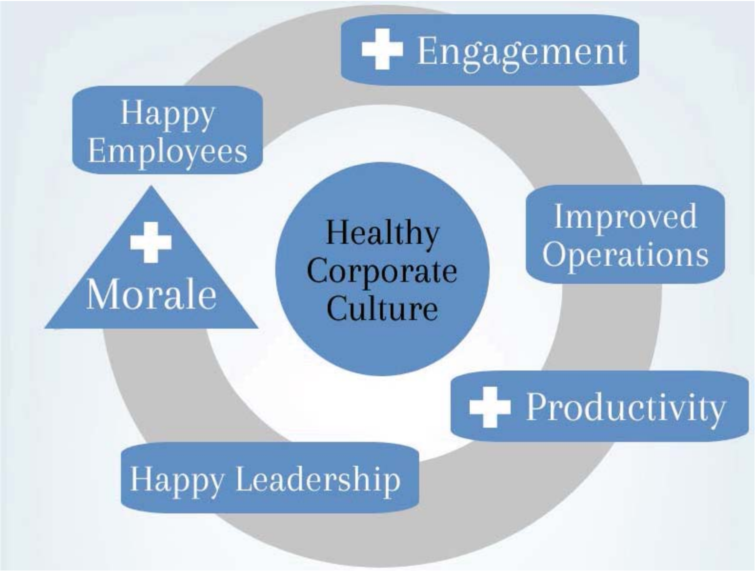


Fig. 16: Benefits of healthy company culture

Source: https://lauthinvestigations.com/the-cycle-of-corporate-culture/

Experts distinguish several types of corporate cultures. Specifically (Tarver, 2022):

1. Clan culture

Clan cultures are about teamwork and cooperation. In such a culture, people in leadership function as enthusiastic mentors who provide guidance to their subordinates. The key aspects are good relationships, encouragement, trust, and participation. Each employee thus brings his or her own potential to the organisation and enriches it. An organisation with a clan culture is also better able to adapt easily to change and quickly implement necessary actions or solve problems as they arise.

2. Culture of adhocracy

A culture of adhocracy creates an entrepreneurial workplace where leaders and employees act as innovators and take risks. Agile thinking is encouraged in this flexible environment. Employees are encouraged to pursue their aspirational ideas and take action to achieve results that can move the company's goals and the company forward. New, unconventional products and services are the main result of a culture of adhocracy.

3. Market culture

The culture of the market is focused on meeting specific objectives and end goals. This culture creates a work environment that is competitive and challenging. Management is most interested in business results. Employees are encouraged to work hard and "get the job done" to improve the company's market position, as well as its profits and its share price. While employees in such a workplace may feel stressed, they may also feel excited.

4. Hierarchical culture

A hierarchical culture is a traditional corporate culture that operates under the organisational structure of the company's leadership, management, and employees. This means that the culture progresses in a top-down direction, with managers overseeing employees and their work efforts and the achievement of specific company goals. Hierarchy culture values stability and conventional ways of functioning. Work environments which may be perceived as more rigid than some other types of cultures, but employees in this type of culture have a clear understanding of their roles and the company's goals. They may also feel more secure because of a more conservative approach to corporate governance.

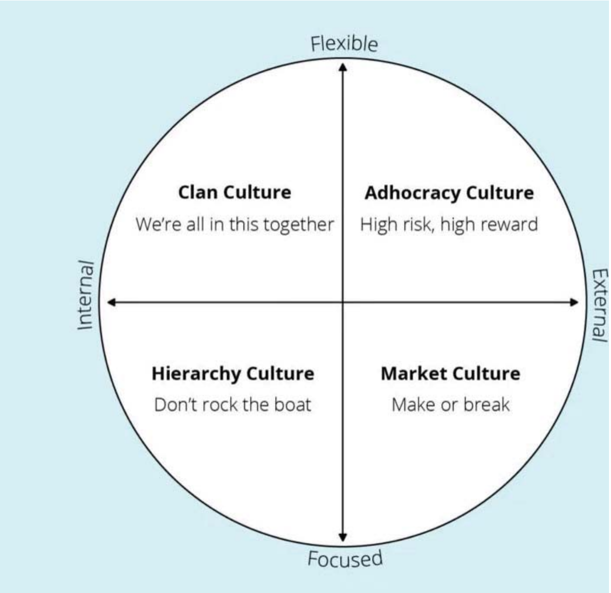

Flexible
Clan Culture
We're all in this together
Adhocracy Culture
High risk, high reward
Internal
External
Hierarchy Culture
Don't rock the boat
Market Culture
Make or break
Focused

Fig. 17: Description of different forms of organisational culture

Source: https://www.personio.com/hr-lexicon/company-culture-types/

Experts often cite specific examples of the different forms of organisational cultures currently practised by large companies. The 2 most commonly cited examples of corporate cultures (Pratt, 2020) will be listed below:

- Google is known worldwide for its corporate culture. The company is focused on providing a fun and creative working environment, and this approach is widely regarded as the reason why the company is now a technology giant
- Ikea, the Swedish furniture, and homeware retailer, has a corporate culture based on equality and inclusiveness. This approach to employees has also helped it build a good reputation among its customers, who often say they value the company and its products for these reasons.

3.1. Levels of corporate culture

According to experts, every company culture consists of several levels. Most often, corporate culture is divided into 3 levels. Namely (Schein, 2016):

- Level 1 (Artifacts, "observable artifacts"): Visible manifestations of corporate culture, such as dress code or interior design
- Level 2 (Values, "espoused values"): Refers to how an organisation explains its culture, for example, official company policy or accepted beliefs
- Level 3 (Shared tacit assumptions): These are implicit and internal values and beliefs. Understood traditional and unofficial ways of being, acting and feeling.

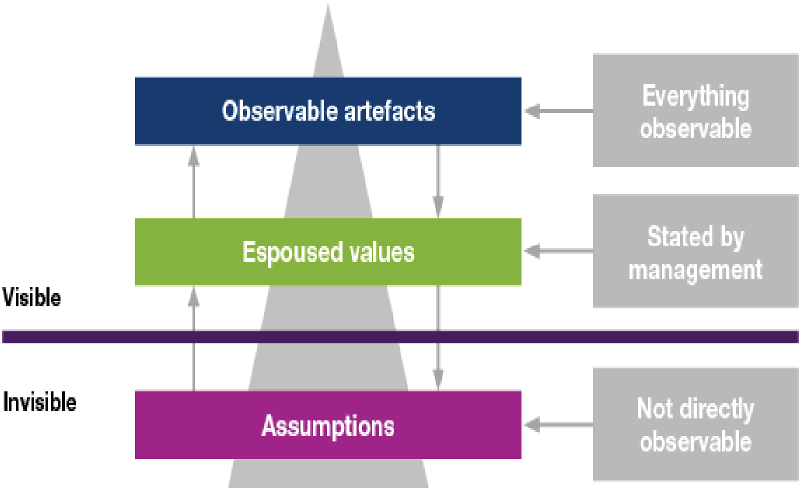

Observable artefacts
Everything observable
Espoused values
Stated by management
Visible
Invisible
Assumptions
Not directly observable

Fig. 18: Levels of corporate culture

Source: https://www.leadershipcentre.org.uk/artofchangemaking/theory/3-levels-of-organisational-culture/

In addition to the above division of corporate culture into three levels, experts often mention a two-component division. According to this classification, organisational culture exists on two levels, as seen below, see Fig. 19.

On the surface, there are visible characteristics and observable patterns of behaviour (so-called formal aspects). These include how people dress and act, the layout of offices, the types of management systems and power structures used by the company, and the symbols, stories, and rituals that members of the organisation share. However, the visible elements of culture reflect deeper values in the minds of individual members of the organisation (the behavioural aspects). These core values, assumptions, beliefs and thought processes then unconsciously define the culture of the organisation (Kenneth & Robbins, 2017).

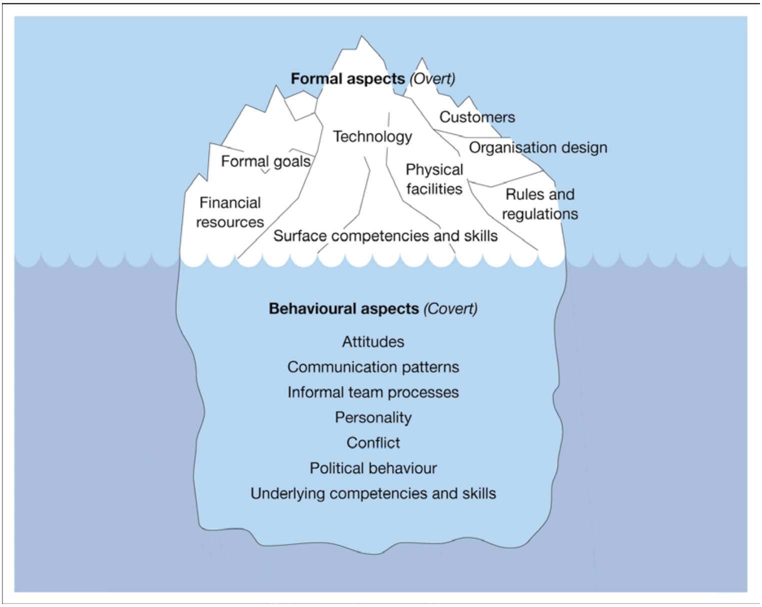

Formal aspects *(Overt)*
Customers
Technology
Organisation design
Formal goals
Physical facilities
Rules and regulations
Financial resources
Surface competencies and skills
Behavioural aspects *(Covert)*
Attitudes
Communication patterns
Informal team processes
Personality
Conflict
Political behaviour
Underlying competencies and skills

Fig. 19: Levels of corporate culture

Source: https://www.viquepedia.com/articles/organisational-culture

3.2. Importance of individuals in company

The monograph focuses on diversity in the workplace and corporate culture. In both issues, one basic idea comes to the fore, namely that every employee is an individual and a human resource that every company should value and appreciate. Employees should not be seen as a collective and a group, but each individual employee should be treated individually.

In today's modern and advanced age, employers are becoming increasingly aware that human resources/human capital are the most important part of their business and that it is reliable and capable employees who are the driving force of individual businesses and companies and the means by which financial profits are achieved. Employees who are capable, responsible, and able to do their job properly are in high demand on the labour market, and the various entities that are present on the labour market want to gain such employees "at all costs".

On the one hand, human capital is a term that is often bandied about nowadays, but it is only a few decades old. It is not yet a precisely defined and established concept, and for this reason, different authors interpret it in different ways (Hùbelová, 2013).

Already in the 19th century, the eminent economist J. W. Senior defined the general concept of capital, specifically as "*goods a commodity which is not consumed but is further used in production. And work equipped with these goods is more productive. In other words, capital is productive*" (Holman, 2005). Several different properties that form the basis for its application in the economic sector can characterise the concept of capital. First, capital can be seen as a concrete form of investment. The concept of capital here follows the usual differentiation of two types of economic activities, which are consumption and investment (Veselý, 2006).

The formation of specific human capital takes place throughout an individual's life. A certain amount of human capital is innate. Under this type of human capital, we can imagine specific innate characteristics of an individual, as well as his or her nature and character (Kameníček, 2003).

Thereafter, the value of human capital is increased primarily through classical education, through the hobbies and interests of the individual, through further education that goes hand in hand with professional life, and finally through voluntary lifelong learning. As many experts and literature believe, the level of education and qualification of workers is one of the most important factors of competitiveness at the company level and thus at the national economic level (Kameníček, 2003).

From an economic point of view, based on the previous findings, human capital can be simplistically described as the general set of abilities, knowledge and skills of a person who is formed throughout his or her life. The beginning of the formation of human capital is, of course, linked to the family environment, which is closely followed by the school environment. The formation of human capital after leaving school education continues with further voluntary self-education of the individual, which is very often linked to the professional life of the individual (Filipová, 2008).

"*Human capital is a broad term encompassing various forms of investment in people, including in particular schooling and further education, health care expenditure, nutrition, etc. However, most economic theory defines human capital as the sum of a person's knowledge and skills that are created through schooling, further education over a lifetime, and work experience useful in the production of goods and services*." (Filipová, 2008).

Human capital can also be understood as the specific productive capacities of a person, i.e. those specific aspects of human capital that are invested in subsequent production. Human capital understood in this way is then referred to as the so-called basic human capital, the subsequent expansion of which gives rise to the so-called broader human capital, which is then understood as the potential of a person and the desire to develop and apply their previously gained abilities (Hùbelová, 2013).

Every company or organisation must first and foremost realise that people are the most valuable resource of any business. Nowadays, it is not enough for a company to own the latest and best technical means or the most modern technologies. This extraordinary and exceptional added value is created in the organisation by its employees, as the owners and possessors of that human capital with added value, without which neither technical development nor any scientific field could have come into being. From an economic perspective, human resources are among the most important assets of any company or organisation (Tessaring, 2003).

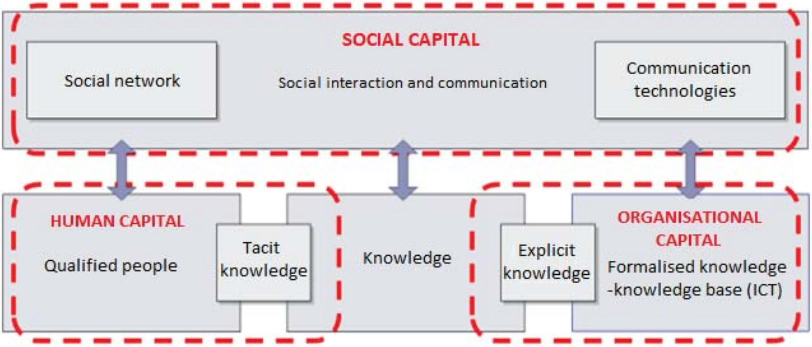

SOCIAL CAPITAL
Social network
Social interaction and communication
Communication technologies
HUMAN CAPITAL
Qualified people
Tacit knowledge
Knowledge
Explicit knowledge
ORGANISATIONAL CAPITAL
Formalised knowledge -knowledge base (ICT)

Fig. 20: Position of human capital in relation to other types of capital.
Source: managementmania.com

Intellectual capital is essential for any organisation. Intellectual capital is the stock and flow of knowledge in any organisation. As seen from the figure above, the intellectual capital of an organisation includes human capital, organisational capital and social capital, which are closely intertwined and in constant contact with each other. The human capital examined in this work represents the potential hidden in the heads of specific people, which may not be captured in any way, but it is more than desirable for an organisation to share, use, support and increase this potential (Holman, 2005).

The founder of human capital theory, Gerry Becker, defined human capital as the specific abilities and skills of an individual and the corresponding motivation to apply those abilities and skills. The author of the theory further adds that individuals themselves decide to participate in human capital formation as an investment based on a comparison of future returns and costs (Becker, 1993).

In practice, this means that each of us voluntarily decides how much time we will invest in education, self-education or other ways to increase our capital. The more a person will invest in his or her intangible capital, the better jobs and goods he or she can then expect. If we do not feel the need to educate ourselves or develop our potential, we cannot expect anyone to show interest in our human capital. We will then have "nothing to offer".

In the terms of this theory, concrete benefits are e.g. higher wages, better employment, but also other non-monetary benefits (improved health, cultural education or advancement in the social ladder). The specific costs can then represent, for example, the value of the time invested or the value of the expenditure to gain these specific investments. At the same time, the author of the theory attaches great importance within human capital to general knowledge and health (Becker, 1993).

Besides human capital theory, there are probably many other theories dealing with the issue of human capital. The most important alternative to the understanding of human resources, education and other contexts of a specific qualification of an individual is the so-called filter theory, whose founder is the American economist M. Spence. Filter theory emphasizes the specific features of education and similar categories as a sent signal to employers (Holman, 2005).

The theory of human capital is therefore based primarily on the close connection between investments in physical and human capital and on the idea that productivity and future income can be increased not only by investing in machinery, technical equipment, equipment maturity, the appearance of the building or other tangible goods and assets, but also by investing in the education of its employees, i.e. intangible goods that bring that unprecedented added value to the company or organisation (Veselý, 2006).

The formation of human capital is essentially a never-ending process that, as we have noted, begins with the very birth of an individual, and ends naturally with the death of that individual. It was the author of the aforementioned theory of human capital who was aware that imposing a person's basic skills occurs already during his or her early childhood, with the major contribution of his or her biological family (Becker, 1993).

Parents are the ones who shape their offspring's concrete ideas about life, values, attitudes and opinions, and thus fundamentally influence their future development and education. In the course of each individual's life, formal educational institutions then come into play, helping to shape and increase the human capital acquired so far, as well as the subsequent jobs, courses, hobbies and interests or self-educational tendencies of the individual (Becker, 1993).

Investment in human capital has some common elements with investment in physical capital. For example, investing to increase future income or productivity is one of the common elements of these capitals. However, the theory of human capital has also pointed out several specific characteristics that are only and exclusively related to human capital. These specific characteristics of human capital are (Veselý, 2006):

- Human capital is non-transferable. Using human capital requires a specific bearer of human capital personally, and with the death of this bearer of human capital, this capital ceases to exist
- Human capital does not serve as collateral. Human capital cannot be sold or loaned to anyone else. The only way to monetise human capital is to rent it, by which we mean to enter a contract or agreement for the use of human capital
- Individuals with human capital cannot spread their risk like owners of specific physical capital
- As an intangible asset, human capital is one of the primary sources of competitive intangibles. It represents a non-monetary asset whose essential characteristics are its "invisibility" and its inability to be grasped or physically measured.

For a specific job, a person must have specific abilities, skills, education and, to some extent, talents. These aspects can then be collectively called human capital. The educational system of a particular organisation and the approach of its management fundamentally influence human capital.

Human capital implies a certain know-how, for a particular organisation, since it is the level of human capital an organisation possesses that enables it to generate a certain surplus value as human labour. It is the knowledge, skills, abilities, and experience of the employees of a particular organisation that enables the creation of new ideas, innovative processes and technologies that are used within the organisation.

A particular organisation may have unlimited financial capital with which it can gain the latest modern technology or the most modern business premises, but if it does not have capable and talented employees in its ranks who possess certain human capital that is beneficial to the organisation, the organisation is likely to disappear among competing businesses. Every company or organisation must first and foremost realise that people are the most valuable resource of any business.

Nowadays, it is not enough for a company to own the latest and best technical means or the most modern technologies. This extraordinary and exceptional added value is created in the organisation by its employees, as the owners and possessors of that human capital with added value, without which neither technical development nor any scientific field could have come into being. From an economic perspective, human resources are among the most important assets of any company or organisation (Tessaring, 2003).

According to Barták (2007), a company's knowledge capital has both its tangible form, namely as tangible assets (organisation's buildings, technological equipment of the organisation), and its intangible or immaterial form, which is difficult to define because it represents the sum of used and unused knowledge and skills of employees of a given organisation. Only if a company creates a suitable environment for the practical use of the knowledge capital that lies in its employees, an ideal environment for the maximum use of the knowledge and skills of its employees, for their so-called energization, it has a chance to succeed in the current competitive conditions.

Conscientiously and in the best possible way to manage and take care of the human capital in the organisation is a crucial task for those in the human resources management section. However, it is of utmost importance to realise that it is those specific people, or employees, who own that human capital, and it is in their hands that the decision rests how much they will engage in their specific role, or how much they will devote their time to the potential improvement of their human capital (Koubek, 2002).

As it has been mentioned several times, the potential of a specific organisation is hidden in specific people, i.e., its employees, namely in their character, behaviour, opinions, attitudes, knowledge, skills, experience, diligence and will. However, it is up to them whether they continue to develop their potential and use it in the company's interest and in their own interests (Barták, 2007).

How an organisation influences its workforce in using human capital is mainly based on the chosen vision and strategy of a particular organisation.

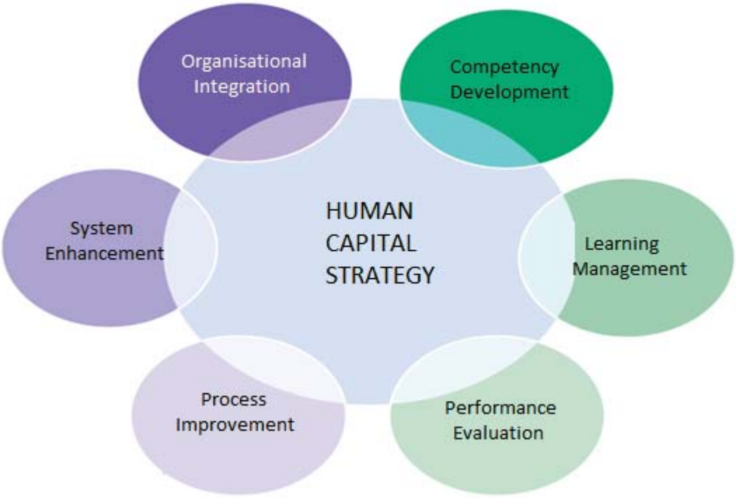

Organisational Integration
Competency Development
System Enhancement
HUMAN CAPITAL STRATEGY
Learning Management
Process Improvement
Performance Evaluation

Fig. 21: Human capital strategy in company
Source: modernirizeni.cz

Who in a particular organisation cares for, nurtures and develops the human capital it possesses? A human resource management professional is usually a person who manages a company's contractual activities, such as payroll, benefits, compliance, or reporting. The role of professionals in human capital management is to fulfil the strategic function in a particular organisation, and to evaluate or measure these strategic activities, to assess the specific performance of human capital in a given organisation, and last but not least, to professionally develop and plan these valuable human intangibles (Barták, 2007).

Obviously, if a particular skill is not actively worked on throughout one's life, not only does it not bring any improvement or potential benefits, but above all, it begins to lose its value. And the same applies to human capital. And this is one task of the organisation, not only to discover and care for human capital but also to develop it. Education is a key concept when we talk about investment in human capital.

In general, human capital investment includes investment in the development of the mental capacities and dispositions of specific people, including their health and physical dispositions. "*Education itself is not only a concept, but also a process much broader than vocational* *training or studies aimed at obtaining a relevant professional qualification. It should include, in addition to vocational training, activities aimed at developing key competences, sharing values, and contributing to personal integrity*" (Čechák 2003, p. 64).

A potential employee offers on the labour market not only his or her gained professional knowledge, skills, and experience, but also his or her personal physical and mental disposition, not only the ability to put this gained knowledge, skills, and experience into practice, but also the ability to improve his or her intangible assets in the future or, if necessary, to "restructure" them. The sphere of education represents the area where the complex integrity of the human personality is formed, the prerequisites for sharing value orientation and identification with the relevant social group or class, or society are created (Čechák, 2003).

In conclusion, it should be noted that human capital is owned, improved, and enriched to the direct benefit of not only its owner but also its future potential employer, and ultimately to the benefit of the entire national economy and society.

4. Diversity management in organisations

In the previous chapters, attention was paid to the concept of diversity, diversity in the workplace, corporate culture, and the importance of the individual within the organisation. Chapter 4 will describe how diversity is managed in organisations. It will be explained what diversity management is, what is the importance of diversity management, how this management discipline has evolved and also how diversity can be managed in a specific way.

Diversity management is an organisational process used by management to promote diversity and inclusion in the workplace. This process includes the implementation of policies and strategies in recruitment, management, training, and other activities. The goal of diversity management is to promote fairness and equality in the workplace, while also reaping the benefits that different organisations and their diverse workforces offer (Syed & Özbilgin, 2009).

Diversity management is thus an action taken by the management of an organisation to ensure the inclusion of employees who come from different backgrounds or who are special. Diversity management serves to create a workplace that is varied and inclusive. By not only hiring employees from different backgrounds (diversity) but also making these employees feel welcome (inclusion), an organisation can expect a stronger corporate culture and better business results (Kelly & Dobbin, 1998).

Today, the concept of diversity management is a widespread management approach in most industrialised countries in the West, as well as in many emerging economies (Nkomo et al., 2015). Historically, the concept first emerged in the United States as a kind of replacement and reframing of earlier affirmative action programs (Oppenheimer 2016), which until the 1980s focused primarily on promoting the employment and career development of black employees and subsequently women in the United States. The concept was introduced to combat racial and gender discrimination in government agencies and later in some private companies. In the early 1980s, however, this initiative lost political support (Beckwith & Jones, 1997).

This has opened the way for diversity management to take hold, albeit with a significant change in its perspective (Edelman et al., 2001).

This change comprised affirmative action aimed at correcting the tendency towards horizontal and vertical segregation in the workplace. This segregation was largely based on employees' skin colour and gender, and affirmative action identified the underlying mechanisms of inclusion and exclusion as discrimination against women and black employees (Reskin 1998).

Combating discrimination through the promotion of equal treatment or the provision of equal opportunities and pursuiting equality was seen as an end in itself, and a seemingly morally laudable one at that (Anderson, 2004). Diversity management did not completely distance itself from the proclaimed pursuit of equality, but rather equality had the status of a desirable, unquestionable, and welcome side effect of its expected economic impact. The main focus of diversity management has been and continues to be the economic benefit to the organisation (Gilbert et al., 1999).

Furthermore, diversity management, at least conceptually, is not limited to the dimension of gender or race but is a concept that is open to any category or trait that people share with certain other individuals that makes them different as a group from other individuals/groups (Christiansen & Kuvaas, 2016).

However, in practice and within diversity research, it is the two dimensions mentioned above, namely gender and race, that are still predominant (Herring 2009). In the last decade, however, other dimensions such as age, ethnicity, disability, or religion have become increasingly visible. Moreover, dimensions such as sexual orientation or gender identity are no longer treated as carefully as they once were, although the latter is hardly visible in diversity discourse (Levine and D'Agostino, 2016).

Diversity management can be seen as a type - or aspect - of human resource management (D'Netto & Monga 2009); and its global spread has much in common with the global spread of HRM (Reichel, 2015).

After diversity management emerged in the United States, it first spread to the industrialised countries of the Anglo sphere. It then reached continental Europe at the turn of the millennium through subsidiaries of larger American (or British) companies (such as Ford or Shell) or through European companies with large US-based subsidiaries (such as Deutsche Bank), (Wolff, 2006).

Just a few years later, the first Latin American companies introduced diversity management approaches into their collectives, and most of these companies were again multinational. The same is true for many Asian countries, and some African countries (Akobo & Damisah, 2018).

In the beginning, especially in Western industrial countries, there were only a handful of large and profit-oriented companies that introduced the concept of diversity management into their teams (Point & Singh, 2003). Nowadays, however, an increasing number of organisations such as trade unions, public authorities, associations, etc. are adopting this practice. (Klarsfeld et al., 2016).

Different macro-contextual determinants - such as the legal framework, demographics, socio-political factors, and specific histories - shape issues of hierarchization and marginalization related to diversity within a given workforce in different ways in each country. However, the proposals for diversity management practices enacted in different national environments, as well as their underlying legitimacy rationale, are often very similar (Klarsfeld et al., 2016).

Diversity management practices address two distinct but related challenges or issues. On the one hand, where diversity itself is considered a desirable state, diversity management must put in place measures to make the organisation's workforce more diverse. On the other hand, if a diverse workforce structure is considered a starting point (whether it results from previously adopted initiatives), diversity management must address the question of how to create a workplace for this pre-existing diversity.

The question of maintaining the diversity of the organisation links the two issues. However, organisations' views on these issues may differ. An organisation may place greater importance on attracting more diversity before improving its working conditions or vice versa. In addition, specific diversity initiatives can have an impact on both issues.

Diversity management practices that are primarily concerned with the degree of diversity within the workforce are those related to the recruitment process. These practices may include targeted diversity recruiting, initiatives to reach out to potential candidates from the required recruiting pool or creating incentives for recruiters to encourage the hiring of diverse employees. Diversity recruitment is of particular importance for organisations that operate in a national context where quotas are legally prescribed and precisely defined (Thomas et al., 2002).

Given that a potential employer's image of diversity, or its reputation for inclusiveness, can be an important decision-making criterion for many candidates from different minority backgrounds who are considering applying for a position at a given company. Creating an image of a diversity-accepting company is also part of those activities that seek to attract and subsequently keep a diverse workforce (Edwards & Kelan, 2011).

However, if this image is not simply the result of a communication strategy but is also the result of a positive and supportive diversity climate within the organisation, employer's branding and reputation building strategies are closely related to practices that seek to make the organisation inclusive of the diversity that already exists within it (Avery & McKay, 2006).

Experts also focus extensively on the impact that introducing the diversity management concept has on a given organisation, especially on what benefits it brings to the company. One of the most respected studies on the benefits of a structured approach to workforce diversity management is the McKinsey study. The latter was found (Prouds, 2018):

- Companies with more diverse workplaces perform better than their less diverse competitors
- Strong inclusion practices can give organisations a strong competitive advantage
- Diversity and inclusion are essential for business recovery and resilience in times of crisis.

As seen, there are many reasons for establishing a Diversity Management Unit. Above all, organisations that successfully implement diversity management in their workplaces have access to a wider talent pool. This means access to a more skilled and innovative workforce that can help the organisation (Prouds, 2018):

- Improve organisational performance
- Encourage innovation
- Improve customer service

- Be a source of competitive advantage
- Expand talent pools
- Build better reputation.

In addition, organisations with an established concept of diversity management are less likely to resort to established ways of thinking because of the many different perspectives. While this concept can be challenging to implement, and can sometimes create conflict, it can often lead to more innovative outcomes and better decision-making (Prouds, 2018).

Organisations with successful diversity management strategies have also been shown to be better at anticipating current and changing customer demands. This provides a tangible competitive advantage compared to organisations with a more homogeneous workforce (Edwards & Kelan, 2011).

However, in order to reap the benefits of diversity management in the workplace within a particular company, it is essential to have an appropriate inclusion strategy in place. It should be a strategic plan that sets out how the organisation will become more inclusive. It should also identify what specific actions need to be taken so that all aspects can be achieved (Edwards & Kelan, 2011).

An inclusion strategy cannot be a token gesture or a quick fix, but should be an integral part of a company's culture. This is the only way to realise the true benefits of managing different workplace environments (Prouds, 2018).

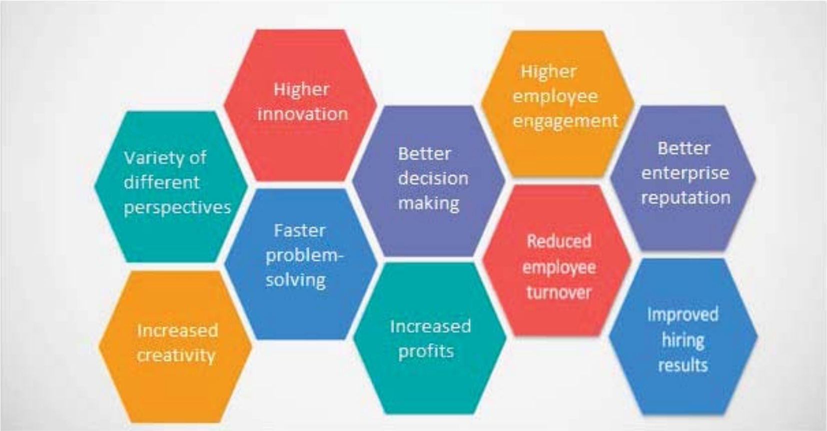

Higher innovation
Higher employee engagement
Variety of different perspectives
Better decision making
Better enterprise reputation
Faster problem-solving
Reduced employee turnover
Increased creativity
Increased profits
Improved hiring results

Fig. 22: Main benefits of introducing the concept of diversity management into organisation
Source: https://www.talentlyft.com/en/blog/article/244/top-10-benefits-of-diversity-in-the-workplace

The literature distinguishes several types of diversity management in organisations. However, the categorisation of diversity management may differ based on the scale used. Most often, 3 types of diversity management are distinguished. Namely (Klarsfeld et al., 2016; Prouds, 2020):

1. **Managing structural diversity.**

This type of diversity management is implemented in a company when an organisation changes its existing structure to become more inclusive. Such diversity management can be implemented by managing individual activities and aspects in a way that does not exclude a particular group of people.

2. **Process diversity management.**

This type of diversity management is implemented in a company when an organisation has decided to change its processes to become more inclusive. This may involve changing the way performance reviews have been conducted to date, or redesigning recruitment and selection processes to remove unconscious biases.

3. **Behavioural diversity management.**

This type of diversity management is implemented in a company when organisations plan to change their corporate culture to become more inclusive. This may include changing the way leaders communicate with their employees or introducing policies, strategies, and initiatives to encourage a more diverse workforce.

Depending on whether diversity is managed within a single nation or whether it is international in nature, then diversity management is differentiated into (Prouds, 2020):

- Managing intra-national diversity which refers to managing the workforce within one national context to provide opportunities for minority groups and recent immigrants (migrants)
- International Diversity Management refers to managing a workforce composed of citizens from different countries and requires an organisation to consider the laws, customs and cultures of the countries in which it operates.

Research has once again shown that diversity of all kinds is a huge benefit for businesses. Companies identified as more diverse and inclusive are 35 percent more likely to outperform their competitors and 1.7 times more likely to be innovation leaders. If diversity extends to top management, it has been shown that it can translate into up to 19 percent higher yields (Klarsfeld et al., 2016).

And for what specific reasons does diversity bring such benefits to an organisation? A more diverse workforce has a wider range of backgrounds, skills, and areas of expertise, which means they can bring ever more innovative ideas to the organisation. An organisation that prioritises diversity and inclusion also attracts the attention of more job seekers. A Glassdoor survey shows that 76 percent of people say a diverse workforce is a major factor when evaluating companies and job offers. Almost one-third of respondents then confirmed that they would not apply for a job in a company with low diversity (Klarsfeld et al., 2016).

How should diversity be managed and promoted within organisations? The first step to achieving a diverse workforce is, of course, to hire people from different backgrounds into your team. This means developing inclusive recruitment practices such as (Prouds, 2020):

- Recruitment through non-traditional talent pools.
- Implementation of anti-discriminatory recruitment processes, such as anonymous aptitude tests.
- Not trying to meet recruitment quotas does not address the problem of unconscious bias.

However, managing diversity within an organisation goes beyond the simple step of hiring a new workforce. Diversity management starts from the primary roots of an organisation's cultures, values, and leaders, and touches every part of society. Among other things, this means (Prouds, 2020):

- Commitment from the organisation’s leadership and senior managers.
- Providing a safe space for open, honest, and sometimes difficult dialogues about diversity and inclusion.
- Mandatory diversity and inclusion training for all team members.

Like all concepts being introduced, introducing diversity management into a company can bring many different challenges to the management of an organisation. Specifically, the most common challenges may include (Avery & McKay, 2006).

There are many challenges to managing diversity in the workplace. One of the most significant challenges is unconscious bias, when people judge others based on their personal beliefs and prejudices. This can lead to people feeling excluded or marginalised at work. Another challenge may be that diversity programmes can be time-consuming and costly. It can be difficult to change long-term processes and structures, which can take time and money (Prouds, 2020).

Diversity management can also be challenging because it requires people to change their thinking and behaviour. This can be a difficult process for many people and can take some time to get used to the new way of working. Finally, one of the biggest challenges for diversity management is that it can often be met with resistance from employees. This is because people may be reluctant to change the way they work or because they may not understand the benefits of implementing diversity management (Prouds, 2020).

4.1. Models and approaches

Today's organisational environment is characterised by a number of variables that people bring to an organisation, such as: race, gender, religion, age, socioeconomic background, and national or regional origin. The term used to define these variables in today's workforce is, as mentioned several times in the text, "diversity". Diversity is not a new concept today, but the impact of diversity on society and the organisational workforce has shaped, and will continue to shape, the 21st century workforce (Phelps, 1997).

Diversity and inclusion are contemporary phenomena that influence the strategic management of organisations and businesses in many different ways. If these phenomena are not properly and adequately handled by the management, they can disrupt or destroy the functioning of the organisation. It is therefore not surprising that various approaches, models, and paradigms have emerged over historical development that have been concerned with how diversity should be managed by managers and executives (O'Mara & Richter, 2009).

In order to better understand diversity within the workforce, three basic paradigms regarding diversity that affect the contemporary workforce will be explored (Phelps, 1997):

(1) Paradigm of discrimination and justice

(2) Paradigm of access and legitimacy.

These paradigms have significantly directed the organisational thinking of companies. By limiting employees' ability to openly acknowledge their work-based but culturally based differences, these approaches actually undermined the organisation's ability to learn and improve its strategies, processes, and practices. These two paradigms prevented people from identifying strongly and personally with their work as a critical source of motivation and self-regulation in any organisational setting (Phelps, 1997).

(3) Learning and effectiveness paradigm for diversity management incorporates the concepts of the first two paradigms, thereby harnessing the real benefits of diversity.

(1) Paradigm of discrimination and justice

The paradigm of discrimination and fairness has so far been the dominant way of understanding diversity in the workplace. Organisational leaders who view workplace diversity through this lens typically focus on equal opportunity, fair treatment, recruitment activities, and compliance with federal equal employment opportunity requirements.

While such thinking resembles traditional affirmative action efforts, the paradigm of discrimination and fairness goes beyond a simple concern with keeping some "numbers" within the work collective. Organisations operating based on this philosophical orientation often introduce mentoring and career development programmes specifically designed for at-risk groups, such as women or people with different skin colour, while training other employees, the majority, to respect cultural differences within their work team.

Under this paradigm, progress in diversity is measured by how well an organisation achieves its recruitment and retention goals, rather than by the extent to which the organisation's culture enables its members to leverage their personal assets and perspectives to do their jobs more effectively. In short, the staff is diversified, but the work is not.

The advantages of this paradigm are that it tends to increase demographic diversity in the organisation and often succeeds in promoting fair treatment in the workplace. The limitations are colour-blind, gender-blind ideals built to some extent on implicit assumptions that "we are all the same" or "we aspire to be the same." According to this paradigm, it is not desirable for workforce diversification to affect an organisation's work or corporate culture.

The organisation should operate as if everyone is of the same race, gender, and nationality. Leaders who manage diversity according to this paradigm will explore how specific differences among people create the potential diversity of effective ways of working, leading, viewing the environment, managing people, and learning. The discrimination and fairness paradigm insists everyone is the same; but with its emphasis on equal treatment, it puts pressure on employees to make sure that important differences between them do not occur.

(2) Paradigm of access and legitimacy

In all organisations where this paradigm has taken hold, management has promoted more diverse workforces, and access and legitimacy to them, by tailoring the organisation's demographics to the demographics of critical consumer or constituent groups.

A common characteristic of organisations that have successfully leveraged the access and legitimacy paradigm to increase their demographic diversity is organisations operating in environments where there is increased diversity among customers, clients, or workforce pools, and therefore a clear opportunity or imminent threat to the company. The strength of this paradigm lies in its market-based motivation (environment) and potential for competitive advantage, which he argues often represent characteristics that the whole society can understand and therefore effectively promote.

However, the paradigm is perhaps more notable for its limitations. Access and legitimacy organisations tend to emphasise the role of cultural differences in organisations without actually analysing these differences or determining how these variables actually affect the work being done. Where the anti-discrimination and pro-justice leadership is too quick to reverse these differences to maintain harmony in the collective, the access and legitimacy leadership is too quick to push employees with special abilities into differentiated social boxes without trying to understand what these abilities really are and how they might be integrated into the work collectives of a company.

The main limitation of the access and legitimacy paradigm is that, under this influence, the motivation for diversity is usually based on very immediate and often critical needs for access and legitimacy. This paradigm can leave some employees feeling exploited. Many organisations using this paradigm have diversified only in those areas in which they interact with specific segments of a highly specialised market.

(3) Paradigm of learning and effectiveness

The learning and effectiveness paradigm is the way organisations develop a view of diversity that enables them to incorporate employee perspectives into the organisation's operations to improve work by rethinking primary tasks and redefining strategies, missions, practices, and even cultures. This paradigm recognizes that employees often decide and make choices at work that are based on their cultural background.

The overarching theme of learning and effective paradigm is integration, where assimilation (the paradigm of discrimination and equity) goes too far in pursuiting equality and differentiation (the paradigm of access and legitimacy) goes in the opposite direction. It promotes equal opportunities for all individuals, recognises cultural differences between people and recognises the value of these differences between people. This is achieved by allowing the organisation to internalise the differences between employees, which in turn would make them learn and grow.

For the general public, the word diversity has become shorthand and synonymous with a workforce that is multiracial, multicultural, and multi-ethnic, meaning that it is preloaded with people's individual perceptions and prejudices alike (Nieto 1996). Within business, diversity has become a kind of semantic umbrella that encompasses several programmes that come out of this organisation. Senior management and managers holding other roles in the organisation use the word more generally and often more vaguely, but even they are essentially referring to the demographic characteristics of their workforce (Miller & Rowney, 1999).

However, according to current definitions, diversity is not synonymous with differences, but instead encompasses differences and similarities. This means that managerial decisions no longer have the option of dealing only with differences or similarities, but must deal with both simultaneously. Managers may face many situations where it is legitimate to consider only the differences or only the similarities. But this is not the same as dealing with diversity. One way to conceptualise diversity is to think in terms of the macro/micro-continuum (Phelps, 1997).

The micro perspective looks at the individual components, and the macro perspective looks at the overall mix of these components. Getting to the true nature of diversity (involving differences and similarities) requires the ability to adopt both perspectives simultaneously. The micro perspective facilitates the identification of differences, and the macro perspective enhances the ability to see these similarities. A basketball player who is more concerned with her needs than the needs of the team takes a micro-perspective. On the other hand, a player who thinks primarily about the needs of the team without recognizing the strengths of individuals takes a macro perspective. A player who simultaneously considers takes the diversity perspective on both the micro needs of individual players (including himself or herself) and the macro needs of the entire team (Phelps, 1997).

The Diversity Management Process is a four-step tool that is available to guide an informed and coordinated process that creates change in the workforce in a more cohesive and effective way. The four steps are as follows (Miller & Rowney, 1999):

Step 1: Problem clarification

The first step in solving a problem is to analyse what exactly is going on. What changes are happening in the environment in which the organisation operates and how important are these changes? What does an organisation need to succeed in its organisational mission and with its stated goals, and what is preventing the organisation from achieving its success? What exactly is the problem? The key to success is to clearly define, without prejudice or personal bias, what exactly is going on.

Step 2: Diversity analysis

The next step is to analyse the elements in the set of circumstances faced by the organisation. The goal is to define the situation in terms of the diversity mix. What elements of diversity does the organisation face? The business should force itself to consider all possible types of diversity in the workplace to make sure that all issues are covered when planning a solution.

Step 3: Diversity framework checking tensions

After Step 2, the organisation should ask itself two basic questions: is there tension in the workplace that would arise because of the different types of diversity in this workplace? If the answer is yes, then a question must be asked, i.e. does the organisation need to do anything about it?

Diversity tension refers to the conflict, stress and tension associated with the interactions of different types of diversity in the workplace. Tension of a certain kind often accompanies a mixture of diversity, but not always. When present, the tension of diversity is usually easy to recognize. It can take different forms or manifest itself in different degrees, but is generally easily observable.

The real question is, does this fact require any attention? Not every tension is considered bad. "Good" tension can produce new ideas, new products, and new processes. Good tension can act like fine sandpaper, refining and polishing rough ideas into a glossy finished product. Tension is considered a problem only when it interferes with an organisation's ability to achieve its stated organisational goals. Counterproductive tension is usually clear and can induce many dysfunctions.

Petty rivalries between departments can end up paralysing work performance, functions, and entire workgroups that normally work together, and which may in fact be sabotaging each other. The bottom line is that organisations need to improve their analytical skills. They must learn to recognise the different types of tensions and be clear about the root causes of the tension, and whether a particular tension stands in the way of the organisation's success, and whether it is directly related to the primary problem.

Step 4: Option checking

Another tool available to help the top of an organisation find "something different" is the so-called diversity paradigm. This tool offers eight action options, which will be described below. Once the manager has figured out the problem, i.e., undergone the first three steps (see above), his or her task is to evaluate the eight options in the light of the specific situation, and then select the one (or several) option that seems to be the most appropriate to solve the problem.

The diversity paradigm describes eight options and defines a system for selecting the option for a set of diverse collectives. The paradigm addresses at least two fundamental issues (Phelps, 1997):

(1) Given the mix of diversity and the options available to manage it.

(2) Factors that determine what specific action will be chosen.

The specific options that come with the so-called diversity paradigm are (Phelps, 1997):

1. Denial model *(Deny).*

Under this model, there is a complete denial of any differences between employees. This model has played an important role, particularly in the context of history, when managers had little or no understanding of the concept of diversity. If diversity was addressed, it was primarily in resolving conflicts between individual employees. The denial model places an emphasis on equal treatment of all employees, and any differences within the collective are denied.

Only the actual merit of the employee and their work performance are relevant for employee evaluation. The so-called "colour-blind" approach is practised, where no attention is paid to whether the employee is a woman or a man, what age category or skin colour they are.

2. Assimilate Model *(Assimilate).*

The main idea of this model is to dominate most employees. Employees who are a minority within the company must adapt and respect the rules set for most employees. Employees who are a minority must assimilate and adapt in all respects.

3. Inclusion and Exclusion Model *(Include/Exclude).*

Inclusion is part of the activities that are specific to the so-called affirmative action activities, which aim to highlight diversity within an organisation's workforce by increasing the number and variability of differences within that company. The exclusion approach, on the other hand, represents an effort by the management of the organisation to eliminate diversity in the workforce by preventing access to, and at the same time, reducing the number and variability of differences within a given organisation.

4. Suppression model *(Suppress).*

Under this model, the organisation's management strongly advises individuals who have differences not to highlight or draw attention to their differences in any way. The model of suppression differs from the above model of denial in that this model acknowledges and clearly defines the differences within the work collective, does not deny them, but suppresses them and tries not to draw attention to them. Those organisations that take the suppression approach truly believe that the organisation as a whole is more important than the individual.

5. Isolate model *(Isolate).*

The isolation model highlights such a strategy that on the one hand they want to help individuals who have some differences, but on the other hand this need to help is not reflected in a change in the overall company culture or systems set up. Individuals who are different are helped, but "on the side", without deeper interventions or setting changes.

6. Model of mutual tolerance *(Tolerate).*

In this model, the principle is set up in such a way that although there are individuals with some differences within the organisation, these individuals are not singled out and specially valued for their differences. Here, too, there is not much attention paid to these differences; they are, one might say, completely overlooked.

This approach is because differences within work collectives/organisations can exist within the majority with no individuals who are 'different' and those who are in the majority to understand, support, or engage with each other to celebrate diversity. These ideas are reminiscent of the isolation approach, but in this model, differences are not singled out or ignored, nor are they accepted by the organisation.

7. Relationship Building Model *(Building Relationships).*

A characteristic feature of this model is the conscious effort to create and enhance interpersonal relationships between different/diverse groups of employees. The main premise of this is that good interpersonal relationships in the workplace and between employees can help overcome differences between employees. Such an approach helps to build understanding and respect for differences, but often this model is misunderstood and used to minimise differences and distinctions.

If employees communicate with each other in an appropriate way within the organisation, interpersonal relationships in the workplace will be deepened and people will get to know each other better and more deeply. Despite their differences, they may discover many similarities between them. These can then serve as a solid basis for future cooperation and collaboration within the work process. This model is thus a visible attempt to focus more on mutual similarities, and thus avoid the problems that relate to mutual differences.

8. Model of mutual adaptation *(Foster mutual adaptation).*

In this model, all actors involved in the organisation who are and may be involved with diversity accept and understand the differences of individual employees, as well as diversity, and are at the same time well aware that all employees of the company must adapt to a diverse workforce.

In order to effectively and successfully integrate all participants, and achieve maximum benefit for the organisation, all parties must agree to and accept specific changes. This model clearly offers the best acceptance of diversity, maximising the ability to cope with the complexity of organisations.

5. Inclusive approach in organisations

The concept of inclusion has already been mentioned in previous chapters. The synonym for "social inclusion" is social integration. The focus of this chapter will be on how the concept of inclusion is defined and what it specifically means in relation to diversity in the workplace. Before this concept is characterised, attention will also be focused on the opposite term, which is social exclusion or social exclusion (social isolation).

Within the Czech Republic, the term "social exclusion" or "social isolation" is most often associated with the Roma community, so in this monograph, these terms will be defined using the example of this ethnic minority. The term will be explained using the definition of a socially excluded locality.

The Roma represent the largest minority living in the Czech Republic, and their communities live in "socially excluded areas". Although according to the official Census of 2011, only 13,000 people claimed to be Roma, it is estimated that there are around 250,000 members of this minority in the Czech Republic, which represents approximately 2.5% of the total population of the Czech Republic (Šmídová et al., 2017). Although Roma form a relatively large minority in the Czech Republic, they are associated by the general public primarily with an excessive incidence of negative socio-pathological phenomena such as criminal activity, substance abuse, over-indebtedness, low education, high unemployment, use of social benefits, high birth rates, and voluntary social exclusion (Fischer & Škoda, 2014).

In the socially excluded areas where a large percentage of the Romani community lives (settlements in eastern Slovakia, housing estates in Teplice, Liberec, and Most in the Czech Republic), research is regularly conducted and field social workers often go there to help Romani citizens integrate into the Czech society, improve their living conditions or resolve difficult life situations. Different socially excluded localities may differ more or less from each other, not only in their appearance, but also in the validity of different "unwritten laws" and their functioning. These can be ordinary urban settlements or neighbourhoods or settlements that resemble villages in size and that are geographically very remote from the large cities of the majority part of society (Češková, 2003).

Socially excluded Romani communities are characterised by their complete isolation from all institutional assistance, whether state or non-state. These excluded localities are home to several widely branched Romani families whose survival mostly depends on the payment of state welfare benefits, as almost all adults are usually unemployed, either voluntarily or involuntarily (Češková, 2003).

Socially excluded localities represent, in their overwhelming majority, spatially defined localities inhabited by several to several dozen Romani families, all of whose members live, mostly, in one or two large apartment or panel buildings, or in explicitly "Romani neighbourhoods", neighbourhoods or streets with over 1 000 inhabitants. Often it can also be in the periphery of cities, where the municipality evicts tenants who have had difficulty paying rent in the classic housing centres of that city. In eastern Slovakia, the aforementioned "Roma settlements" are well known to the public, which range from a small village to a small town of several thousand inhabitants (Matoušek et al., 2013).

Socially excluded Roma localities are specific primarily because of the great poverty of their inhabitants, their long-term unemployment, poor quality and often appalling housing conditions, low literacy, and educational attainment, and, of course, the aforementioned increased incidence of socio-pathological phenomena such as criminality, gambling, alcoholism, drug consumption, prostitution, and violence (Matoušek et al., 2013).

As can be seen, the term "social exclusion" thus refers to the fact that, within the majority society, some minorities may be marginalised. On the one hand, the majority part of society, which builds stereotypes and prejudices against these groups, excludes from society these minorities; on the other hand, members of these minorities voluntarily exclude themselves from this society because they feel that they would not be accepted by the majority and would have to face discrimination and prejudice.

As has already been mentioned, approximately 250 000 Romani people currently live in the Czech territory, and based on government data, up to half of them are socially excluded. The number of Romani neighborhoods or settlements that have doubled in the last decade evidences this. According to recent surveys, there are roughly 600 Romani ghettos in the Czech Republic, in which there are a high percentage of unemployed people and children who end up in special schools. The 2015 Roma Inclusion Index stated that while the situation with the Czech Roma has been improving between 2005 and 2015, progress has been very slow. The fact that 80% of Romani children graduated from primary school in 2005 and 83% in 2015 (ČTK, 2016) confirms this.

Similarly, data from the survey showed that 44% of Romani children attended "special schools " in 2005, while in 2015 the figure was 32%. This points to an improving trend, but one that has been very slow over the 10-year period under review and shows that social inclusion of Romani people in the Czech environment is well on its way, but that it will take many more decades (ČTK, 2016).

The research's final statement agrees with this assertion, pointing to an improving situation regarding the education of Romani children, but pointing out that the Czech education remains highly segregated. The fact that education is the main key to including Romani people in society was also pointed out by then Human Rights Minister Dienstbier, who highlighted new decrees that make it mandatory for preschool children to complete at least the last year of kindergarten or support the inclusion of Romani children in mainstream schools (ČTK, 2016).

The Minister adds that education is not the only issue that must be addressed as part of social inclusion. An ever-increasing awareness among the majority society of Romani history, Romani traditions and customs, and Romani culture would have a positive impact on alleviating the social exclusion of Romani people from society. In his view, integration is a matter for both the majority society and the minority itself, which must want to be included (ČTK, 2016).

Unemployment among Romani people is still high even today. According to the latest research, 7 out of 10 Romani people have jobs, and the overall employment rate of Romani people has risen from 29% in 2005 to 37% in 2015. Unemployment has fallen from 46% to 27%, but many Romani people are working illegally. Approximately 93% have health insurance, but the average life expectancy of people of Roma origin is 10 years lower than that of citizens of Czech origins. In 2015, 15% of Czech citizens were at the poverty line, but 68% of Romani people were at the poverty line (ČTK, 2016).

While the average salary of a Czech employee was 26 000 in 2015, the average salary of Romani people was 10 000 lower. According to the survey, up to 64% of Romani people complained of unequal treatment by their employers. The latest research data shows that one in 50 Romani people does not have a source of drinking water at home and one in 25 Romani people is without electricity (ČTK, 2016).

As seen, Romani people are not only excluded from social life as such in the Czech environment, but of course their exclusion also extends to the education sector and the labour market.

This phenomenon, which of course does not apply only to the Czech environment and the Romani minority, is a classic example of social exclusion. The opposite phenomenon, where various activities are implemented for including different groups of citizens into society or into an organisation, is called social inclusion. This explains the relationship between the terms "inclusion" and "diversity".

The term "inclusion" is also associated with several other terms, besides the term diversity, namely segregation, integration, or the previously mentioned exclusion. There are, of course, significant differences between these concepts. Specifically, these terms are characterised as (Wang, 2014):

- Segregation

It is the separation or isolation of a race, class, or ethnic group by forced or voluntary residence in a restricted area. Barriers to social contact, separate educational facilities, or other discriminatory means are created.

Thus, segregation is the deliberate exclusion of a distinct group of citizens through physical facilities or social structures that are designed for that particular group but not for others. In the world of the people with disabilities, this usually means building specialised homes or independent schools.

- Integration

It represents the inclusion of all diverse groups in a society or organisation in which diverse groups perform. When a small and different group becomes part of a larger group, it does not necessarily mean that the two groups will intermingle or that the smaller group will be included in all the activities in which the majority group participates.

An example might be a situation where a variety of students are sitting at a table in the dining hall. However, this does not mean that all individuals at the table are friends and buddies.

- Exclusion

It means the intentional or unintentional exclusion of a group from the majority society. Social exclusion can be intentional or accidental, but the result is the same: a person with a disability does not have equal access to buildings or activities as any other "able-bodied" person does .

A person may not enter the building because of physical barriers. Or they may be advised not to take part in certain activities (for example, team sports or extra-curricular activities) because of their disability.

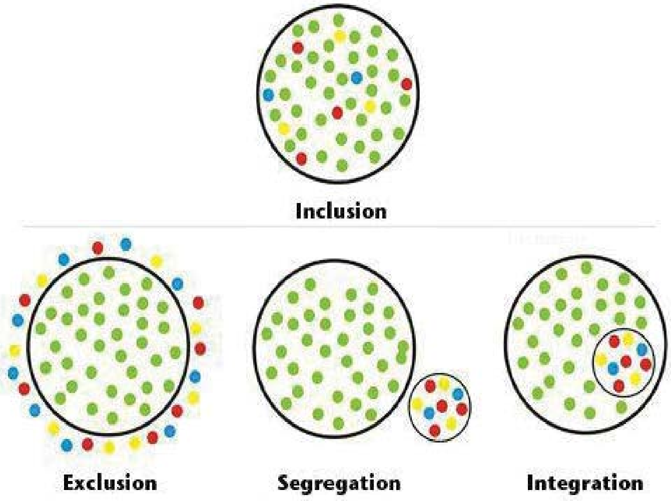


Fig. 23: Different approaches to minorities within society/organisation.

Source: https://www.friendshipcircle.org/blog/2014/01/02/inclusion-what-it-is-and-what-it-isnt/

Inclusion refers to "the act or practice of accommodating people who have historically been excluded from society/work environments (because of their race, gender, sexuality or ability). While many organisations currently pride themselves on their efforts to be inclusive, the reality is that the most oppressed people are often the ones who are most aware of how much work needs to be done in this regard (Wilson, 2001).

Inclusion shows how well organisations and their individual employees connect, engage, and utilise employees who have some specific differences. Inclusion is essentially about helping employees who do not feel part of the mainstream (majority) of an organisation to feel that they belong to it; while helping those employees who feel part of the mainstream to feel that they belong to. Within an inclusive approach to diversity, and more specifically diversity management, the differences of individual employees in the workplace are not just identified but integrated into the very fabric of the corporate culture (Blume et al., 2010).

Indeed, Noe (2010) takes a multifaceted view when describing inclusion, and proposes an inclusive approach that would address the following aspects:

- Employees will be valued by their employers and their ideas will be taken into account and put to real use
- Employees will work successfully within and across departments
- Current employees feel they belong in the organisation and potential employees are attracted to the organisation
- Employees feel committed to each other, the organisation and its goals, as well as
- The organisation continues to promote flexibility and choice, and is committed to diversity.

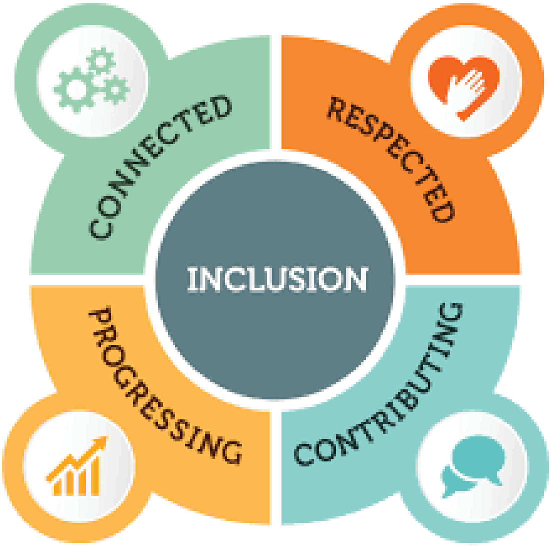


Fig. 24: Inclusion within organisational environment.
Source: https://www.dca.org.au/research/project/inclusion-index

However, it is important to note that inclusion is a conceptual, individual, momentary, and transitional concept that occurs at both the organisational and individual levels (Wilson, 2001).

It is also important to remember that employees can feel simultaneously included and not included. An employee may feel included, for example, among colleagues in their work team, but not within the wider department or organisation as a whole. It does not automatically follow that if an employee feels included in one team, he or she will also perceive this inclusion in all other organisational contexts. Nor is it automatic that an individual perceiving inclusion now will feel that way in the future (McLagan, 2002).

This is important because it means that organisations that strive to be inclusive, and are striving to be inclusive, can still have individuals on their staff who do not feel inclusive. Supporting inclusion at the individual level must therefore be seen as a long-term and ongoing process, and organisations should operate on the hypothesis that inclusion is not a static concept where employees either perceive or do not perceive inclusion, but rather is context-dependent (McLagan, 2002).

As a result, organisations are advised to try to continually monitor the status of their inclusion in the workplace to ensure that employees perceive inclusion even if they are working in a different context, for example in a different team or department (McLagan, 2002).

As already mentioned, developing inclusion only at the individual level is likely to be an insufficient approach within an organisation. As different departments may have different company cultures and ways of working, this can mean that an individual may feel included in one area but not in another. If there is an effort by the organisation to be inclusive overall, this may reduce the likelihood that individuals would feel unincluded, even if they were outside of their particular department (Wilson, 2001).

Another point worth noting is that some individuals may believe that they need to take an active role in developing their feelings of inclusion, while others may believe that inclusion occurs naturally (McLagan, 1989). Organisations are therefore encouraged to explore inclusion efforts at the overall organisational level, at the individual level, and also at the team level. Doing so will help to create an organisational environment that supports individuals who believe that inclusion occurs naturally and without their active involvement, and it will also help to maintain the perception of inclusion by employees who work in different areas of the organisation (Wilson, 2001).

Overall, while there are clear commonalities in terms of what constitutes inclusion, such as feeling valued and respected by management, individual employees may perceive these themes in different ways. And even if an organisation is considered having an inclusive culture, some employees may still not feel included (Wilson, 2002). The basic thesis, as discussed earlier, is that inclusion will take place at two levels, namely at the level of the individual and at the level of the organisation. In addition, the diversity of individuals and their own diverse composition can fundamentally affect perceptions or whether they feel included (Werner & DeSimone, 2012).

Individuals are often, and from childhood onwards, warned to treat other people as they would like to be treated. However, this may not help others to feel inclusive, but rather that it is an imposition of one's own values on others. It is therefore important that senior managers, individual employees, or even the organisation as a whole, attempt to uncover the specific needs of employees regarding the effect this will have on feelings of inclusion, and then attempt to actually address those specific needs (Werner & DeSimone, 2012).

One of the easiest methods to do this is to simply ask individual employees. There are several top management tools that could be built into, for example, employee diversity training initiatives, discussions on performance monitoring and planning, employee engagement surveys, or even during coaching or mentoring activities (Palmer, 2001).

Before discussing the specific benefits and challenges of inclusion, it is worth recalling that if diversity in society is not a new phenomenon, neither is diversity in organisations (Werner & DeSimone, 2012). However, as mentioned earlier, the importance of the concepts of diversity and inclusion in organisations seems to grow, although it is perhaps more appropriate to say that it is rather the general awareness of these concepts and the individual concepts of diversity and inclusion that is gaining increasing attention. There are several reasons workforce diversity and inclusion in organisations is receiving increasing attention. Specifically (Parsloe, 2005):

1. Demographic changes have led to an increase in the number of women and minorities entering the workforce.
2. Increased globalisation of business markets resulting in an increase in the volume of business conducted internationally or with a diverse customer base.
3. Improvements in information technology that lead to increased interaction between employees and their international counterparts.
4. The presence of multinational companies leading to a consequent increased presence of more diverse cultures.
5. The interaction of different nationalities and cultures in the workplace as a result of immigration and targeted overseas recruitment.
6. The emergence of organisations that seek to address the historical systematic exclusion of different demographic groups from the workforce.

Regardless of the reasons behind the continued interest in workforce diversity, diversity and inclusion, these concepts present a number of potential benefits to organisations. Although there is a well-established approach to diversity management, i.e., a set of benefits associated with diversity in the workplace, Wilson (2001) adds that many of these are reflected in the benefits associated with inclusion, although inclusion itself provides many other benefits.

It should also be noted that the mere presence of diversity in organisations is not enough to reap the potential benefits; rather, diversity needs to be managed, ideally through an inclusive approach, which will be discussed in the following paragraphs (Werner & DeSimone, 2012).

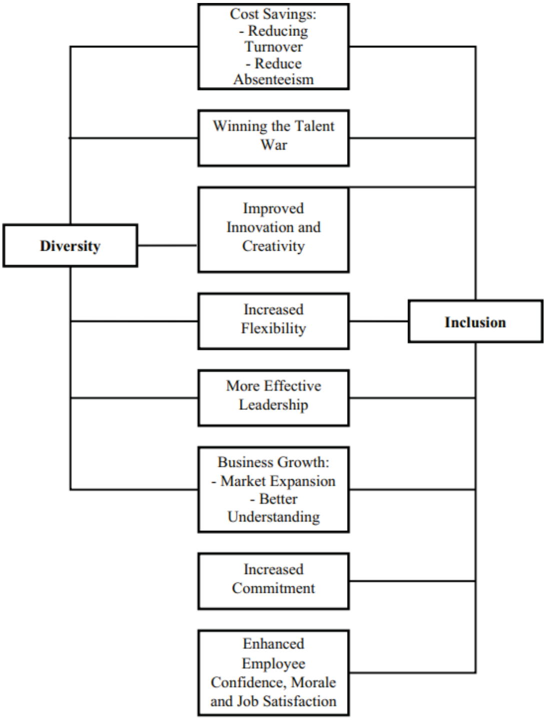

Cost Savings:
- Reducing Turnover
- Reduce Absenteeism
Winning the Talent War
Improved Innovation and Creativity
Diversity
Increased Flexibility
Inclusion
More Effective Leadership
Business Growth:
- Market Expansion
- Better Understanding
Increased Commitment
Enhanced Employee Confidence, Morale and Job Satisfaction

Fig. 25: Benefits associated with diversity and inclusion within work team and organisation.
Source: O'Donnovan 2017.

The above figure shows that an inclusive approach to diversity in the workplace brings many individual benefits to the organisation itself, specifically (O'Donnovan, 2017):

- Cost savings
- Winning a talent war
- Enhanced innovation and creativity
- Increased flexibility
- More effective leadership
- Business growth

- Increased employee confidence, morale, and job satisfaction.

On the other hand, there are also a number of challenges related to workforce diversity or inclusion. Managers may now face a new or more sensitive set of challenges that historically have not been as visible or dominant in a seemingly homogenous workforce (Hodgetts & Kroeck, 2012).

Furthermore, while managers are now increasingly called upon to provide their organisations with diverse strategies for managing diversity and inclusion, there is little evidence that these managers have received the training or support necessary to actually devise and then implement these strategies. Therefore, managers are more likely to be reactive and focus on minimal compliance rather than actually achieving positive results (Hodgetts & Kroeck, 2012).

Specifically, the most common challenges that an inclusive approach within an organisation can bring are (O'Donnovan, 2017):

- Increased costs
- Lack of top management support
- Change and complexity
- Tension
- Group agendas
- Concerns about reverse discrimination
- Tokenism.

An interesting concept that is often mentioned in connection with diversity and inclusion, and which would be useful to discuss in more detail, is the last-mentioned challenge called tokenism.

Whether real or perceived, tokenism can present an additional challenge for organisations. Tokenism occurs when an individual is recruited into an organisation over more qualified candidates, either to address stakeholder concerns or to meet some mandatory quota. Quota systems are rarely in an organisation's best interests, but they are becoming increasingly common, especially in politics, and in organisations that have little tolerance for diversity. In such environments, quotas may be the only way to ensure that diverse candidates are included in recruitment and selection (Hodgetts & Kroeck, 2012).

Using quota systems, through which organisations target their recruitment and selection activities to specific diverse groups, is not recommended for a variety of reasons. Experts believe that setting quotas automatically leads to tokenism. This may be especially true if the new candidates differ significantly from existing employees. In fact, it may also encourage reverse discrimination, where newcomers and very different employees will discriminate against the original employees (Palmer, 2001; Hodgetts & Kroeck, 2012).

5.1. Basic pillars of inclusion

Diversity and inclusiveness within an organisation are areas that are often criticised by experts because they are poorly measurable variables. For poorly measurable outcomes. This criticism is not only about the inability to measure the results of an inclusive approach, but also about the organisation setting the right goals.

Before an inclusive approach can be implemented within an organisation, realistic and, above all, the organisation's management must set meaningful goals. In this respect, it is essential to have clear standards defined, based on so-called high standards. These are referred to as "benchmarks". These include, for example, (O´Mara & Richter, 2009):

- Diversity becomes a full part of the fabric of a particular organisation. It should be fully embedded within the organisation and not be perceived as a separate and isolated issue, but rather as an effective tool for achieving the growth and success of the organisation.
- High-ranking managers, or senior managers, tend to be regarded as "change agents" within companies, and as role models for specific actions and behaviours. This senior leadership should discuss the importance of diversity as a key tool in the organisation's strategy on a daily basis.
- Organisations should highlight and promote the diversity of their work teams so strongly that this approach becomes an integral part of the corporate identity.
- The compensation system should be designed in such a way that it leads to a reduction in deviations in the development of high-performing talent.

Holvino et al. (2004) addressed multicultural organisations and inclusion during their research. During this research, the MCOD model, which defines a diversified organisation, and the concept of inclusion, were also described.

Based on this model, a diversified company can be understood as one that (Holvino et al., 2004):

- It highlights and celebrates the contributions and interests of particular cultural and social groups within the organisation, its activities, products, or services
- It attempts and effectively combats all forms of social discrimination throughout its organisation
- It distributes power and influence in such a way that no different group is at a disadvantage/advantage
- It acts within the framework of its broader social responsibility and actively fights against any form of social discrimination and defends diversity.

The MCOD model was born over 20 years ago when practitioners combined approaches in the areas of systems change, diversity/inclusion, and organisational development. The combined disciplines brought together social diversity and social justice. Social diversity focuses on building an organisational culture for people from different social identity groups (i.e., race, ethnicity, gender, sexual orientation, social/economic class, religion, nationality, age, and other identities). While social justice attempts to focus on eliminating racism, sexism, heterosexism, classism, anti-Semitism, and other manifestations of social injustice (Jackson, 2006).

According to this model, a multicultural organisation (MCO) is one that seeks to improve itself or increase its competitive advantage by promoting and practicing social justice and social diversity inside and outside the organisation (Holvino et al., 2004; Jackson, 2006).

The model defines the basic assumptions that support the wording of this theory. Specifically (Jackson, 2006):

- Training is required but not considered the best solution
- The organisation should completely avoid labelling and scalping.
- The organisation should have a clear vision of what the ideal and final state should look like, along with an analysis of the current state
- Evaluation data should include tangible areas that are important to the organisation (i.e. productivity, quality, customer satisfaction, innovation, recruitment, turnover, promotion, salary, key tasks, etc.)
- For a process to be effective (current vs. future state), an organisation must possess both an "actual" and an "ideal" state

- Diversity, inclusion, and culture change will need to be supported and should really be fought for by the leadership of the organisation.
- Actual activities and strategies must be linked to the organisation's strategic objectives.

Once an organisation decides to become truly inclusive and diverse, certain changes need to be made within the corporate culture and operation of the business. The MCOD change process consists of four main components (Holvino et al., 2004; Jackson 2006):

1) Identification of change team.
2) Determination of system readiness.
3) Organisation evaluation/ benchmarking.
4) Planning and implementation of changes.

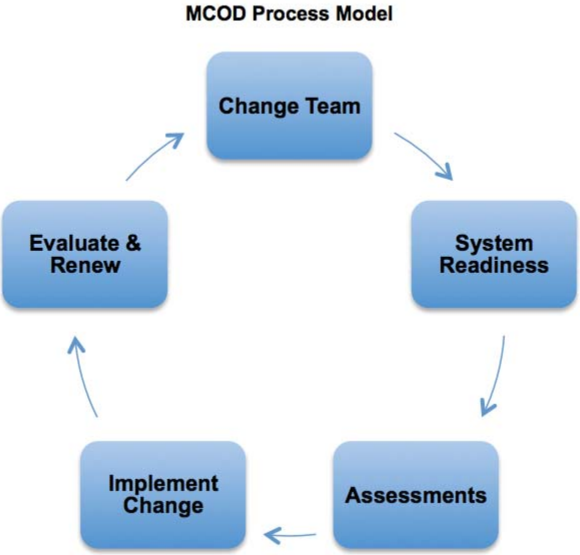

MCOD Process Model
Change Team
System Readiness
Assessments
Implement Change
Evaluate & Renew

Fig. 26: MCOD model process

Source: Jackson 2006.

- Change Team

Change Team is a group of respected individuals who show a commitment to the effort of bringing diversity and inclusion into the organisation. Members should represent different parts and levels of the organisation. The group should be of a reasonable size, recognizing that their work will include a variety of activities that should lead to the desired changes. It is also a good idea to choose leaders who have clear and reasonable views and connections.

- System preparation

This step in the process is to assess whether the organisation's system is ready to start the necessary change system and whether any preliminary activities would be necessary. This phase should be carried out across all segments of the organisation. The readiness review should also inform the lead organisations on how best to start the necessary changes. After this step, the organisation should already be informed of the starting point, direction, pace, and depth of the required changes.

- Evaluation

  The purpose of the assessment is to get a clear picture of where the organisation is currently and how far it needs to go to become an MCO. This step in the process also sets a benchmark against which future progress can be measured. The process involves collecting three types of data (surveys, interviews, and audits). After all, the evaluation phase is meant to hold up a mirror to the organisation and allow the data to speak for itself.

- Change implementation

  Based on data feedback and ownership of the results, the organisation should be prepared to develop a specific plan for change and goals. It is important to select those changes that are expected to have a high impact on the organisation, that will be observable and measurable over the next 1-2 years or so.

- Evaluation and renewal

Once the key objectives have been achieved, the organisation should be ready to evaluate and renew its efforts to become an MCO enterprise. It is expected that the MCOD process will become an integral part of the organisation's corporate culture. The organisation should now have sufficient internal capacity to carry out and implement its own MCOD process without external help.

The MCOD Continuum provides a framework to help identify change strategies that are aligned with an organisation's development readiness. The MCOD continuum identifies six key points along the organisation's development continuum. Each stage of development describes the consciousness and corporate culture of the organisation regarding issues of social justice, diversity, and where they currently are becoming an MCO (Jackson, 2006).

These particular phases are (Jackson, 2006):

Monocultural organisations

- Phase 1: Excluding organisations
- They openly perpetuate the power and privilege of a privileged group
- They are deliberately designed to maintain the dominance of one group over the other ones
- They are overtly discriminatory, exclusionary, and harassing conflicts remain unaddressed
- They have dangerous environment for members of minority groups
- There are not many individuals with differences
- Phase 2: "The Club"
- It maintains the privileges of those who have traditionally and historically held power and influence in the organisation
- The monocultural norms, principles and practices of a privileged culture are seen as the only "right" way. The "business as usual" rule applies here.
- The privileged culture is institutionalised in policies, procedures, services, etc.
- Limited number of "token" members who come from other social groups. They are only accepted if they have the "right" credentials, attitude, behaviour, etc.
- It deals with issues of diversity and social justice only when members of a privileged group are involved.

Non-discriminatory organisations

- Phase 3: Compliant organisations

- They are committed to partially eliminating the discrimination that affects the privileged and majority of employees.
- They provide some access to some members of previously excluded groups.
- There are no changes to the corporate culture, mission or structure.
- Their focus focus can be characterised as "Do not make waves or offend members of a privileged group".
- There are efforts to change the profile of the workforce (at the lower end of the organisation).
- Potential "tokens" for staff positions must be "team players" and highly "skilled".
- Tokens have to assimilate into the set company culture, and they cannot create problems and try to make changes.
- Questions of sexism, racism, classism, or heterosexism must not be raised.

o Stage 4: Confirming organisations

- There is an attempt to eliminate discriminatory practices and inherent advantages.
- They actively recruit and support members of groups that have been denied access and opportunity in the past.
- They provide support and career development opportunities to increase the success and mobility of members of minority groups who have historically been denied access and opportunity.
- Employees are encouraged not to become an oppressed or oppressive group through awareness-raising training on social equality, inclusion, and discrimination.
- However, employees must adapt to the organisational culture.

Multicultural and inclusive organisations

o Phase 5: Redefined organisations

- They are actively working to develop an inclusive organisation.

- They make a shift from "non-discriminatory" or "non-oppressive" to proactively inclusive.
- They actively work to create an environment that "values and benefits from diversity".
- They actively work to ensure the full engagement of all members to enhance the growth and success of the organisation.
- Issues limiting corporate culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- They involve and empower all members in the redesign and implementation of policies, strategies, procedures, services, and programs to redistribute power/authority and ensure implementation.
- The needs of the increasingly diverse population working in the organisation are being met.

o Phase 6: Multicultural organisations

- The mission, values, operations, and services reflect the presence and interests of widely diverse cultural and social groups.
- Management and individual employees act on the basis of a fixed commitment by the organisation to eradicate all forms of oppression in the enterprise.
- Members across all diversified groups are full members in decision-making processes.
- They work actively in larger communities (regionally, nationally, and globally) to eliminate all forms of oppression and to create multicultural organisations.

5.2. Access settings in company

It is not enough to have a diverse workforce within your organisation to set up an inclusive approach in your business. In fact, it is not uncommon for organisations to have a diverse workforce because diversity is ubiquitous. Different people behave in different ways. Employees who may appear similar may still be very different individuals and thus may respond differently to the same stimulus, organisational practices, or management styles (Hodgetts & Kroeck, 2012).

Managers must therefore recognise and respond to differences between employees in a way that maintains productivity, avoids discrimination, and maintains social equity and justice. Diversity and inclusion must be managed by someone. Diversity management is an active phenomenon that involves coordinating and channelling differences among employees to ensure that the strategic goals of the organisation are met (Palmer, 2001).

Having this in mind, however, it is also strongly recommended that organisations start by managing diversity through diversity management and then move to an inclusive approach to diversity management. The graphic below shows how organisations can move towards an inclusive approach and specifically suggests that organisations start with diversity management initiatives. As such, this section is divided into three areas, namely diversity management, diversity training and transition to inclusion.

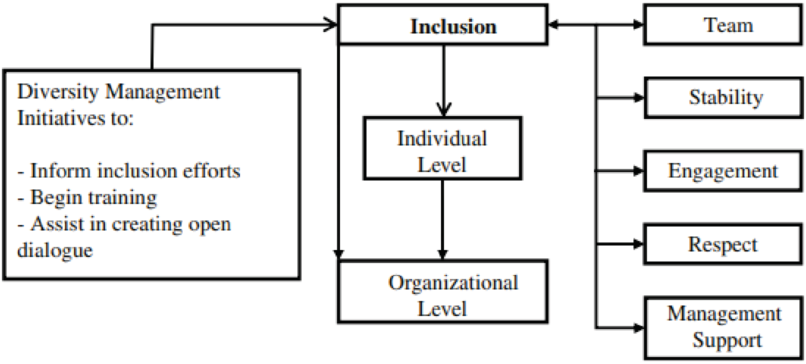

Inclusion
Team
Diversity Management
Initiatives to:
- Inform inclusion efforts
- Begin training
- Assist in creating open dialogue
Stability
Individual Level
Engagement
Respect
Organizational Level
Management Support

Fig. 27: Factors contributing to inclusion

Source: O'Donnovan 2017.

6. IT and robotics sector

The monograph is entitled "Applying the concept of diversity management in the IT and robotics organisations". Hence, the following practical part of this monograph will focus on diversity within the technology and robotics sector. Within this chapter, these sectors will be described and defined. It will then describe the diversity that currently exists in these fields.

6.1. IT sector

Information technology (IT) is a business sector that deals with computer technology, including hardware, software, telecommunications, and generally anything related to the transmission of information or systems that facilitate communication (Allen et al., 1994).

IT encompasses many different activities and sectors. If we imagine the IT department of a particular organisation, the employees of this department have to perform a wide range of different activities. These activities range from maintaining system and data security to keeping the network up and running. Within the organisation, there are specific IT employees who are tasked with managing the company's data, employees who manage databases, and those who deal with programming. There are also IT employees with decision-making authority, such as the so-called Chief Information Officers (CIOs) who decide how the IT department will operate and what specific components will be purchased (Webster et al., 1986).

IT also includes data management, whether in text, voice, video, audio or other forms. These activities may include internet-related activities. This gives IT a whole new meaning because the Internet is an important sphere of it. IT involves the transmission of data, so it makes sense that the internet is an important and integral part of the IT department. IT has become a part of our everyday lives and is constantly expanding into new realms (Allen et al., 1994).

In today's modern and technologically advanced era, IT plays an increasingly important role in global operations. For this reason, new organisations focusing on IT are constantly being created. These are small and local organisations, but also multinational corporations employing thousands of people. Today's world is based on data and transferring that data, hence the growing importance of this department.

Specifically, the three main industries of the IT sector are (Allen et al., 1994):

- software and services,
- technological hardware and equipment,
- semiconductors and semiconductor devices.

The three IT sector industries are further subdivided into individual industries and sub-industries. Companies are incorporated into a specific sub-industry that best describes their core or most profitable business (Webster et al., 1986; Allen et al., 1994; McKiennen et al., 2021):

- **Software and services**

The software and services industry group comprises companies providing Internet services and companies providing software and IT services. Internet services include companies that provide online databases or interactive services, such as search engines or social networks.

IT services include companies that provide IT consultancy or data processing services to other companies. Finally, software comprises any kind of software for business or consumer use, from enterprise software and system software to video games.

Examples of companies that provide software and services include Google, eBay, Facebook, PayPal, Adobe, and Microsoft.

- **Technological hardware and equipment**

Technology hardware and equipment is divided into several separate and distinct sectors:

- Communication equipment
- Technological hardware
- Storage and peripherals
- Electronic equipment, tools, and components.

Communication equipment includes routers, telephones, and switchboards. Technology hardware, storage and peripherals include computers, printers, and mobile phones. Electronic equipment, tools and components include companies that manufacture equipment such as barcode scanners, transformers, and security systems, as well as companies that are distributors or original equipment manufacturers (OEMs).

An OEM is a company that manufactures parts or components that are used in another company's final product. For example, many Dell computers use Intel processors and have Windows pre-installed. Intel and Microsoft could therefore be considered OEMs for Dell.

Examples of companies that produce technology hardware and equipment include Apple, HP, Dell, Motorola and Western Digital.

- **Semiconductors and semiconductor devices**

Semiconductors are materials that can conduct electricity under certain conditions but not others, making them ideal for conducting electricity. Silicon is a material that is often used as a semiconductor. This industry group includes both semiconductor and semiconductor peripheral equipment companies.

Examples of companies that produce semiconductors and related devices include Intel, Microchip Technology and Nvidia.

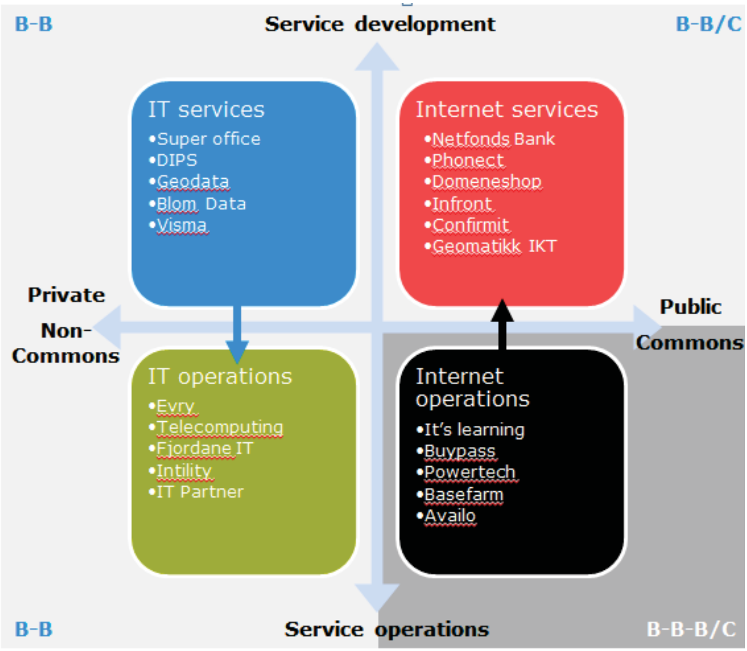

B-B
Service development
B-B/C
IT services
•Super office
•DIPS
•Geodata
•Blom Data
•Visma
Internet services
•Netfonds Bank
•Phonect
•Domeneshop
•Infront
•Confirmit
•Geomatikk IKT
Private
Non-
Commons
Public
Commons
IT operations
•Evry
•Telecomputing
•Fjordane IT
•Intility
•IT Partner
Internet operations
•It's learning
•Buypass
•Powertech
•Basefarm
•Availo
B-B
Service operations
B-B-B/C

Fig. 28: Main segments of IT sector

Source: https://connect.comptia.org/content/research/it-industry-outlook-2015

Information technology permeates all sectors of the economy and is used at work by 65% of workers. Besides computers, tablets, and smartphones, which are used by 56% of workers at work, information technology also includes electronic cash registers, CNC machines, industrial or service robots, digital tachographs, electronic devices used in warehouses and GPS navigation. 28% of people work with at least one of these devices. 35% of the workforce is completely IT-free. The most frequent workers are unskilled workers (86% of them) and people working in agriculture (78%), (Weichetová, 2019).

Compared to other EU countries, Czechs use information technology for work purposes less than the average. 67% of workers use a computer, tablet or smartphone with internet access in the EU, 11% more than in the Czech Republic. After including other information technologies, the EU reaches a share of 70%, which is 5% more than the Czech Republic. On the contrary, the Czech Republic has a higher-than-average share in using other IT devices. Of these, 28% exceed the EU average by 10% (Weichetová, 2019).

According to research consultancy IDC, the global information technology (IT) market will total more than $5 trillion by 2020. The U.S. market alone accounts for approximately 28% of the total, or slightly more than $1 trillion in hardware, software, IT services and telecommunications. By 2020, 55.5 million people worldwide will work in various IT sectors (Weichet, 2019).

6.2. Robotics sector

The second area that will be mapped in more detail in this monograph is the field of robotics. Robotics is a diverse industry with many moving parts, and what its future will look like is a complex question. However, most experts believe it is currently the most promising industry (Gendron, 2014).

Industrial automation and robotics are fields that deal with the use of computers, control systems and information technology to control industrial processes and machines. Machines are designed to replace manual labour while improving efficiency, speed, quality, and performance (McKinsey, 2015).

Automated industrial applications range from production assembly lines to the surgical sector or space research. Early automated systems focused on increasing productivity (because these systems do not need to rest like human employees), but that focus is now shifting to improving quality and flexibility in production. Modern automated systems are evolving beyond mechanisation with the addition of artificial and machine learning (McKinsey, 2015).

- **Automation**

Automation is the use of computer software, machines, or other technology to perform tasks that would otherwise have to be performed by a human employee. There are several types of process automation that can include both virtual and physical tasks (Gendron 2014):

1. Software automation

It is the automation of tasks usually performed by humans using computer programs. This area includes business process automation (BPA), which uses software to formalise and streamline business processes, robotic process automation (RPA), which uses "software robots" to mimic humans using computer programs, and intelligent process automation (IPA), which involves the use of artificial intelligence to learn how humans perform tasks using a computer program.

The difference between BPA and RPA is subtle, with BPA representing the replacement of a human production line with an autonomous factory, and RPA representing more the addition of a collaborative robot to the human workforce, working alongside the existing human workforce.

2. Industrial automation

It is the control of physical processes using machines and control systems for the automation of industrial processes. Robots are used in this type of physical automation, but also other non-robotic machines such as various CNC machines.

- **Robotics**

This area of engineering uses a variety of disciplines to design, build, program, and use robots. Robots are programmable machines that use sensors and actuators to interact with the physical world and perform actions autonomously or semi-autonomously. Because they can be reprogrammed, robots are more flexible than single-purpose machines. Collaborative robots are designed to perform tasks in a similar way to humans, whereas traditional industrial robots tend to perform tasks more efficiently than humans do.

Automation and robotics are areas that often intersect and complement each other. Areas where these two fields intersect include, for example, the use of robots to automate physical tasks, as in automotive assembly lines. However, not all automation uses physical robots, and not all areas of robotics are associated with automation.

An early form of industrial automation was the use of CNC (Computer Numerical Control) machines for high-precision aerospace manufacturing in the United States during World War II. The first CNC machines, which used the first industrial computer systems, still required a high level of human input until they became more automated in the 1950s.

Modern industrial automation involves the use of data acquisition systems, distributed control systems, supervisory control, and programmable logistics controllers. They are consistent and predictable, making them ideal for processing chemicals, pulp, paper, oil and gas or other raw materials. By adding Industry 4.0 capabilities to these systems, industrial automation can also include access to peripheral data to further optimise operations based on real-time data.

An important concept closely related to the field of automation and robotics, mentioned above, is the term Industry 4.0. Since the Great Industrial Revolution in the 19th century, industrial production has been one of the most important and significant manufacturing sectors. Industrial production is very important for all other sectors that literally depend on industrial products.

Agricultural production, specialised industries and services could not function effectively, or even exist, without industry (McKinsey, 2015).

Just as humanity itself has evolved and modernised, there has also been an intensive development within individual sectors, not least in industrial production. Industrial production has undergone great and dramatic changes and quite intensive development during its existence. The development from simple machines to belt production and the emergence of complex and technologically advanced machines.

In today's modern and technologically advanced era, experts talk about the fourth industrial revolution or Industry 4.0. Underneath these terms lies the trend towards digitalisation. According to experts, the digitalization of industrial production will bring with it strong automation of industrial production and thus many other consequences, both positive and negative.

The positive consequences of this industrial transformation include increased production speed and reduced economic investment in production. As industrial machines should ultimately be capable of autonomous production, companies do not need to employ such many employees. Only a few individuals will be needed to operate, correct and, if necessary, repair the machines. However, this will have negative consequences as changes in the labour market, with many individuals losing their jobs (McKinsey, 2015).

The foundations of the fourth industrial revolution can already be seen in 2011. The real emergence of Industry 4.0 can be spoken of in 2013, when the vision of companies using digital and cyber manufacturing was first presented. Machines should replace the human element in activities that are based on simple and repetitive activities. This would, of course, lead to unskilled people losing their jobs, and the labour market would change dramatically. Companies would change their demand and start looking for skilled and professional workers (McKinsey, 2015).

What specific systems are we talking about with the Fourth Industrial Revolution? Systems using machine perception, autoconfiguration and self-diagnostics, and computerised machine and part interfacing should be introduced. Products and industrial machines will be equipped with chips that can be controlled and operated via the Internet. In addition, cloud storage, 3D printing, data centres, automated reporting of problems or "smart warehouses" that inform themselves about running out of stock will be used (McKinsey, 2015).

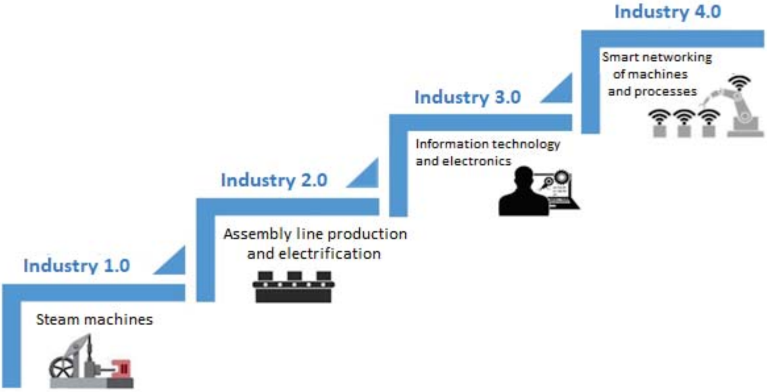

Industry 1.0
Steam machines
Industry 2.0
Assembly line production and electrification
Industry 3.0
Information technology and electronics
Industry 4.0
Smart networking of machines and processes

Fig. 29: Four Provisional Industrial Revolutions

Source: datamix.eu

In 2020, the size of the robotics market was estimated to be approximately US$55 billion, with approximately 2.7 million individual industrial robots in operation globally in 2020. By 2028, the market size is expected to exceed USD 165 billion. According to data from the "World Robotics" report, by 2021 there are already 3 million individual industrial robots working in organisations worldwide (McCain et al., 2022).

6.3. Diversity in IT and robotics

Having introduced the two fields under study, IT and robotics, the following paragraphs will focus on diversity in these two sectors. Diversity in technology is essential for businesses that want to remain relevant and interesting to their customers, while remaining competitive in the labour and talent market. An inclusive work environment offers opportunities for growth and success in a wider range of activities. This is an important step towards creating more resilient communities and a more just world (Wooll, 2021).

Companies recognise the importance of diversity within their work teams. In fact, Workforce Management estimates that companies globally spend billions on efforts to increase diversity in the workplace and to integrate diverse workers into their work teams. Yet, 68% of technology executives currently report a lack of diversity within their work teams. A variety of research dealing with diversity within technology organisations (IT and robotics) suggests that much work still needs to be done to improve diversity within technology industries (Yoder, 2016).

Technological fields are notoriously male dominated. Diversity within the technology fields is thus primarily about bringing multiple perspectives to a traditionally and historically homogeneous and often non-inclusive industry. Today, women and people of colour are under-represented in these sectors. For example, Google said that in 2020, only 5.5% of new hires were black, and only 6.6% were Latino. The level of diversity within these sectors has been increasing over the years, but not fast enough (Wooll, 2021).

Many might wonder why diversity within technology fields is so important. There are certainly various moral reasons, such as social equality and setting equal opportunities. But there are also important business reasons for promoting diversity within work teams. If an organisation can boast a diverse workforce, it can better understand the broad spectrum of its customers. Today's consumers have higher expectations of products and services that should meet their specific and diverse needs and preferences. At the same time, employees have higher expectations of their potential workplaces to meet their diverse needs while also valuing the diverse perspectives, skills, and experiences that diverse employees bring to these organisations (Beyer 2014)

It is important to remember that the world itself is teeming with diversity. Without diversity within technological disciplines, a technology-driven world cannot harness the full scope and richness of this diversity.

There are many examples of companies that have created products without the input of women or people of a different skin colour. However, this is a bad look for the organisation. For example, women alone account for up to $20 trillion of consumer spending in global trade, and it is again women who report feeling underserved while shopping. This means that there is a huge opportunity for technology companies that focus specifically on promoting diversity within their work teams (Wooll, 2021).

This does not mean, of course, that only women can create products for women, or that only black people can create products for other black people. However, a greater representation of women within work teams would undoubtedly lead to a better level of products that are specifically targeted at women. Greater representation of people of colour would then inevitably lead to the development of products that better serve the needs of their respective communities (Beyer, 2014).

Moreover, a more diverse workforce means different views, backgrounds, and perspectives. With a team of diverse employees, the organisation will have access to greater creativity and broader skills. In addition, more diverse ideas for solving business problems will help the company grow further. Another incredible benefit of diversity in technology is having more talent for an organisation to choose from. Many technology companies are focusing their recruitment on traditionally tech-intensive metropolitan areas (Wooll, 2021). In the United States of America, for example, these are the cities of San Francisco or New York. In the Czech Republic, it is the capital city of Prague.

Technology-oriented companies that prioritise diversity within their workforces should thus extend their search for new employees to the entire national territory in which they operate. Many technologically talented individuals do not desire or cannot afford to live in these traditionally tech-heavy cities. But that means the company may be missing out on talented people who do not live in the cities where companies recruit their new employees who could bring incredible ideas, change and growth. Besides these reasons, technology-focused companies that have greater diversity within their teams have been shown to have both more engaged employees and lower employee turnover (Brainard & Carlin, 2008; Beyer, 2014).

The two main problems in diversity in technological fields are currently gender inequality and inequality between races, so gender and cultural diversity.

- **Gender differences in technology fields**

The technology industry, and individual technology fields such as IT and robotics, are undeniably and traditionally dominated by men. Statistics looking at diversity within technology industries show that every year, women are not only under-represented but also underpaid within these industries, at a global level. According to the Pew Research Centre, women make up only 25% of computer science-related jobs. And within robotic sciences, women are represented on an even smaller scale, making up roughly 12% of the total workforce (Beyer, 2014).

For women who also have a different skin colour, the situation is much worse. In general, as far as women are concerned, there is another trend in the technological fields, namely that women are consistently not promoted in their work, which naturally leads over the years to a decrease in their job satisfaction. This "broken rung" effect makes it incredibly difficult for women to succeed within technology-oriented fields (Beyer, 2014).

Women may also be concerned about discrimination in technologically and technically oriented positions. Discrimination is even more common for women with different skin colours. This, combined with the lack of female role models in these fields, explains why there is still a large gender gap in technology-oriented fields. While the benefits of gender diversity within the technology fields for organisations are clear, there is still a lot of work to be done before any major improvements in this area actually happen on a global scale. The current approach has also led to a lack of interest among women in technology-related professions, with only a small percentage of women studying these fields worldwide (Brainard & Carlin, 2008).

- **Racial diversity within technological fields**

Racial diversity in the work teams of individual organisations is also a major problem in the technology industries today. At Facebook, black employees hold only 2% of technical jobs. At Microsoft, the numbers are slightly better, with black employees making up 4.5% of the total workforce, and Hispanics making up 6% of jobs there. In both companies, the majority of employees are white and Asian (Wooll, 2021).

People of colour are also often subject to discrimination in technology fields, with up to 62% of black workers and 42% of Hispanic workers in the survey saying they have experienced or are experiencing discrimination in their jobs. Discrimination in this context can include insufficient or unequal pay compared to colleagues doing the same job, less support from managers, or deliberate exclusion of employees with different skin colours from different opportunities. This makes engineering and technology fields less accessible and attractive to people of colour (Zweben & Bizot, 2019).

Many companies, especially "Big Tech" companies, have repeatedly committed to purposefully increasing diversity within their workplaces. However, statistics that directly relate to diversity within technology industries have improved only slightly over the years. Therefore, more work needs to be done, and to be more effective and proactive in this direction, so that greater racial diversity can be brought into these fields (Wooll, 2021).

Practical part

7. Aims and hypotheses

The monograph entitled "Applying the concept of diversity management in IT and robotics organisations" will deal with the issue of social diversity within the work environment/work team.

The practical part will be divided into 3 consecutive parts. As part of the first part, a quantitative scientific method called a questionnaire survey will be carried out. The aim of the questionnaire survey will be to find out how individual Czech organisations operating in the IT and robotics sector manage the diversity of their work teams, and whether individual companies deal with this issue in detail at all. The 35-question survey was sent to 40 individual organisations that met the predetermined requirements and was subsequently displayed on social media. Based on the answers to 25 of them, the predetermined scientific hypotheses were answered (confirmed or refuted).

The second part was a qualitative scientific method called semi-standardised interviews. The management of two organisations operating in the IT and robotics sector agreed to take part in a semi-standardised interview, where the author of the monograph will answer the managers of the companies from predefined questions related to the management of diversity in the work teams of these companies. Thanks to this, a closer insight into this issue of real Czech companies operating in the specific environment of IT and robotics was gained.

In the last part, the knowledge gained from both the theoretical and practical part of the monograph will be used, and the author of the monograph will propose a model organisation operating in the IT sector, which will serve as an ideal case study.

Specific suggestions will be made how the organisation should manage diversity within its workforce, and specific measures will be proposed to ensure that a diverse workforce is properly managed by management and that the diversity of the work environment is used as a benefit that can enrich the performance of the workforce and thus the company itself.

The knowledge got in the individual segments of the practical part of the monograph, namely the questionnaire survey and semi-standardised interviews, will help to confirm or refute the predetermined scientific hypotheses and to create a model organisation with ideal corporate diversity management.

Specifically, the scientific hypotheses are:

- ***H_1: A lower percentage of women than men works in the Czech organisations that focus on the IT or robotics sector.***
- ***H_2: Young people (up to the age of 40) tend to work in the Czech organisations that focus on the IT or robotics sector.***
- ***H_3: There are no people of a different race, ethnic minority, or culture at all in the Czech organisations that focus on the IT or robotics sector.***
- ***H_4: Diversity management concepts are not in place in the Czech organisations that focus on the IT or robotics sectors.***
- ***H_5: Senior managers do not believe that diversity in work teams could benefit the organisation as a whole.***

8. Quantitative research

In order to evaluate the above scientific hypotheses, a method called questionnaire survey was first used. This method is one of the many quantitative research methods that focuses on public opinion and is also the most commonly used in the scientific discipline called sociology, where the main task of a questionnaire survey is to evaluate the experiences and opinions of the participating respondents, who represent a population sample and a kind of "voice of the people" (however, a sufficiently large number of respondents must participate in a questionnaire survey for the data to be relative), (Kreislová, 2008).

Moreover, it is a method that is also used by many other scientific disciplines. This is because the method is effective for obtaining a large amount of data from many people in a relatively short time. By evaluating the answers of the respondents, the researchers try to arrive at concrete results and statements that can then be applied to the whole population. However, as already mentioned, enough people must participate in the research (Kreislová, 2008).

The questionnaire survey method is not only used in sociology but also in other scientific fields, especially in psychology, anthropology, management, marketing, forecasting and demography. Research using the questionnaire survey method most often focuses on the evaluation of sociological phenomena and their analysis using mathematical modules and statistical techniques (Kreislová, 2008).

Questionnaire surveys are most often sent by mail or email correspondence or communicated orally to a randomly selected group of people. This method makes it possible to collect large amounts of data with less detailed information. The obtained information and conclusions are then most often applied to a wider range of people. The disadvantage of this survey is that responses may be distorted, misunderstood, or deliberately altered by individual respondents (Kreislová, 2008).

The aim of the questionnaire survey will be to find out how individual Czech organisations operating in the IT and robotics sector manage the diversity of their work teams, and whether individual companies deal with this issue at all. Another important question that the questionnaire survey aimed to answer was whether the work teams of Czech organisations active in IT or robotics are diverse at all. Whether similar proportions of men and women, different age groups, or races and minorities are present within the collectives.

Of course, the author of the monograph knows that there are not too many cultures, diverse cultures, or ethnicities in the Czech Republic. Therefore, the focus will be mainly on gender or age diversity.

The first task was to reach out to individual organisations in IT and robotics and ask for their cooperation. The quickest and easiest way to reach as many respondents as possible in the shortest possible time is to use social networks, where large numbers of people of different age groups and professions come together. The questionnaire survey was therefore first uploaded to specific profiles on the social network Facebook.

Specifically, these were sites that were predicted to have a higher likelihood of being frequented by owners, managers, or employees of technology-oriented organisations.

Besides the impersonal outreach, the author of the monograph contacted to companies via social media, selected companies via email correspondence. 40 companies were approached in this way. The email communication was sent to the contact email addresses listed, or to the company's HR or management department. These companies were found completely randomly and were in all major cities of the Czech Republic, with the highest concentration in the capital, Prague. Companies had to meet only two conditions, namely:

(a) being in the IT or robotics sector,

(b) having some staff, at least more than 5 employees.

The questionnaire survey was created on survio.com, which is directly focused on creating questionnaire surveys. On social media, as well as in email correspondence, it was duly and clearly explained to all potential entities in the introduction of the questionnaire survey what issues this questionnaire concerns, and who should become our ideal respondent (organisations operating in the field of IT and having at least 5 employees). The research survey was carried out at the turn of January and February 2023, and was available on all the mentioned Facebook profiles for 14 days. The same time was allowed for organisations that were contacted via email correspondence. The time required to complete the questionnaire was set at 20 minutes.

The questionnaire survey comprised 35 individual questions, which in the first part were rather general (the input data) and then became more specific and subjective (the output data). In the first part, the author of the monograph was interested in the type of company, the size of the organisation, the number of employees or the length of operation of the company. In the second part, the questions focused on the issue of diversity in the workplace and on diversity management within the organisations interviewed.

The data obtained were processed and evaluated using Microsoft Excel after acquisition. The questionnaire survey contained individual questions formulated in such a way as to minimise bias in the obtained research results. The questionnaire was available to respondents in an online version, so it was convenient and timesaving to complete. The questionnaire survey was, of course, completely anonymous.

In order to get the necessary data, the questionnaire survey used both closed-ended questions (i.e., the selection of one specific answer from several options, most often as a ticked YES or NO answer) and open-ended questions, where the entities were given a free hand in writing their answers and could thus express themselves openly and subjectively on the questions. Specifically, the questionnaire survey consisted of the following questions:

1. **Does your organisation operate in the IT industry or in the robotics industry?**
2. **How many years has your organisation been in business?**
3. **In which city does your organisation operate?**
4. **Is it a national or transnational organisation?**
5. **How many employees does your organisation currently have?**
6. **How many of your employees are female and how many are male?**
7. **Do you make a point of accepting both genders on an equal level?**
8. **Do you think women are/would be an asset to your organisation?**
9. **What are the ages of your employees?**
10. **Are you sure that you do not discriminate against the older age group (40+) or the younger age group (under 20)?**
11. **Do you think that even the older (40+) age group can bring new and positive perspectives to your industry/organisation?**
12. **Are there individuals within your organisation who come from another culture/country?**
13. **If so, what is this culture/country?**
14. **Are there any employees having a different skin colour?**
15. **Are you sure that individuals from other cultures/countries are present in your organisation?**

16. **Do you think that employees from other cultures could bring any benefits to the organisation and their admission would be beneficial?**
17. **Do you know if any of your employees follow any particular religion?**
18. **Do you think that your employees' religious beliefs could affect his or her work activities or have any impact on the organisation?**
19. **Do you know any of your non-heterosexual oriented employees?**
20. **Do you think that the sexual orientation of your employees could affect their work activities or in any way affect the organisation as a whole?**
21. **Are there/Have been there ever any interpersonal problems arising from differences in your work team?**
22. **Have you ever dealt with discrimination or complaints about diversity in your company?**
23. **Do you treat all your employees equally?**
24. **Have you ever organised training sessions that focus on discrimination in the workplace or diversity?**
25. **Does the organisation's management actually address any problems and complaints?**
26. **Do you think a diversified workplace is good for business?**
27. **What exactly are the advantages of diversity in your opinion?**
28. **Is there any downside to diversity within the work team?**
29. **Do your managers/leadership focus on diversity management?**
30. **If so, why? If not, why not?**
31. **How is diversity managed in your company?**
32. **Are you planning to introduce any innovations regarding diversity management in your company?**
33. **If so, which specific ones? If not, why not?**
34. **Do you plan to develop and promote diversity in your company?**
35. **If so, how? If not, why not?**

As already mentioned, 40 organisations operating in the IT and robotics sector were contacted via email correspondence, and the survey was placed on several Facebook profiles. 10 entities responded to the email correspondence and 15 entities completed the survey via the social platform. In total, 25 organisations were recruited for the research. It should be noted that, although at first sight this is not so much; however, it should be borne in mind that there are 25 organisations employing hundreds of staff. For this reason, this number is also considered relevant and sufficient.

The survey, created on the survio.com platform, was initially viewed by 66 entities, but only 25 entities completed the entire survey. This shows that the return was less than 38% (see Chart 1). This cannot be considered a high number, and one has to wonder why the survey was completed by only a third of the respondents. According to the author of the monograph, this was probably because of the increasing difficulty of the questions, which could have discouraged potential candidates.

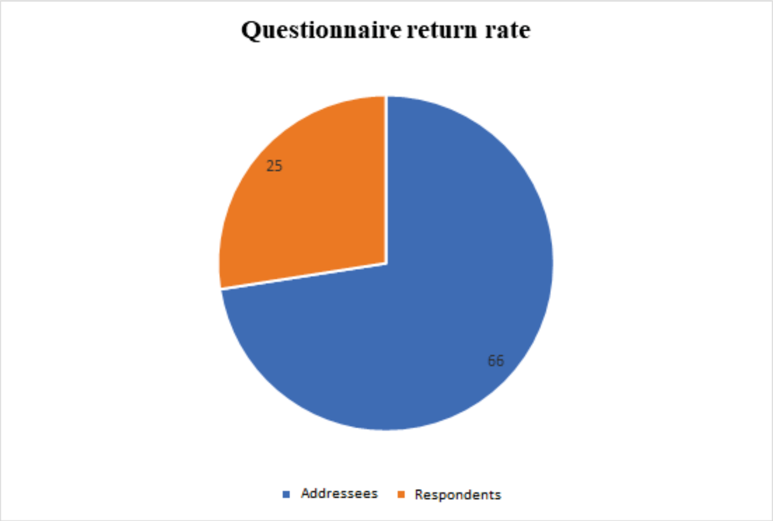


Chart 1: Return rate of the questionnaire survey.

Source: Self-produced.

8.1. Evaluation of questionnaire

1. **Research question: Does your organisation operate in the IT industry or in the robotics industry?**

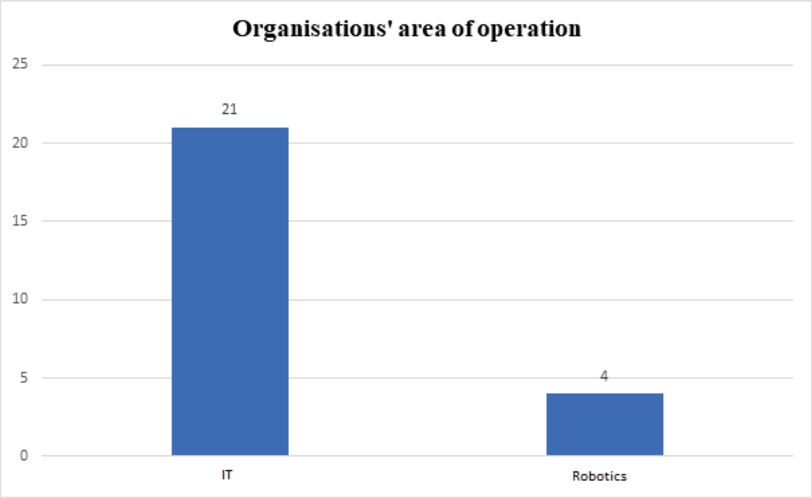


Chart 2: The organisation's area of activity.

Source: Self-produced.

As part of the first research question, it was ascertained in which area the demanded organisations are present and in which sector they operate. As seen from the graphical representation, most organisations are active in IT, namely 21 out of 25 total entities, and only 4 entities are active in robotics.

The author of the monograph assumed it that most of the entities will be in the field of IT, as there are not too many organisations specializing in robotics in the Czech environment. The author knows also that this is not a very appropriate frame of mind as the IT field is highly prevalent, which may bias the resulting findings.

2. **Research question: How many years has your organisation been in business?**

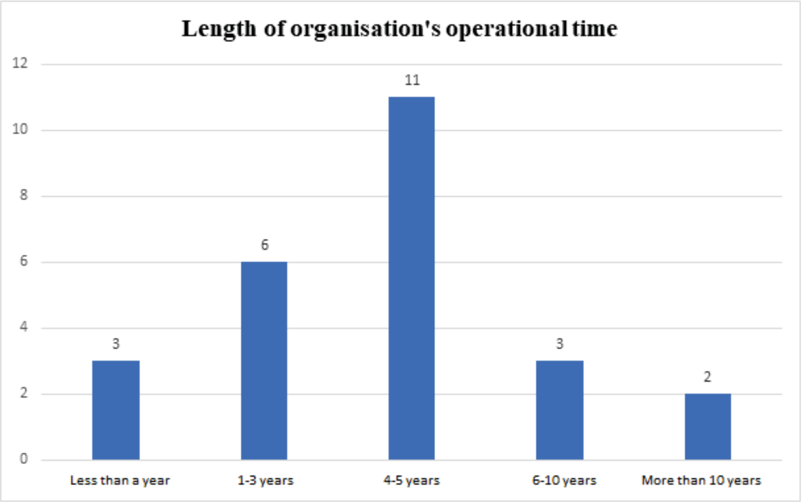


Chart 3: Length of time the organisation has been in operation.

Source: Self-produced.

The second research question asked how long the organisations surveyed had been on the market. While this may seem unimportant at first glance, it helps to paint an overall picture of the organisations in question. It may point out that if an organisation has a long tradition, it can also stick to traditional approaches to its workforce, which means sticking to established practices and having a homogeneous workforce.

As can be seen from the graph above, most of the entities have existed between 4 and 5 years. Specifically, these are 11 entities out of a total of 25. Another 9 entities have been operating for less than 4 years and only 5 organisations have been in the market for over 5 years. Of these, only two entities stated that they have been in the industry for over 10 years.

3. Research question: In which city does your organisation operate?

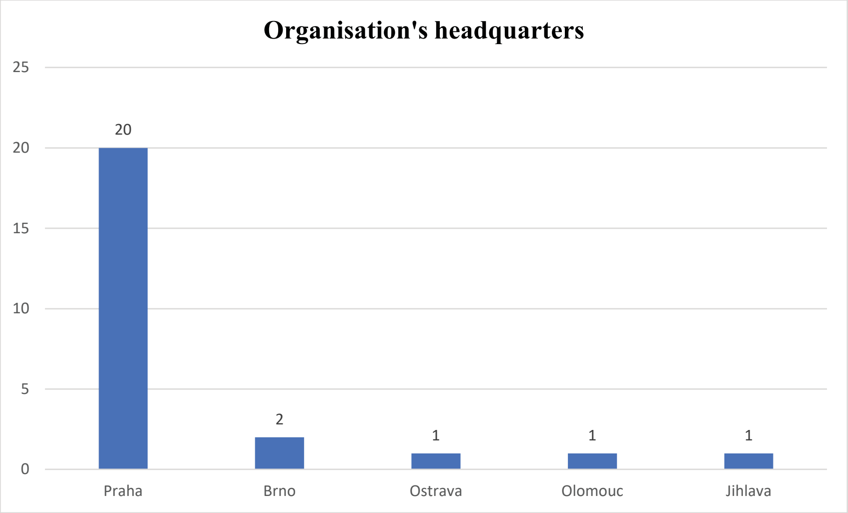


Chart. 4: Headquarters of the organisation.

Source: Self-produced.

As part of the third research question, it was investigated in which city of the Czech Republic the surveyed organisations are based. As has already been pointed out in the theoretical part of the monograph, organisations that operate in the field of IT and robotics are concentrated in the largest cities in their countries or in cities that are traditionally famous for these fields. It has been pointed out that in the Czech Republic, they mostly concentrated organisations active in the IT sector or robotics in the capital city, Prague.

As can be seen from the graphic above, the entities interviewed confirmed the theoretical assumption. A total of 20 entities, out of a total of 25 organisations surveyed, operate in the capital city, representing 80% of the surveyed entities. The second place was taken by the second largest city in the Czech Republic, Brno, where 2 organisations are based. Other large and regional cities, namely Olomouc, Ostrava and Jihlava occupied the third place.

4. Research question: Is it a national or transnational organisation?

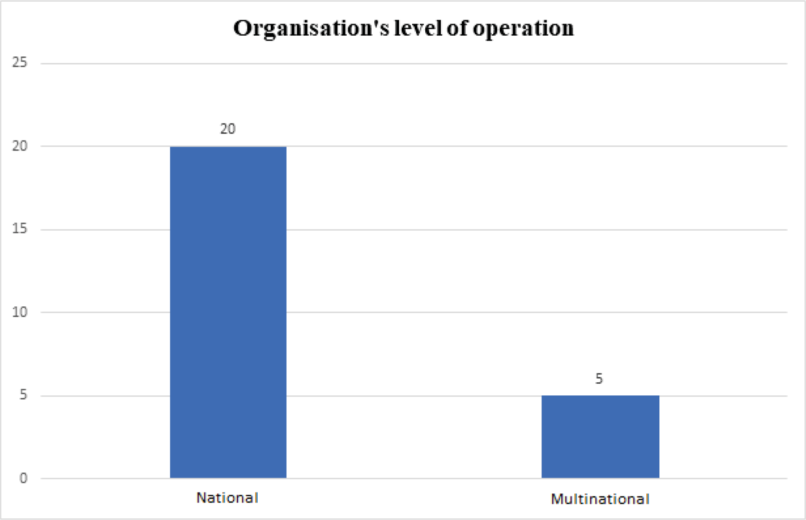


Chart 5: Level of competence of the organisation.

Source: Self-produced.

The fourth research question deals with whether the respondents operate at a national or transnational level. This issue is very important in connection with the diversity of work collectives. Organisations that are international and transnational are more likely to be more diverse within their collectives than organisations that operate "only" at the national and state level.

As seen from the graphic above, the vast majority (80%) of respondents showed they operate at the state level, with 20 organisations out of a total of 25. Only 5 organisations stated they were transnational.

5. **Research question: How many employees does your organisation currently have?**

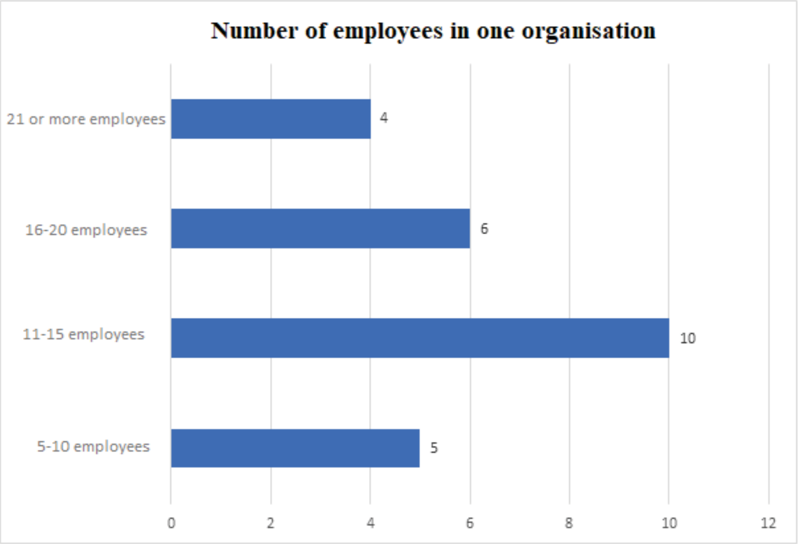


Chart 6: Number of employees in the organisation.

Source: Self-produced.

The fifth research question focused on how many employees currently work in the surveyed organisations. As a reminder, it was highlighted at the beginning of the survey that only those organisations with at least 5 employees could participate in the survey's evaluation.

As seen from the graphical representation, the most frequent organisations surveyed have between 11 and 15 employees, namely 10 out of 25 entities. Organisations with 16 to 20 employees ranked second. There were 6 such organisations out of 25. A similar number, namely 5 out of 25 entities, showed that they have between 5 and 10 employees.

6. Research question: How many of your employees are female and how many are male?

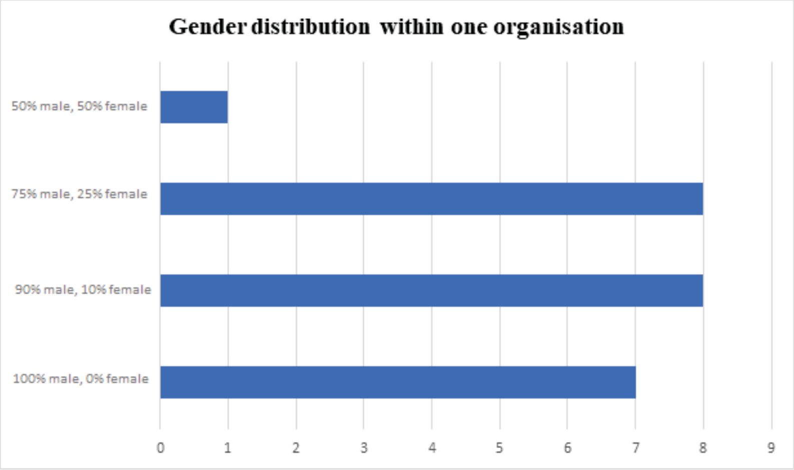


Chart 7: Gender distribution of employees within the company.

Source: Self-produced.

As part of the sixth research question, the questionnaire survey moves on to diversity in the workplace. Specifically, this question will focus on how gender is distributed within the organisation and the work team. As stated in the theoretical part of the monograph, the IT and robotics industry is very specific in that most employees are male.

It also confirmed this assumption in the research of this monograph. Most organisations reported that 90% of their staff are men and only 10% are women. Thus, 8 entities gave this answer. The same number of entities say that 75% of their work team is male and 25% female. Seven organisations even stated that their workforce was all-male. Only one organisation reported that their workforce is gender heterogeneous, with 50% men and 50% women.

7. **Research question: Do you make a point of accepting both genders on an equal level?**

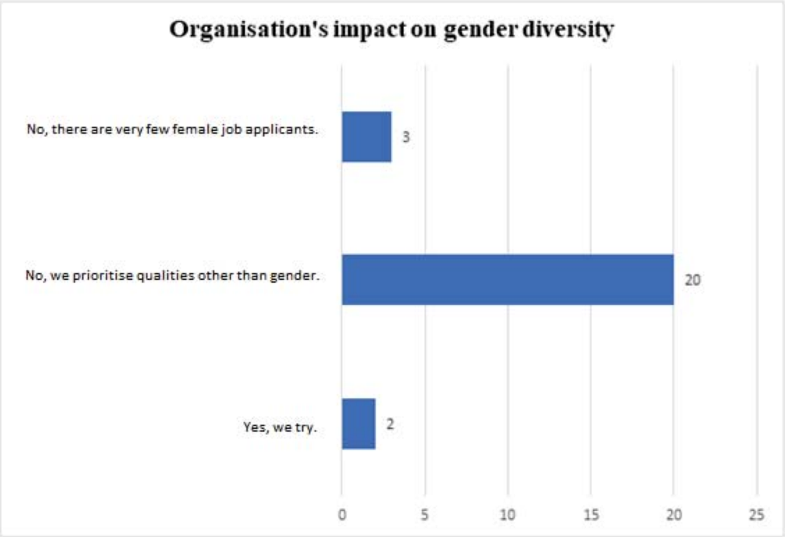


Chart 8: Emphasis placed by organisations on whether they recruit gender-diverse employees.

Source: Self-produced.

The seventh research question focuses on whether organisations place an emphasis on recruiting a gender balance in their workforce. As seen from the graphic, 80% of respondents indicated they consider characteristics other than gender when selecting a new employee. The organisations that gave this answer also admitted that it does not matter to them whether the candidate is male or female, but what is important to them is the person's education or experience, or how they impress the selection committee. Three entities stated they would like to emphasise gender diversity, but the overwhelming majority of applicants for the positions are male and therefore the organisation will end up hiring them. Only 2 organisations admitted they pay more attention to gender in recruitment and try to bring as many women as possible into their teams.

8. Research question: Do you think women are/would be an asset to your organisation?

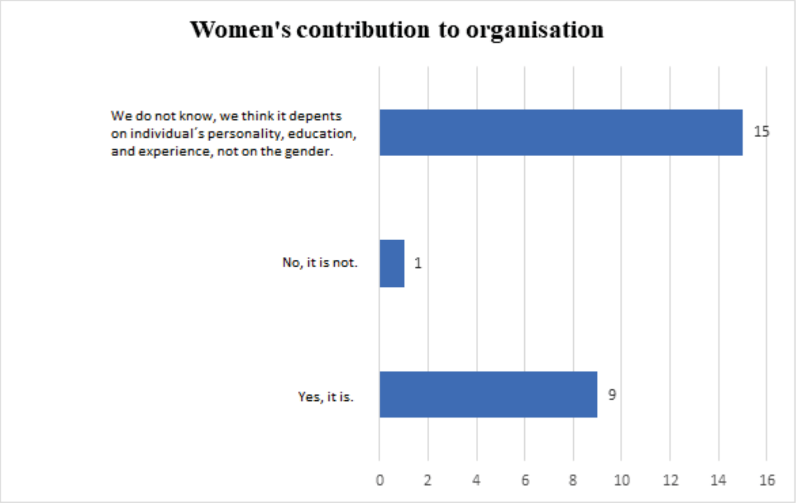


Chart 9: Women's contribution to the organisation.

Source: Self-produced.

The eighth research question also focuses on gender diversity in the workplace. Specifically, it is interested in the opinion of respondents whether they believe women would be an asset to their organisation.

Most organisations expressed similar views to the previous question, namely that they did not know whether women an asset to the company would be because they were interested in the personality, character, education, and experience of their employees and not whether the employees were female or male. This option was chosen by 15 out of 25 respondents, i.e., 60%. Nine entities stated that women in their work teams could generally be beneficial. Only one entity stated that women would not be considered as contributing to their organisation.

9. Research question: What are the ages of your employees?

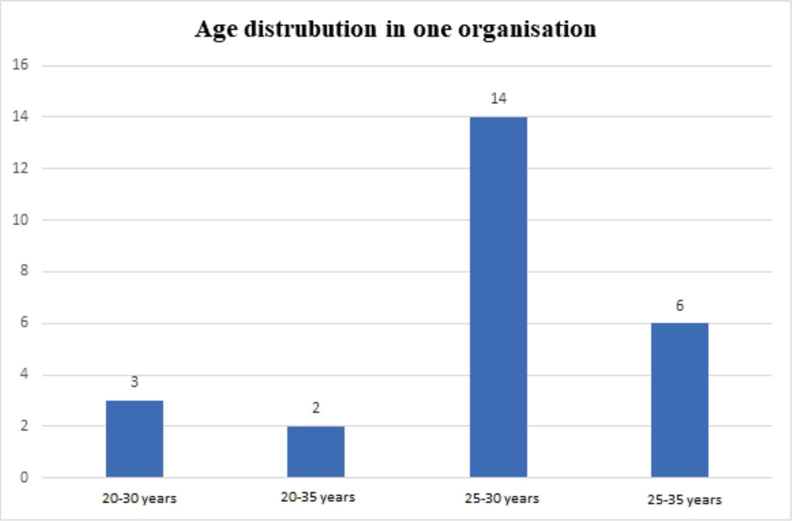


Chart 10: Age range of employees in organisations.

Source: Self-produced.

For the ninth research question, the focus was again on diversity in the respondents' workplaces, but this time on age-related diversity. Specifically, organisations were asked about the age range of their employees. As it would be difficult for organisations to list the age of all their employees, they were given the option of age ranges. Every organisation's management knows the age of their employees.

As can be seen from the graphic, none of the organisations surveyed currently employ any staff over the age of 35 and, on the other hand, under the age of 20. Most organisations (14 out of 25) reported that their employees were between 25 and 30 years old. In the theoretical part, it was mentioned that in the field of IT and robotics mainly younger age groups work and the older generation much less. The results of this question indeed confirm this assumption.

10. Research question: Are you sure that you do not discriminate against the older age group (40+) or the younger age group (under 20)?

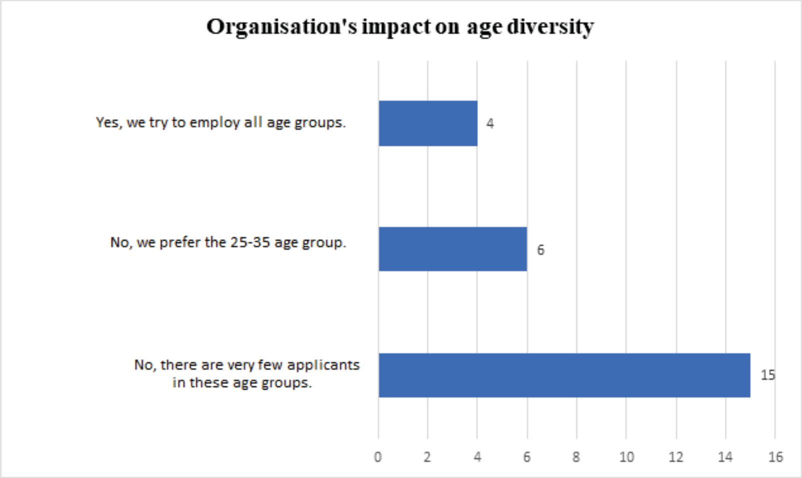


Chart 11: Organisations' emphasis on the age diversity of their workforce.

Source: Self-produced.

The tenth research question also focuses on whether organisations place an emphasis on recruiting all age groups into their workforce. As seen from the graphic, 60% of the respondents (15 out of 25 total) said that they would also like to place an emphasis on age diversity, but the vast majority of job applicants are in the younger age group, and there are very few people aged 35 and over. Six organisations directly stated that they give preference to applicants aged 25-35. According to them, the younger classes do not have sufficient education or experience or are irresponsible. There are few applicants of older years, and on the other hand, they are not promising. Only 4 organisations stated they put an emphasis on the age of potential applicants and try to recruit individuals of all age groups to give everyone an equal opportunity.

11. Research question: Do you think that even the older (40+) age group can bring new and positive perspectives to your industry/organisation?

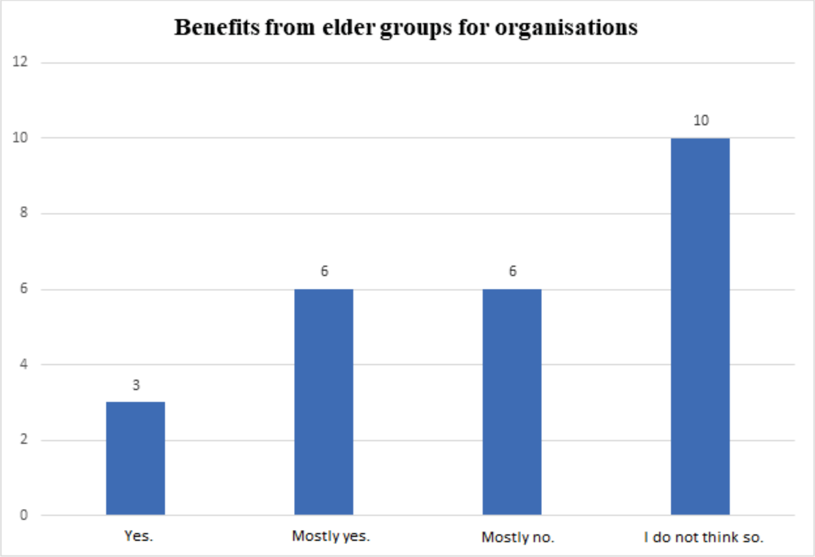


Chart 12: The contribution of the older age group to organisations.

Source: Self-produced.

The eleventh research question focuses on age diversity in the workplace. Specifically, it seeks the opinion of respondents whether they believe that older age groups would be a positive asset to their organisation.

Most organisations expressed similar views to the previous question, namely that they were more or less likely to consider that older age groups would be an asset to society. The main reason given by organisations in this regard was that they believe it is not the age of the employee that is important, but rather their personality, character, education, and experience. Often, organisations added that there were few people over 40 years of age interested in a position in their organisation.

This option was chosen by 16 out of 25 respondents, i.e., more than 60%. Nine entities stated that older age groups in their work teams could generally be beneficial.

12. Research question: Are there individuals within your organisation who come from another culture/country?

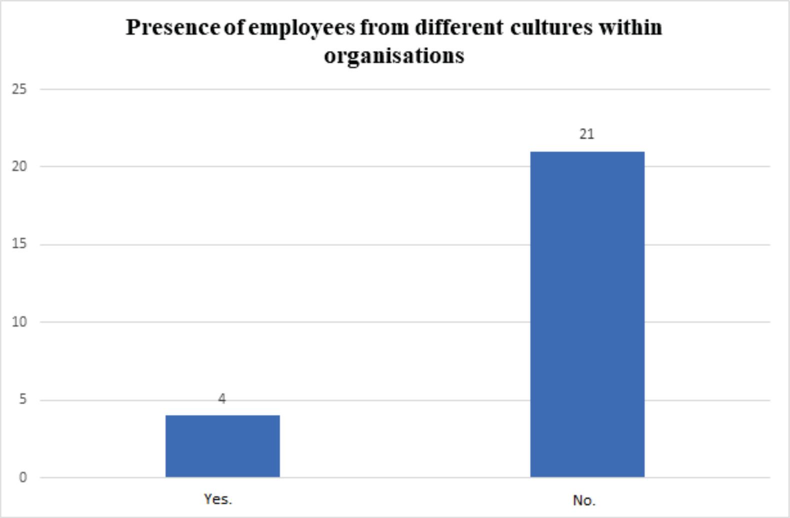


Chart 13: Presence of people from other cultures within the surveyed organisations.

Source: Self-produced.

The twelfth research question focused on another form of diversity in the workplace, this time racial/cultural diversity. It should be noted that the Czech Republic is a country with few foreigners and many ethnic minorities. The largest minority groups in the Czech Republic are citizens of Slovak or Ukrainian nationality. However, these nationalities are not considered a different culture compared to Czech culture.

Another significant minority that is present in the Czech Republic is the Roma and Vietnamese minority. There are currently 250 000 Roma living in the Czech territory, and about 100 000 citizens of Vietnamese nationality.

However, since organisations in the IT and robotics sector are often multinational and transnational, the author of the monograph assumed they would also include citizens of other nationalities and cultures.

This assumption was refuted in the fourth research question, where organisations were asked whether they operate internationally or only at the country level. Twenty organisations (80%)

said they operate only at the state level, and only 5 organisations said they are international. However, the fact that the organisation operates on a national level does not directly prevent people from different cultures from working there.

The above graphic clearly shows that most of the organisations surveyed are culturally homogeneous. This is because 21 entities stated they did not employ any persons of a race other than Czech, nor persons of a different culture. Only 4 entities stated that their work teams included employees of a culture or race other than Czech.

This confirms the first assumption proposed in this question, namely that the Czech Republic is a relatively homogeneous nation. As part of the following research question, entities which showed that they employed employees of a different culture or race were further asked about the specific race of these people.

13. Research question: If so, what is this culture/country?

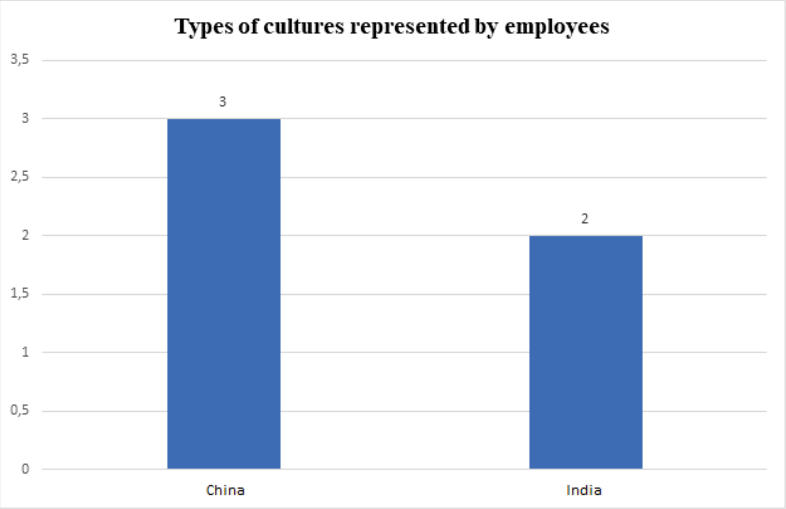


Chart 14: The specific culture from which the employees in question come.

Source: Self-produced.

As part of the previous research question, the entities were asked whether they employed people from other cultures and races in their work teams. To this question, 21 entities answered they employ only the Czech employees, and only 4 organisations stated that they also employ individuals from other cultures. The 4 organisations were also asked about the specific countries of origin of these foreign workers.

As seen from the graphic, 2 organisations showed they employ people from both India and China. Two other organisations stated that they only employ people from China.

14. Research question: Are there any employees having a different skin colour?

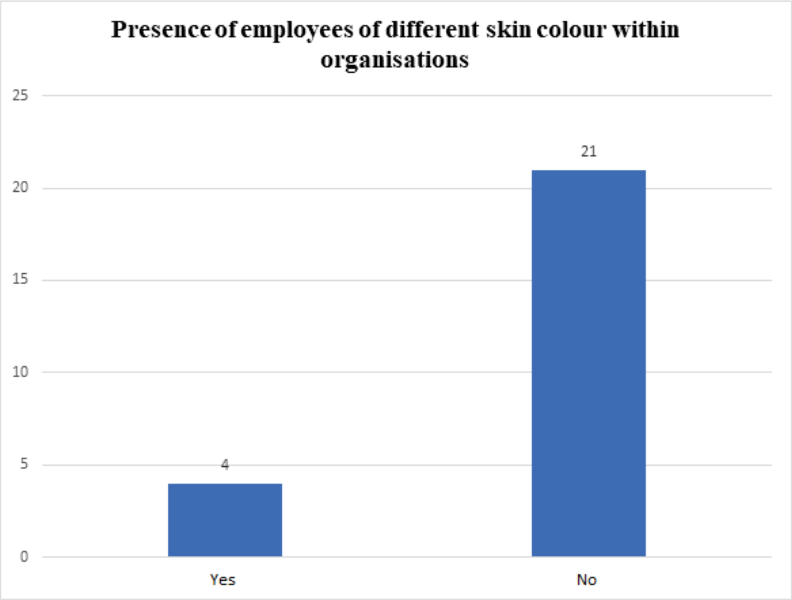


Chart 15: Prevalence of employees of different skin colour within organisations.

Source: Self-produced.

As part of the fourteenth research question, organisations were asked whether their work teams included employees with different skin colours. It would seem that this is the same question as with research question 12, where organisations were asked whether they employ people from a different culture. However, in this question, organisations were specifically asked about different skin colour, as even employees with Czech citizenship may have a skin colour other than white.

However, this assumption was not confirmed, as only those organisations that stated in the previous question that they employ nationals from China and India answered positively in this question. Twenty-one other entities said they did not. This means that these organisations employ strictly the Czech citizens with white skin.

15. Research question: Are you paying attention to the presence of individuals from other cultures/countries?

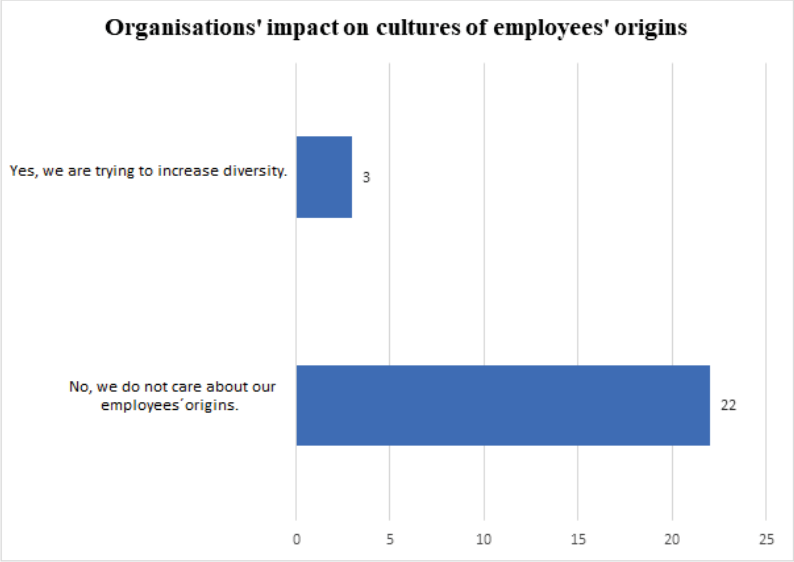


Chart 16: Organisations' emphasis on the culture from which employees come.

Source: Self-produced.

The fifteenth research question focuses on whether organisations place an emphasis on recruiting individuals from a different culture/race into their workforce. As seen from the graphic, 90% of respondents showed they consider characteristics other than an individual's background when selecting a new employee.

The organisations that gave this answer also admitted that they do not care what specific culture/country the candidate comes from, but rather what is important to them is the person's education or experience, or how he or she impresses the selection committee. Of these 22 entities, 3 also directly stated that they do not intentionally recruit citizens of other nationalities into their collectives because they are afraid of language, cultural, and mental barriers.

Only entities stated that they deliberately pay attention to the culture of the potential candidate and also deliberately give preference to people from other cultures in order to increase the cultural diversity of their organisation. It should be noted that all three entities stated in the previous questions that they operate at a transnational level.

16. Research question: Do you think that employees from other cultures could bring any benefits to the organisation and would their admission be beneficial?

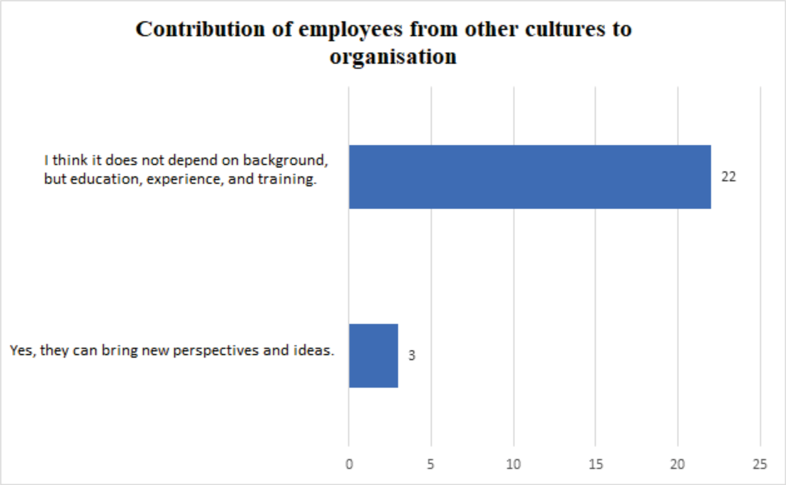


Chart 17: Contribution of employees from other cultures to the organisation.

Source: Self-produced.

As part of the sixteenth research question, organisations were asked whether they theoretically believed that hiring employees from other cultures would bring them any specific benefits. As already stated in the theoretical section, diverse work teams bring many benefits to an organisation.

As seen from the graphic above, only those organisations that answered positively to the previous question (Do you make sure that individuals from other cultures/countries are present in your organisation?) also answered positively to this question.

These companies specifically stated that it is people who come from other cultures/countries who can bring new perspectives, insights, experiences and ideas to the organisation. Thus, this answer was again chosen by "only" 3 respondent organisations. The twenty-two remaining organisations defined themselves by saying that what really mattered to them was not the background or colour of the employee, but their education, experience, or personality.

17. Research question: Do you know if any of your employees follow any particular religion?

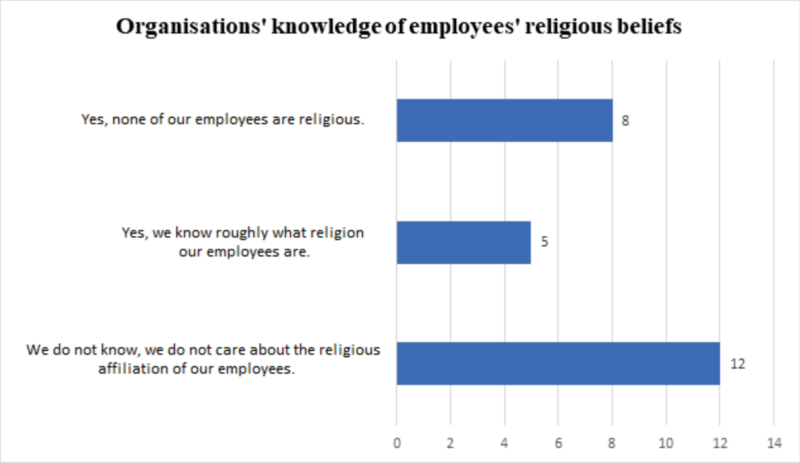


Chart 18: Organisations' knowledge of their employees' religion.

Source: My own religion.

As part of the seventeenth question, the focus of the research was on religious diversity in the workplace, as this factor can also greatly influence the collective. First, the Czech Republic is one of the most atheistic countries in the world, where the population is generally considered as being non-believers.

Since it was found that within the work collectives of the organisations surveyed, the vast majority of employees were of Czech nationality and citizenship, it was not assumed that the work collectives were diverse in terms of religion. Moreover, it was assumed that employees would not know more detailed information regarding the religious beliefs of their employees.

This assumption was confirmed in the research, as half of the entities (12 out of 25 entities) stated that they knew nothing about the religion of their workers and did not care about the religion of their employees. According to these bodies, religion does not play a role in terms of job performance, nor is it appropriate for employers to ask what religion their employees are. However, eight organisations stated they knew the religion of their employees, but this was because none of their employees held any religious beliefs. The last five employers said they knew the religious affiliation of their employees.

18. Research question: Do you think that your employees' religious beliefs could affect his or her work activities or have any impact on the organisation?

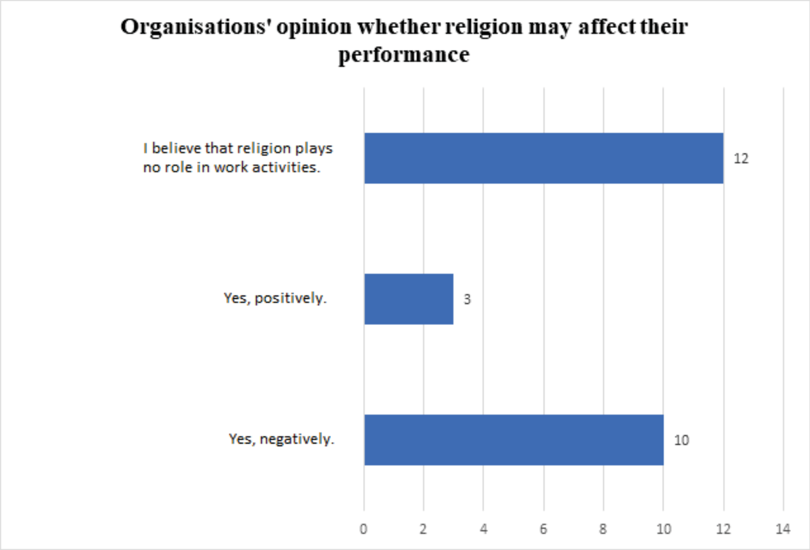


Chart 19: The organisation's view on whether employees' religious beliefs could affect their work performance or the organisation as a whole.

Source: Self-produced.

The eighteenth research question also focused on religious diversity within the work team. This time, the respondents were specifically asked whether they believed that employees' religious beliefs could affect their work activities (positively/negatively) or the organisation as a whole.

Again, it is necessary to add here a certain specification of the human nation which is one of the most atheistic in the world and, on the other hand, one of the least tolerant towards foreign and unknown religious beliefs.

As can be seen from the graph above, 12 respondents (almost half) stated that the religion of their employees plays no role for them and is not important for their work performance and organisation. Ten entities, on the other hand, believe that it could affect the work activity and the organisation, but in a negative way. Only 3 entities thought that employees' religious beliefs would positively affect work activities or the organisation.

19. Research question: Do you know any of your non-heterosexual oriented employees?

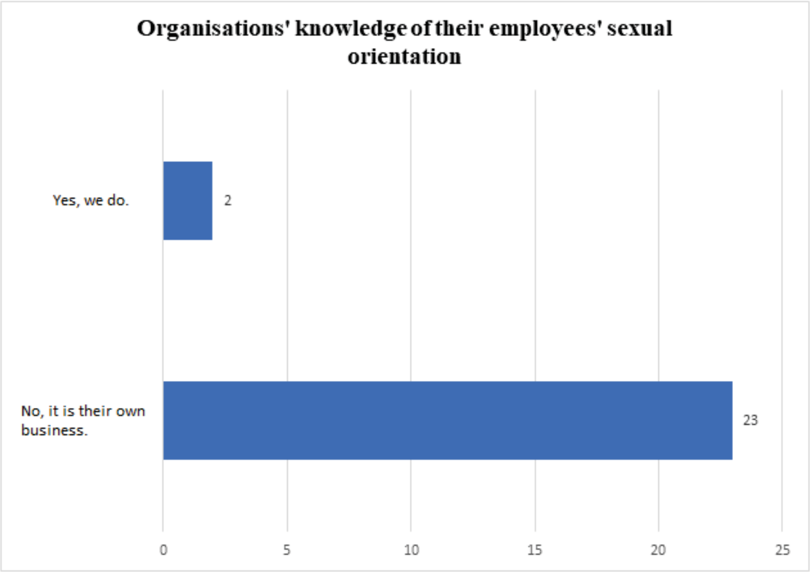


Chart 20: Organisations' knowledge of their employees' sexual orientation.

Source: Self-produced.

The nineteenth research question focused on sexual diversity in the workplace. Specifically, entities were asked about their awareness of the sexual orientation of their employees. The author of the monograph knows that sexual orientation is a delicate and sensitive topic that is not discussed during recruitment or in work collectives.

However, diversity can also play a role in the workplace and people should not be discriminated against or disadvantaged based on their sexual orientation. Particularly at the present time, when persecution of members of non-heterosexual groups is again occurring, this is a sensitive and very important topic.

As expected, the vast majority of organisations were negative when asked if they were aware of their employees' sexual orientation. Twenty-three respondents stated they were unaware of the sexual orientation of their employees and that this characteristic played no role in the work performance of employees and that it was not appropriate for the organisation to get any information on this matter. This is a purely private and sensitive matter that should remain private. Only 2 entities stated they were roughly aware of the sexual orientation of their employees.

20. **Research question: Do you think that the sexual orientation of your employees could affect their work activities or in any way affect the organisation as a whole?**

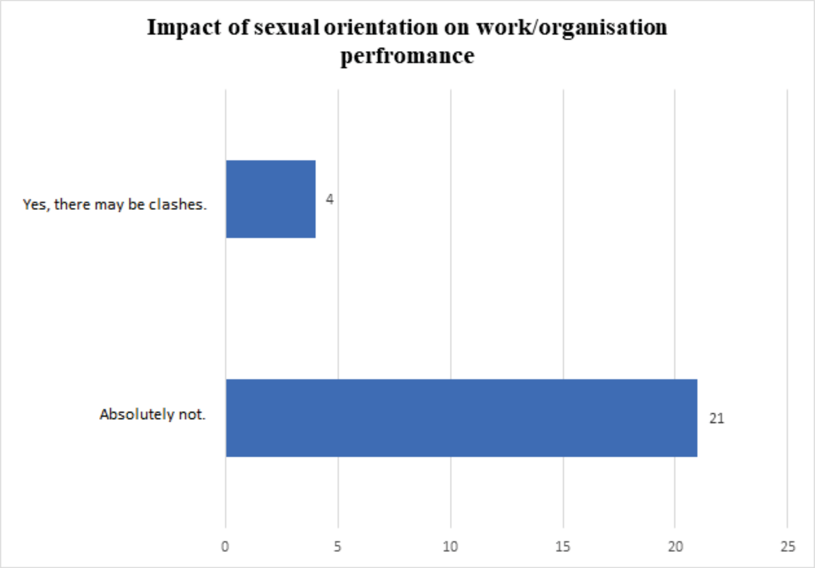


Chart 21: Organisation's view on whether the sexual orientation of employees could affect job performance/organisation.

Source: Self-produced.

The twentieth research question also focused on sexual diversity within the work team. This time, respondents were specifically asked whether they believed that the sexual orientation of employees could affect their work activities (positively/negatively) or the organisation as a whole.

As seen from the above graphic, 21 respondents (85%) stated that the sexual orientation of their employees plays no role for them and is not important for their work performance and organisation. According to them, this is a completely private matter employees do not have to report publicly. However, four bodies expressed the view that they considered that the non-heterosexual orientation of employees could lead to conflicts between employees. Some people still hold discriminatory and intolerant views and might be uncomfortable working in a group with people of a different sexual orientation.

21. **Research question: Are there/Have been there ever any interpersonal problems arising from differences in your work team?**

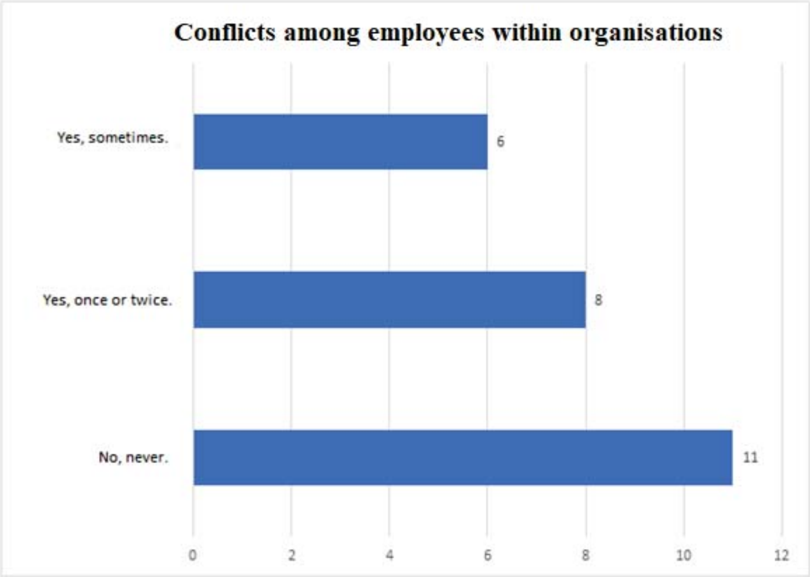


Chart 22: Incidence of conflicts between employees within the organisation.

Source: Self-produced.

As part of the twenty-first question, the focus shifted to human relations in the workplace, linked to diversity. Specifically, the question asked whether there had been, or were currently, any conflicts between employees in the workplace of the organisations interviewed that were based on differences between these particular employees.

In this respect, conflicts based on different culture, religion, gender, age, sexual orientation are mainly meant. But so are the clashes that have arisen from differences of depth, i.e., based on different attitudes, opinions, personalities.

The above graphic clearly shows that more than half (14 out of 25) of the organisations have in their history or even in the present encountered or have encountered at least once interpersonal conflicts based on mutual differences. The remaining 11 entities stated they had never encountered workplace conflicts and do not currently do so.

22. Research question: Have you ever dealt with discrimination or complaints about diversity in your company?

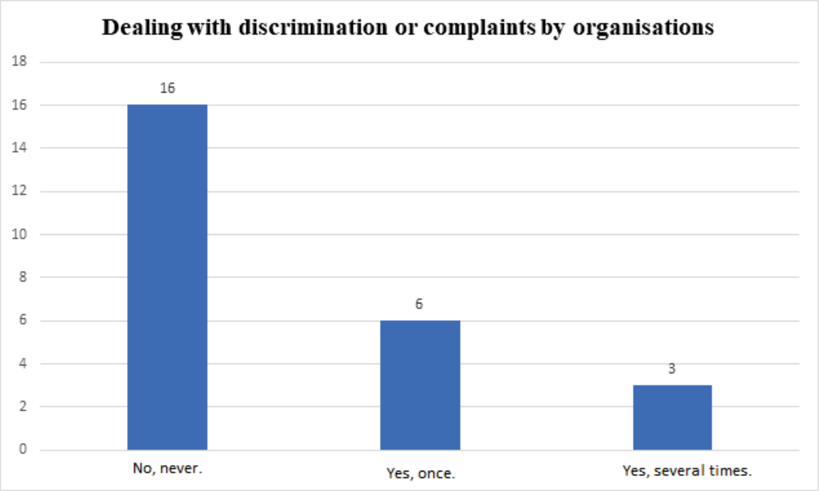


Chart 23: Addressing discrimination or complaints by organisations.

Source: Self-produced.

As part of the twenty-second question, the focus was again on human relations in the workplace, linked to diversity. Specifically, the question asked whether, within work collectives, the organisation had ever had to deal with complaints based on mutual differences in the workplace, or even discrimination in the workplace.

Again, complaints that would be based on different culture, religion, gender, age, sexual orientation are mainly meant in this respect. But so is discrimination based on differences of depth, i.e., based on different attitudes, opinions, personalities.

The graph above clearly shows that more than half (16 out of 25) of organisations have never experienced complaints or discrimination in the workplace, either historically or currently. Nine of the remaining companies acknowledged they had had to deal with workplace conflict or discrimination based on their differences at least once.

23. Research question: Do you treat all your employees equally?

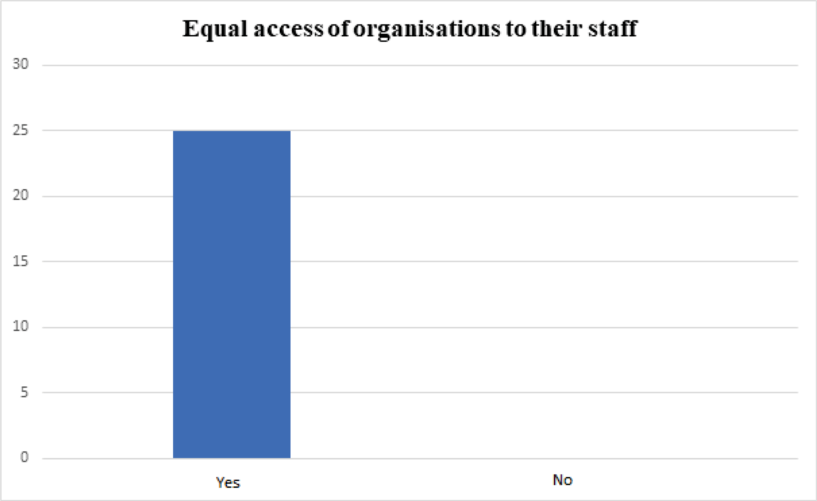


Chart 24: Equal treatment of employees by organisations.

Source: Self-produced.

As part of the twenty-third question, the focus of the research was on equal treatment of employees by organisations. Specifically, entities were asked whether they treat their employees equally. Of course, it was assumed here that organisations would not themselves admit to socially unequal access, but this question had to be asked as well.

As seen from the graphic, all respondents indicated they try or actually practice a strictly equal approach to their employees.

24. Research question: Have you ever organised training sessions that focus on discrimination in the workplace or diversity?

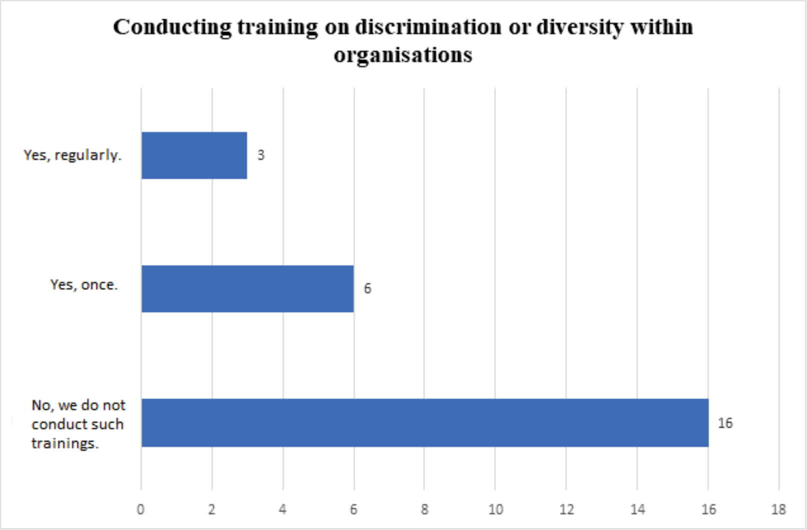


Chart 25: Organisations organising training on discrimination or diversity.

Source: Self-produced.

For the twenty-fourth question, the focus of the research was again on equal access, discrimination, and diversity. Specifically, organisations were asked whether they ever organised training specifically on discrimination, diversity, or equal access.

As has already been pointed out several times in the theoretical part of the monograph, regular training on these issues helps to manage diversity in the workplace and eliminate the number of conflicts in the workplace that would arise from the mutual differences of employees. As seen from the graphic above, 16 organisations out of the 25 total said they had organised none training on this topic. Six organisations stated they had once carried out this type of training within their work team and only three organisations mentioned they carried out this type of training regularly.

25. Research question: Does the organisation's management actually address any problems and complaints?

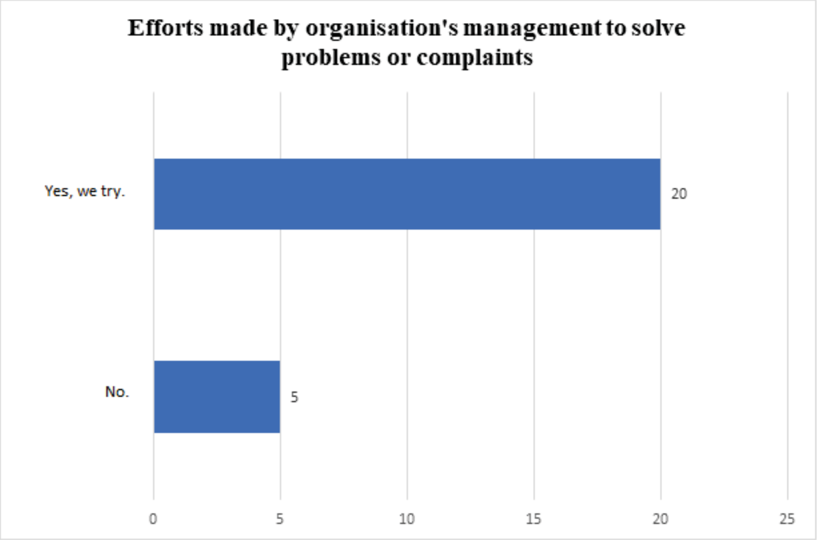


Chart 26: Management's efforts to resolve any problems or complaints.

Source: Self-produced.

For the twenty-fifth question, the focus of the research was again on equal access, discrimination, and diversity. Specifically, organisations were asked whether companies, and in particular management, attempt to address any potential complaints or issues that arise. These problems and complaints had to do with diversity within the work team. Again, these could be complaints about unequal pay, unequal treatment, or outright discrimination.

As it has already been pointed out several times in the theoretical part of the monograph, the active resolution of problems or complaints by the management of the organisation is a very important element in setting a suitable diversified environment. All employees must feel equal, heard, and valued. Of course, it was assumed here that organisations would not themselves admit to downplaying, downplaying, or ignoring problems or complaints, but this question also had to be asked.

As seen from the graphic above, 20 organisations out of 25 overall said that they always try to resolve any potential complaints or problems. The organisation does not simplify or downplay the problems encountered. However, they further admitted that they do not always know exactly how they should specifically address these issues, and there is a lack of any specific type of training for organisational leadership and senior managers to address issues that arise from diversity. Five organisations then strictly stated that they always resolve any problems and conflicts that arise. No organisation showed that it deliberately overlooked or ignored potential problems and complaints.

26. Research question: Do you think a diversified workplace is good for business?

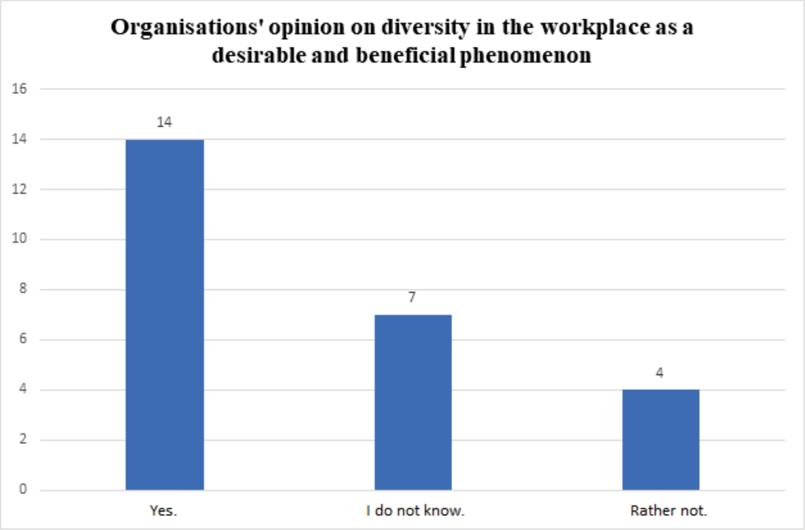


Chart 27: Organisations' perception that diversity of work teams is beneficial and beneficial to the organisation.

Source: Self-produced.

As part of the twenty-sixth research question, attention was again paid to the phenomenon called diversity in the workplace. Specifically, organisations were asked whether they believe that a diverse workplace is a beneficial phenomenon for the organisation as a whole.

Based on all the previous answers, the author of this monograph assumed that two main groups and currents would emerge. One group will be organisations that have traditional and conservative beliefs based on which they have been doing business since their inception. The second group will be younger organisations that are, on the contrary, based on modern and tolerant ideas that welcome diversity as something positive and not unknown and dangerous.

The above graphical representation shows that the assumption of the author of the monograph was rightly established. In fact, fourteen of the 25 total entities stated they agreed with the idea that diverse work teams bring positive benefits to organisations and benefit the organisation as a whole. On the other hand, 7 entities could not assess whether a diverse workplace would benefit the organisation. The last 4 entities directly stated that a diversified working environment is not beneficial to the organisation and on the contrary, it can create a lot of conflicts and misunderstandings, or it can create barriers between individual employees, which the management of the organisation will then have to deal with.

27. Research question: What exactly are the advantages of diversity in your opinion?

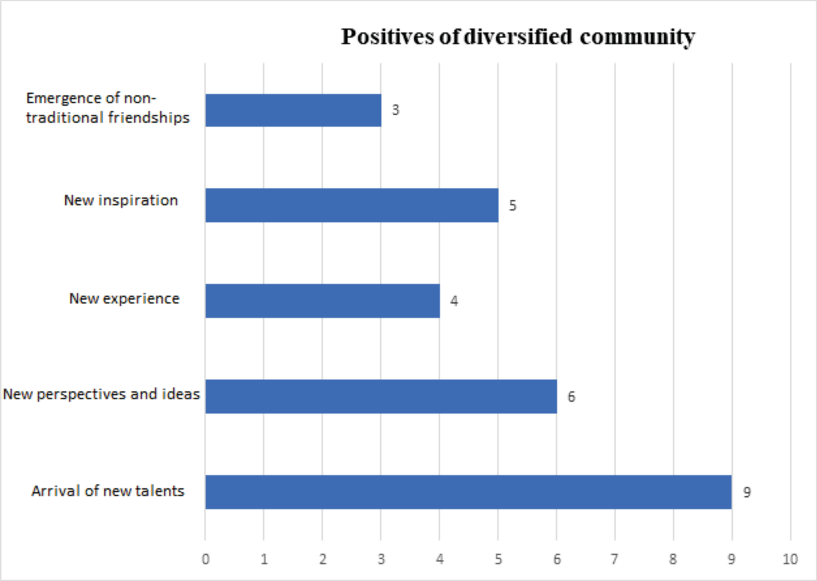


Chart 28: The benefits that diversity in the workplace brings to organisations.

Source: Self-produced.

As part of the twenty-seventh research question, attention was again paid to the phenomenon of diversity in the workplace. Specifically, organisations were asked about the perceived benefits of a diverse workforce to the organisation. Those organisations that responded to the previous question that diversity in the workplace is an asset and a positive phenomenon for them were surveyed. These entities totalled 14. These 14 entities were left free to write as many positives as they wanted.

As seen from the graphic above, almost every organisation reported at least two positives. The most common, 9 out of 14 entities, said that diversity brings new talent to the organisation in the first place. Six of the 14 entities said that for them, a diversified collective can bring especially new perspectives and ideas to a homogeneous collective. Five out of 14 entities said that newcomers with differences can be a kind of new inspiration and a new touch for the original employees.

28. Research question: Is there any downside to diversity within the work team?

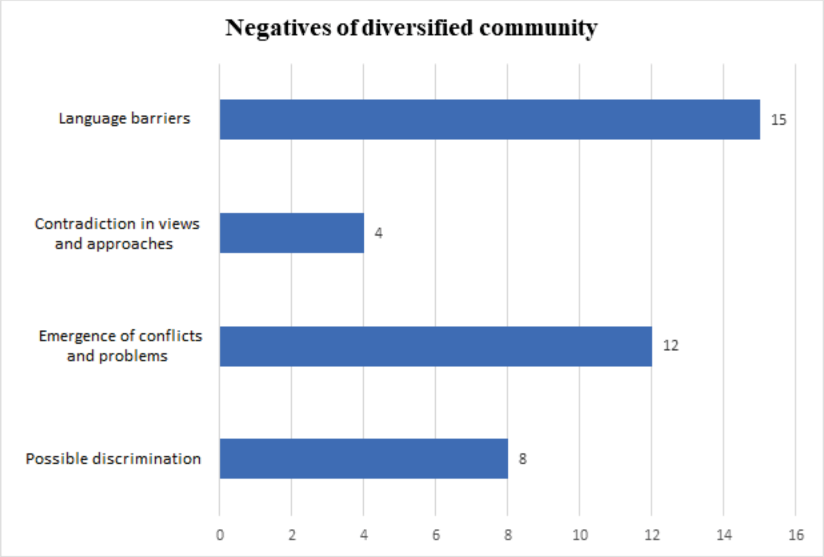


Chart 29: Negatives of diversity in the workplace for organisations.

Source: Self-produced.

As part of the twenty-eighth research question, attention was again paid to the phenomenon of diversity in the workplace. Specifically, organisations were asked what they thought the downsides of a diverse workforce could bring to the organisation in terms of this question again by all respondents. The organisations were left free to write as many negatives as they wanted.

As seen from the graphic above, almost every organisation reported at least two positives. The most frequent, 15 out of 25 entities, stated that the diversity of the workforce can bring a language barrier problem to the organisation. Twelve entities out of a total of 25 further stated that they would be concerned about the conflicts and problems that would arise because of the differences and diverse backgrounds from which these individuals would come. Eight entities further stated that they feared discrimination would occur without the knowledge of the organisation's management and would take place covertly. Four entities then showed that they were concerned about the emergence of conflicts in attitudes and opinions, and that these frictions could subsequently be reflected in work performance.

29. Research question: Do your managers/leadership focus on diversity management?

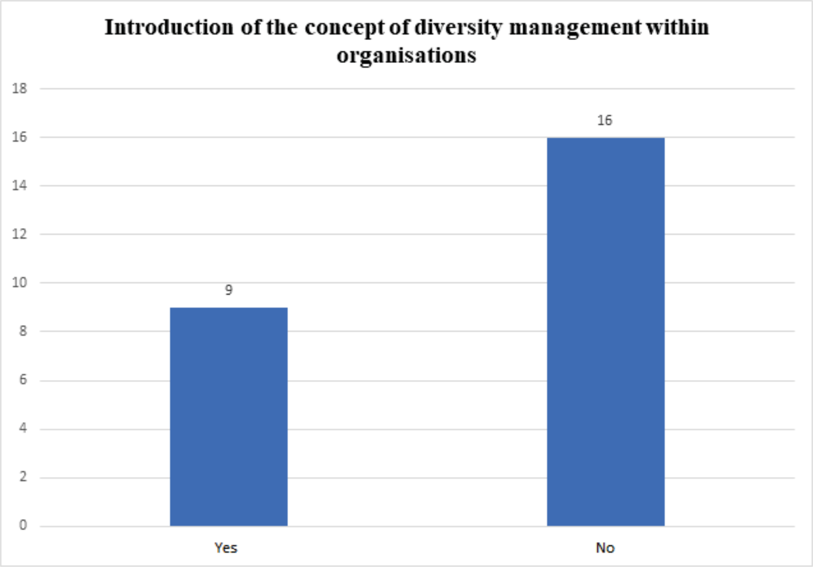


Chart 30: Introduction of the concept of diversity management within organisations.

Source: Self-produced.

As part of the twenty-ninth research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, organisations were asked whether the concept of diversity management was in place within their organisation and whether the management was paying particular attention to this issue.

In the theoretical part of this monograph, it was mentioned that the concept of diversity is already an integral part of most organisations in the United States, and in the last few decades, it has become an increasingly common part of European companies. In the Czech Republic, the concept of diversity management is becoming part of multinational organisations, but it is also used in smaller companies. However, it is not as common in the Czech environment as, for example, in the USA.

This stems primarily that there are many nationalities that make up a large part of American society. The Czech society is much more homogeneous than American society.

This is confirmed by the answers to this research question. As seen, 16 out of 25 entities, i.e. over 60%, do not currently have a diversity management concept in place as part of their corporate operations. Only 9 out of 25 companies reported that this concept was in place within their organisations.

30. Research question: If yes, why? If not, why not?

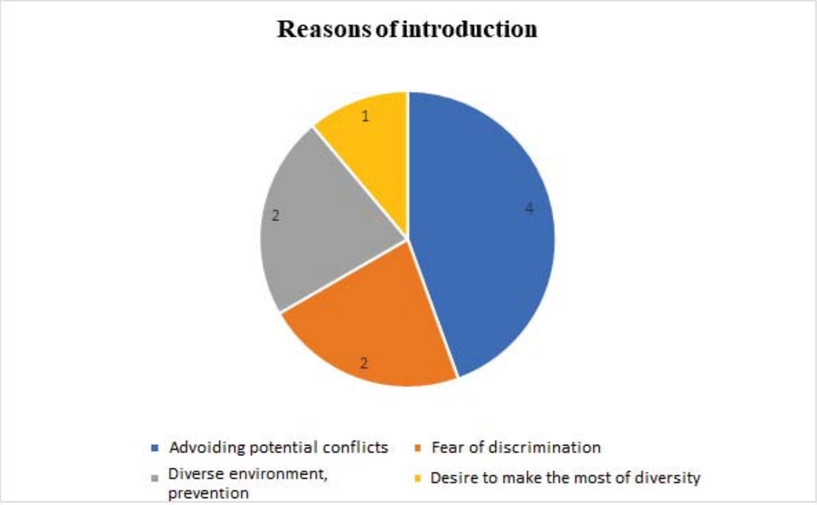


Chart 31: Reasons why the organisation has a diversity management concept in place.

Source: Self-produced.

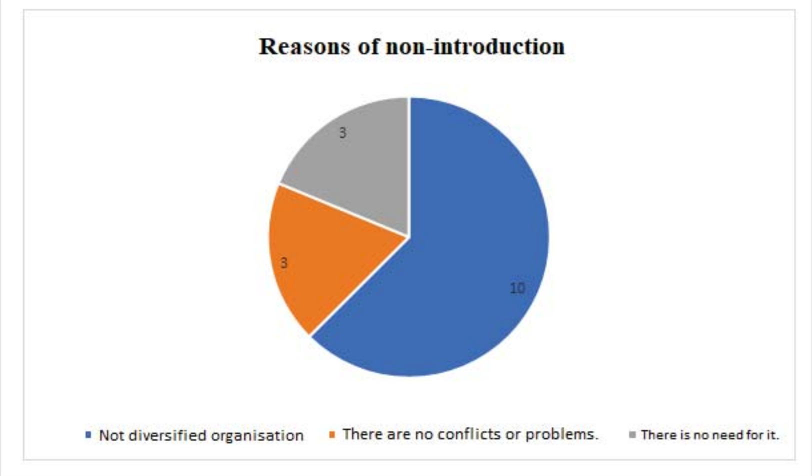


Chart 32: Reasons why the organisation does not have a diversity management concept in place.

Source: Self-produced.

As part of the thirtieth research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, as part of this question, organisations were additionally asked why they had/have not implemented a diversity management concept.

First, those organisations that have currently implemented the concept of diversity management in their work management will be analysed. The main reason most often cited by these organisations was that introducing the concept helped them to prevent conflicts, problems, and clashes. 4 organisations out of 9 chose this option. The second most frequently mentioned reason for introducing the concept is that organisations want to prevent discrimination in the workplace; 2 out of 9 organisations chose this option. The same number of companies stated they had a diversified workplace and, therefore found it logical that they had to introduce this concept into their system. One organisation said it also had a diverse workforce and wanted to make the most of the diversity for the good of the company.

Those organisations that do not currently have a diversity management concept in place in their work management will now be analysed. The main reason most often cited by these organisations was that their work teams are not diversified but strictly homogeneous and therefore there is no reason to introduce this concept into their management. Three companies stated the concept is not needed within their organisation and another three organisations stated they do not experience any conflicts, problems, or conflicts and therefore there is no need to introduce the concept.

31. Research question: How is diversity managed in your company?

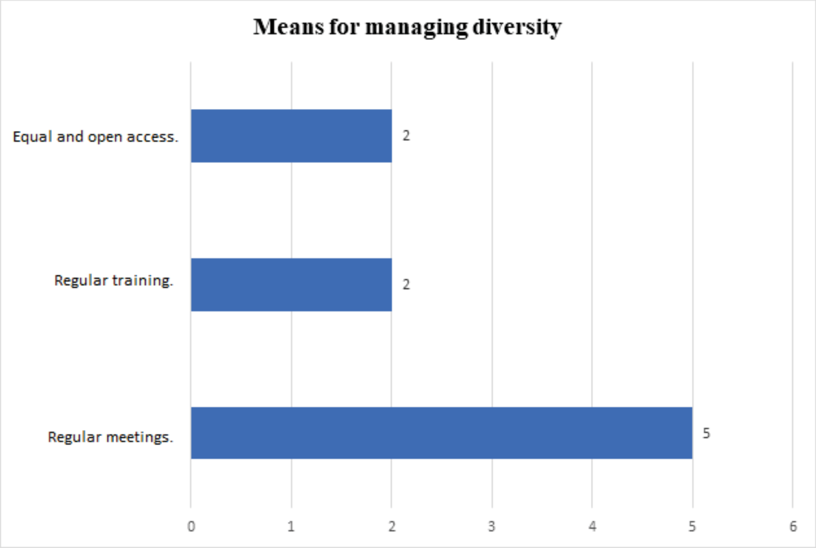


Chart 33: The specific way in which organisations manage diversity.

Source: Self-produced.

As part of the thirty-first research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, organisations were asked about the specific means by which diversity is managed within their organisations. Naturally, only those organisations that stated that they had a diversity management concept in place were interviewed. There were 9 of these organisations.

As seen from the graphic, most organisations reported they use regular meetings to manage diversity, where management gives presentations, talks to employees, and conducts various diversity and discrimination exercises with employees. 5 out of 9 entities chose this option. Two organisations stated they conduct regular training sessions with professionals, and another two organisations stated they practice an equal and open, rather friendly, approach. Every employee is equal and can come to management with any problem or for advice.

32. Research question: Are you planning to introduce any innovations regarding diversity management in your company?

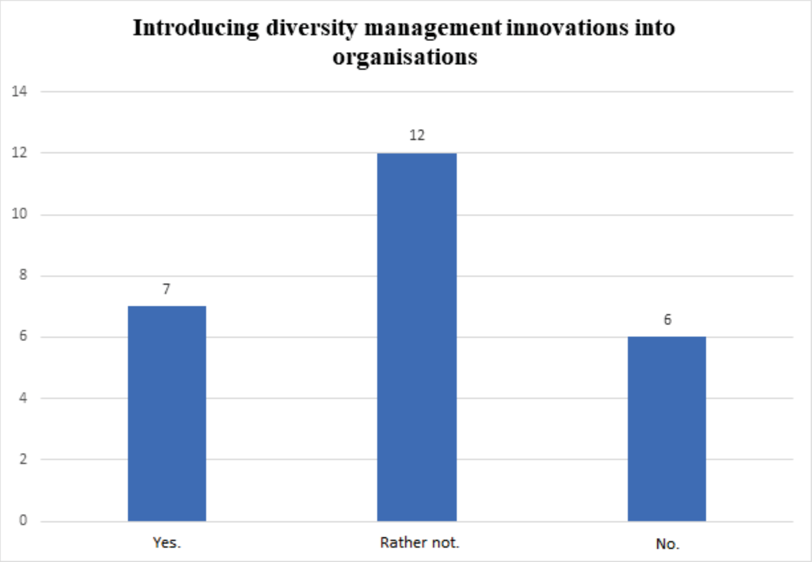


Chart 34: Planning for the introduction of diversity management innovations into the company.

Source: Self-produced.

As part of the thirty-second research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, organisations were asked whether they planned to introduce any innovations to their business that would specifically relate to diversity management. As part of this question, all entities, namely the original 25 organisations, have already been interviewed.

As seen from the graphic above, the vast majority of organisations have no plans, or rather "no plans", to introduce any innovations into their business that would relate to diversity management. There were 18 such organisations out of 25. Only 7 organisations said that they would like to come up with further innovations on this issue.

33. Research question: If so, which specific ones? If not, why not?

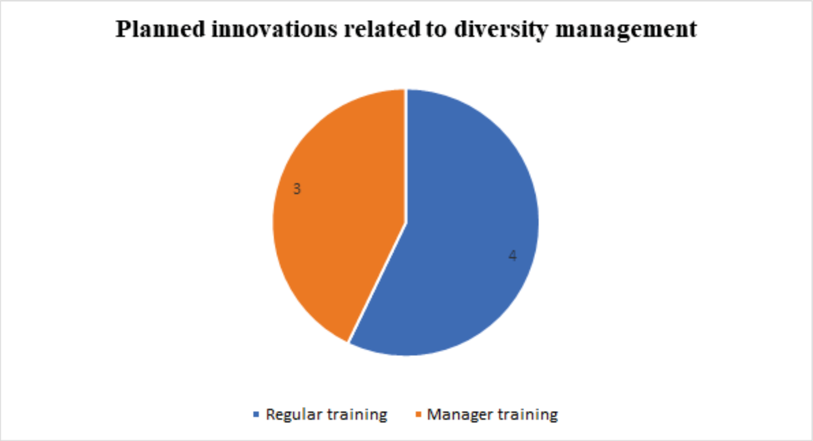


Chart 35: Planned innovations.

Source: Self-produced.

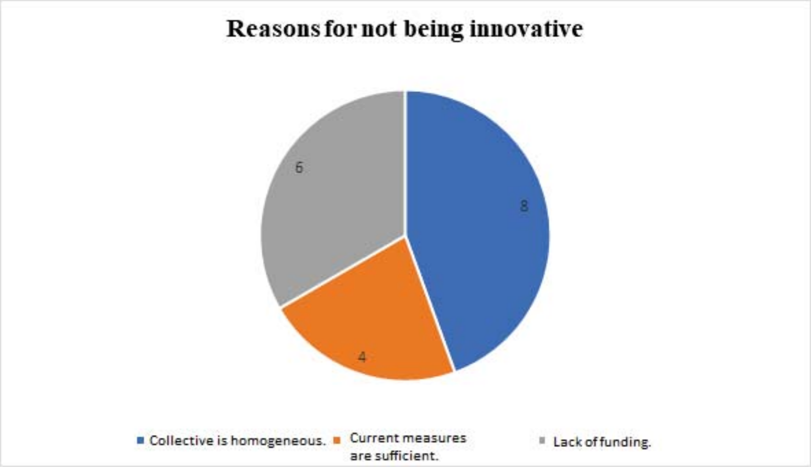


Chart 36: Main reasons why organisations do not want to innovate.

Source: Self-produced.

As part of the thirty-third research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations.

Specifically, as part of this question, organisations were additionally asked about the specific innovations related to diversity management in the workplace that they would like to introduce in the future. Those organisations that indicated that they did not want to innovate were asked for what reason.

First, those organisations that have showed that they plan to introduce new innovations related to diversity management into their business will be analysed. These organisations were most likely to say that they planned to implement regular training for their staff on diversity and discrimination. This option was mentioned by 4 out of 7 organisations. The second most frequently cited innovation that these companies want to introduce is the training of their managers and senior executives. 3 out of 7 organisations chose this option.

Those organisations that are currently not interested in introducing any innovations related to the concept of diversity management into their work management will now be analysed. The main reason most often cited by these organisations was that their workforce is quite homogeneous and therefore there is no need for any innovation. 8 out of 18 organisations chose this option. The second reason was that the organisation did not currently have sufficient financial resources to introduce any innovation. 6 out of 18 entities chose this option. The final reason given was that the organisation felt that the existing diversity management arrangements were sufficient. 4 out of 18 organisations chose this option.

34. Research question: Do you plan to develop and promote diversity in your company?

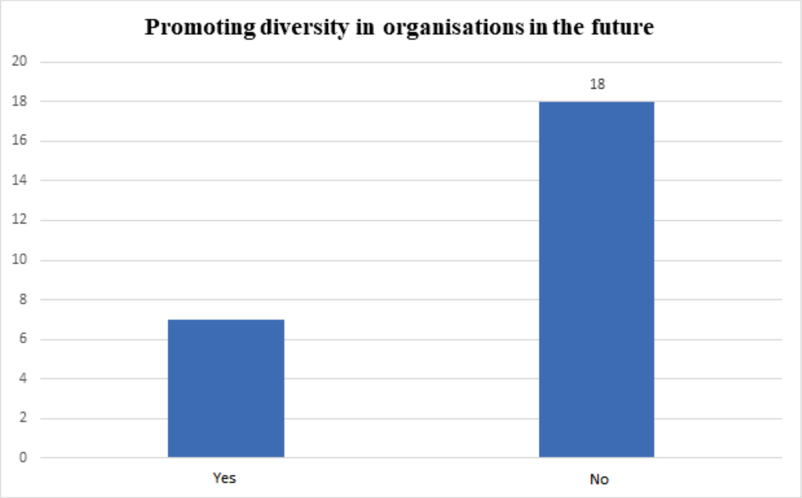


Chart 37: The organisation's plan to promote diversity in its workplaces in the future.

Source: Self-produced.

As part of the thirty-fourth research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, organisations were asked whether they planned to promote and develop diversity within their work teams in the future.

As seen from the graphic, 7 entities expressed positive views, namely that they foresee the need to promote and develop diversity and its management in the future. These are the same seven entities that stated in the previous question that they plan to introduce diversity management innovations in their companies soon. The remaining entities, most which were 16 out of 25, showed that they did not plan to pay increased attention to diversity in the workplace in the future.

35. Research question: If yes, why? If not, why not?

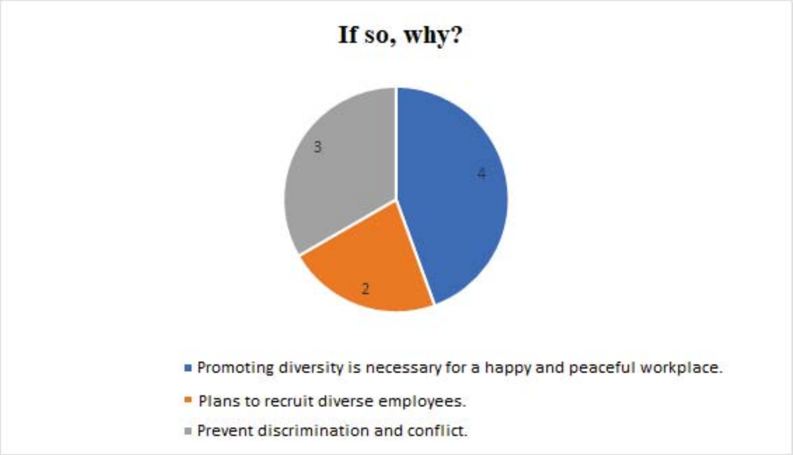


Chart 38: Reasons why the organisation will support diversity.

Source: Self-produced.

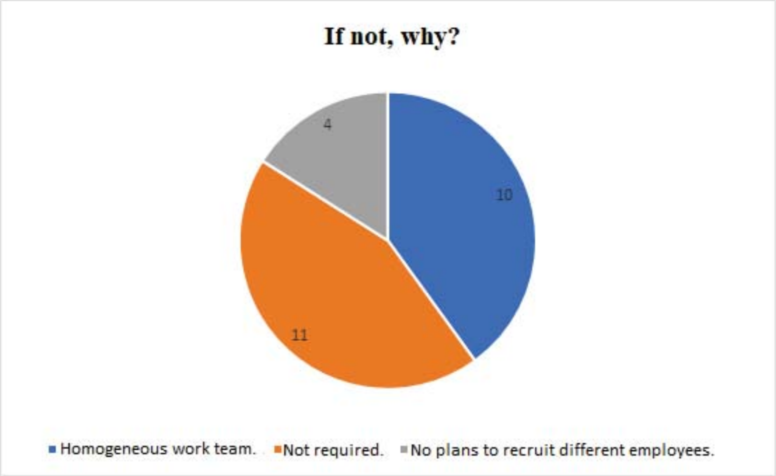


Chart 39: Reasons why the organisation does not plan to promote diversity.

Source: Self-produced.

In the thirty-fifth and last research question, attention was again paid to the phenomenon called diversity in the workplace, or the concept of diversity management within organisations. Specifically, as part of this question, organisations were additionally asked about the reasons why the organisation will/will not promote/develop diversity in the future.

First, those organisations that have indicated that they plan to develop diversity in their workplace in the future will be analysed. These organisations most often believe that promoting and developing diversity will lead to a pleasant and peaceful workplace, free from unnecessary problems, conflicts, and clashes. This option was chosen by 4 entities. Three entities stated they wanted to prevent possible discrimination by promoting diversity. The latter two stated they plan to hire employees of different backgrounds soon and therefore want to develop and promote diversity in the workplace.

Those organisations that do not plan to pay increased attention to diversity in the workplace soon will now be analysed. The main reason cited by these organisations was that their workforce is quite homogeneous and therefore there is no need to promote and develop diversity. There are specifically 10 of these organisations. Eleven organisations expressed a stark view on the subject, namely that no special support for diversity was needed. Four organisations commented that no special consideration was being given at present.

8.2. Summary of questionnaire survey results

As part of the first part, a quantitative scientific method called a questionnaire survey was carried out. The aim of the questionnaire survey was to find out how individual Czech organisations operating in the IT and robotics sector manage the diversity of their work teams, and whether individual companies deal with this issue at all. Another important question that the questionnaire survey aimed to answer was whether the work teams of Czech organisations active in IT or robotics are diverse at all. Whether similar proportions of men and women, different age groups, or races and minorities are present within the collectives.

The survey comprised 35 questions. It was sent to 40 individual organisations that met the predetermined requirements via email correspondence and was subsequently displayed on social media. At the final stage, 25 individual organisations completed the questionnaire survey. The author of the monograph realizes that this is not a very high number, but it is necessary to remember that 25 of these organisations employ several dozen employees. Therefore, the author of the monograph believes that this is a relevant number of respondents that can provide insight into Czech organisations operating in the IT and robotics sector regarding diversity.

The questionnaire survey comprised 35 individual questions, which in the first part were rather general (the input data) and then became more specific and subjective (the output data). The average time to complete the survey was 17 minutes.

First, it was found that out of the 25 respondents, 21 organisations were active in the IT sector and only 4 were in robotics. While this is not an ideal distribution of data, it is important to note that there are generally many more organisations specialising in IT compared to robotics-focused companies. Most respondents (20 out of 25) stated that they have been in the market for 0-5 years. The remaining cases involved organisations that have been on the market for over 5 years. The vast majority of the organisations surveyed (20 out of 25) are in the capital, Prague, which confirms the assumption that companies with such a focus are most often based in large cities, thus preventing them from recruiting possibly more talented but resident in a different area of the country.

Similarly, it was confirmed that the vast majority of companies (20 out of 25) operate at the national level, and only 5 of them are international. This factor may also cause the employment environment to be rather homogeneous. Another research question asked how many employees the organisation had. Most organisations (10 out of 25) employ 11-15 employees. Only 4 entities reported employing over 21 people. It can thus be stated that the vast majority are rather smaller companies.

The next part of the questionnaire survey has already moved on to more subjective questions concerning diversity in the workplace and diversity management. First, the focus was on gender diversity within the companies surveyed. Here, it was found that most of the work collectives in these fields are purely male. Only a few entities stated that their work team comprised an equal number of men and women. This confirms the general prediction that many more men work in IT and robotics in general.

When additionally asked whether they pay attention to including women in their recruitment process, the vast majority of organisations (20 out of 25) stated that they do not take this aspect into account at all and that other aspects than gender, namely education, experience, experience, or personality of the individual, are more important to them when recruiting. Similarly, most organisations (15 out of 25) believe that they would not benefit from the presence of women, as they do not consider gender to be an important specificity.

Subsequently, the focus was on age diversity in the workplaces surveyed. The vast majority of organisations (17 out of 25) reported only employing people aged between 20 and 30. None of these organisations currently employ people over the age of 40. This confirms another prediction that older age generations (40+) are being excluded and very under-represented in technical and technological fields. When asked why this was the case, most entities stated that there were few people over 40 years of age in the labour market who matched the requirements of these organisations. Organisations directly confirmed that they select more promising individuals who are of a young age. Sixteen of the 25 entities then stated that they did not believe that they would benefit from the admission of older persons.

The next part of the survey focused on cultural/racial diversity. Since the Czech Republic is considered being a relatively homogeneous nation with no significant racial or ethnic minorities. This was confirmed by the research of this monograph, where 21 organisations out of 25 stated that they employed only people in the Czech nationality, and only 4 organisations employed people of other nationalities (Chinese and Indian). Most organisations (22 out of 25) expressed that the origin of the employee does not play any role in them and that they prefer other personal characteristics.

The Czech Republic is one of the most atheistic countries in the world, where the population is generally regarded as non-believers. Thus, most employees do not care about the religious affiliation of their employees, nor do they consider this attribute important when recruiting new employees. If organisations showed that religion could affect the work activities of the collective, they reported it would be rather negative. Czech employers have the same attitude towards questions of sexual orientation, which they do not consider being an important attribute when recruiting employees, they do not know the sexual orientation of their employees and they do not believe that sexual orientation plays any role in job performance.

The next part of the survey dealt with interpersonal relations in the workplace. The first question was whether there are conflicts and clashes in the collectives of the interviewed companies based on differences between employees. Here, half of the entities confirmed that conflicts occasionally arise. However, sixteen of the 25 organisations denied ever having addressed discrimination in the workplace. However, all organisations insisted on treating all their employees equally and equally.

Furthermore, the questionnaire survey already dealt with diversity management. It first asked the entities whether they implemented training on diversity or discrimination in the workplace. Sixteen entities showed they did not. Fourteen of the 25 entities also acknowledged that they believe that workforce diversity is a beneficial phenomenon for the organisation. According to them, this is mainly because new talents, new perspectives, opinions, attitudes, and ideas will come. Organisations see the disadvantage of diversity as a language barrier or an increase in the likelihood of conflicts and adversity.

16 organisations stated that their management does not specifically focus on diversity management because of the homogeneity of their workforce. If diversity is managed, it is most often through regular meetings or training. 18 entities stated they did not intend to introduce any innovations to improve the management of diversity in their collectives due to lack of funding or homogeneous collectives.

9. Qualitative research

The second part was a qualitative scientific method called semi-structured interviews. The management of two organisations operating in the IT and robotics sector agreed to participate in a semi-standardised interview, where the author of the monograph will ask the managers of the companies from predefined questions related specifically to the management of diversity in the work teams of these companies. Thanks to this, a closer insight into this issue of real Czech companies operating in the specific environment of IT and robotics was gained.

The method of direct conversation between the researcher and the respondent, or the interview method, is based on direct questioning or verbal communication between the researcher and the respondent or multiple respondents. However, there are many different types of interviews (Kreislová, 2008).

The first measure on the basis of which interviews can be divided is a measure based on the number of participants and interviewees. From this point of view, we can distinguish (Skalková 1983):

- **Individual interviews** (Researcher works with only one person)
- **Group interviews** (e.g., various group discussions, group therapies, group meetings) in which individual participants can inspire each other, complement each other, express their analogous experiences or different opinions. It is possible to get more information from this type of questioning than from interviews with just one person. Such interviews are more challenging for researchers to record the information obtained. Often people talk over each other, jumping into each other's speech, and it is very difficult to write down specific answers clearly.

The second measure, based on which it is possible to distinguish between the different types of interviews, is based on the structure of the questions. In this respect, there is standardised (structured), semi-standardised and non-standardised (unstructured) conversation (Skalková, 1983):

- **Standardised interview** consists primarily in the fact that the wording and order of the questions are clearly defined and fixed in advance. The response options are also precisely defined. It is therefore more of a questionnaire survey conducted orally. Although the results of this type of survey are easy to process, the level of information obtained is not usually high.

- **A semi-standardised interview** is similar in many ways to the standardised interview but is no longer so strictly and clearly bound. While the individual questions and their order are prepared in advance, as are the individual responses, the researcher asks follow-up and clarifying questions after the respondent has answered in order to maximise the amount of information obtained.
- **The non-standardised interview**, as its name suggests, is much more relaxed and flexible. On the part of the worker, although the framework is established in advance, and the basic questions are formulated, the content, order and wording of these questions are purely up to the respondent, who does not have to follow any pre-prepared scheme.

As part of the research investigation of this monograph, the type of interview chosen was individual, where two respondents were interviewed, one representing organisations operating in the IT sector, and the other in the field of robotics. Entities were being interviewed separately via information technology (Skype). The structure of the interview was semi-standardised - although a predetermined scheme will be followed, the researcher will continue to ask questions after the answer has been given in order to obtain as much information as possible. The specific names of the companies will not be mentioned, as both companies wished to remain anonymous and only wanted to contribute their experience to the research on diverse workplaces in the Czech Republic, as both organisations consider themselves to be very tolerant and pro-diversity and would like to see this concept spread to other Czech companies.

Several organisations in the field of IT and robotics were contacted to produce this segment of the practical part. It was explained to these entities in email correspondence that the author of the monograph would need to interview organisations operating in the Czech environment, specifically in the field of IT and robotics. The topic of the interview would be the diversity of their work teams and diversity management in the workplace. It was explained that the interview could be done through internet communication or a face-to-face meeting.

Positive feedback was received from 4 companies, where in 3 cases they were IT companies, and one company was in robotics. The company operating in the IT field ended up being X and the organisation operating in the robotics field was Y.

9.1. Introduction of respondents

1. Company X

Company X is an enterprise engaged in the provision of mobile services in the Czech Republic. It is a stable and strong partner of small and large companies, offering them the latest mobile and communication technologies and advanced solutions for secure and reliable data management. Services in the field of cyber security or cloud and system solutions are used not only by corporations and state administration, but also by small business owners. One of the company's strategic priorities is to do business in a considerate and sustainable way.

Since its inception, the company has emphasised customer care and fair treatment of its business partners, employees, and the environment. The company strives to adhere to fair business rules, to behave beyond the obligations imposed by the Czech legislation, and to respect ethical rules and moral principles. As such, the company strives to ensure that all employees act under ethical rules and comply with all laws, standards, and internal regulations. The aim is to achieve the maximum degree of transparency, openness and moral integrity, or ethical behaviour of employees.

The company currently employs 344 people in the Czech Republic, with an average age of 37.5 years and 70% male and 30% female employees. The company provides its employees with a quality working environment and strives to support their development, education and reconciliation of work and family life. This is done, for example, by paying more attention to flexible working hours and working time arrangements.

The company also pays attention to the health of its employees by organising special preventive actions and reimbursing selected vaccinations. Similarly, the company is committed to the development of its employees, which is essential to the organisation. This includes a wide range of programmes, from various types of training to workshops, lectures, e-learning, and videos. Company X takes social responsibility very seriously. This manifests itself, for example, by trying to be active in several projects. The company systematically focuses on fair behaviour towards its employees, business partners and the environment and also helps those in need to the best of its ability.

2. Company Y

The second organisation that will be analysed in the second segment of the practical part of this monograph is Company Y. It is an organisation that deals mainly with the automation of industrial production and has been operating in the Czech territory since 2000. The company describes itself as a proven supplier of industrial automation for manufacturing and process technology. The main goal of the company is to become a flexible and reliable supplier, employer, and partner. A team of automation experts implement projects worldwide across industries.

During over 20 years of its existence, the company has undergone a dynamic development both in terms of identity and business. It has metamorphosed from a fast-growing and predatory company through a period of economic recession to a stable supplier and employer. They are currently supplying automation for process and manufacturing technology worldwide, specifically to 50 different countries.

Company Y currently employs 191 people in the Czech Republic, and the number of employees is constantly increasing. Regarding employees and the company's work team, the company comments on its work team and corporate culture:

- Company Y has an open corporate culture

Each of us has a unique role to play, together we form a team. Reliable team. We recognise that teamwork is our strength. Looking after and developing our team is one of the most important investments we make as a company. Teamwork and hand-in-hand with a sincere and open company culture helps us in our work. We know we can rely on each other, and we respect each other. We rely on loyalty, fairness, and friendliness. We talk and listen to each other regularly. We address the information brought by our colleagues from the market together.

- Company strives to build a reliable work team

For us, a reliable team means that above all we can rely on each other. This is especially important when you are starting out on a project and need the help of your team. Even colleagues in the field know they have someone to lean on, thanks to the 24-hour hotline. Team building and related team building events are always an unforgettable experience.

- Implementation of joint events, teambuilding

We take our work seriously, but we can have fun too. Teamwork is one of our core values and we work our hearts out. Not only do we go skiing together in the mountains or for a culinary experience, but we also organise events for our families and loved ones, who are an essential support for us in our work.

9.2. Results of semi-standardised interviews

1. Company X

After being approached, Company X got in touch within a short time to say that they would like to participate in the research for this monograph. The author of the monograph was given the contact details of the company manager who was assigned by the organisation to answer the pre-determined semi-structured interview questions. The purpose of the interview was explained to the company and the manager, and they were thanked for their time and responses. The interview was recorded by the author of the monograph and subsequently transcribed into written form.

Interview

1. **Question: How many employees does the company employ in the Czech Republic?**

   Answer: *According to the latest data issued as of 1 January 2023, Company X has 344 employees.*

2. **Question: Do you know what is the gender percentage of your employees?**

   Answer: *Traditionally, our collectives are dominated by men. According to the latest estimates, 70% are men and 30% are women. This is due to the fact that men have traditionally been more likely to apply for jobs at Company X. 80% of recruits are male.*

3. **What is the average age of your employees?**

   Answer: *All age groups are represented in Company X. This is because the company does not disadvantage any age group and is aware that every age group can benefit the company. Currently, the company's employees have an average age of 37.5 years. The youngest employees are 18 years old, and the oldest employees are over 65 years old. Both university students and people of pre-retirement or retirement age seek jobs within the company.*

4. **Question: Do you employ citizens of other nationalities than the Czech one?**

   Answer: *Yes, I do. Company X is multinational, and the parent company is based abroad. The company's articles of association clearly state that recruitment activities must not at any cost discriminate against applicants on the basis of their race, ethnicity, or religion. Any form of discrimination is unacceptable to Company X. Even within the Czech Republic, applicants of non-Czech nationality or race are employed. These* *employees come from Slovakia, Ukraine, Poland, and Vietnam. Individuals from ethnic minorities living in the Czech Republic, such as the Roma minority, are also employed.*

5. **Question: Does the company consider the religious affiliation of applicants when hiring?**

   Answer: *No, it does not. As I mentioned before, one of the main conditions enshrined in the company's basic statutes is that job applicants, or the employees themselves, must not be discriminated against in any way for being different. Recruiters are not allowed to ask potential candidates about their religion, nor are people in management positions allowed to ask about the religion of their subordinates.*

6. **Question: How does Company X feel about the concepts of "diversity" and "equal access"?**

   Answer: *Diversity is an absolutely fundamental concept for society. For an organisation, this concept is defined as respect for individuality, which is part of a corporate culture that is built on the principle of equal treatment of all individuals. The aim of a diversity strategy is to select the appropriate methods, practices, and tools to achieve a balanced diversity within the workforce that will subsequently lead and support the prosperity of the company. This is the so-called balance of diversity approach.*

   To mention the concrete steps taken by the company to promote diversity in its workplaces and its approach to the concept of equal access, it was Company X that won first place in the Company of the Year: equal opportunities competition in 2015. The company has won this award mainly due to the wide range of diverse internal projects that the company regularly implements. The jury praised the company's interconnected and very comprehensive system for promoting equal opportunities and diversity, the maintenance and tracking of statistics, and the internal surveys on flexible working.

   Company X also offers its employees who start on RD/MD the option to keep their company phone and opens up flexible working arrangements when they return. The company is also active in introducing quotas for management positions. The international group, to which Company X also belongs, promotes a quota of 30% women in senior management and management positions in its subsidiaries. In addition, it pays maximum care and attention to women in managerial positions in order to motivate and retain them.

7. **Question: How does Company X manage diversity in its workplaces?**

   Answer: *I will elaborate on this answer in a little more detail with your permission. From the perspective of the HR department, two basic areas of diversity can be defined within the company. The first important area is what is called "Fair Share". It is primarily about diversity management, which consists in increasing the proportion of women in managerial and leadership positions, systematic support for a balanced age structure of individual work teams, respect for health, disabilities, support for employees returning after MD/RD, support for mothers in managerial and leadership positions and, last but not least, support for ethnic and racial diversity of work teams.*

   The second area of diversity mentioned, which Company X considers equally important, is setting a work-life balance for their employees. Here it is the approach called Work-life balance. As part of this approach, the company offers and continues to develop a range of flexible working and alternative working arrangements. It is important to note that the company in no way tolerates any manifestations of intolerance, discrimination, mobbing and bossing within work collectives, and also seeks to simplify and reduce the number of internal rules affecting the working environment and socio-cultural climate.

   As part of its internal promotion of diversity and diversity management, the company communicates its overall diversity strategy through various communication media channels.

8. **Question: What direction is Company X going to undertake in managing diversity in its workplaces in the future?**

   Answer: *In terms of diversity development and diversity management, Company X wants to follow two main paths in the near future, or rather has set itself two main objectives in this respect. The first effort is to raise awareness of diversity within the general public and within our collectives. The second area is more intensive support for women in their career development, as society recognises that the unequal position of women in the workplace is a major problem today.*

   In terms of raising awareness of the importance of diversity in the workplace, two major conferences have recently been held, focusing on work-life balance and Leadership and Personal Responsibility, along with follow-up workshops. In addition, the HR department plans to organize diverse and, above all, interesting lectures, and workshops, which will be designed primarily for senior management and management, *as well as for internal coaches. For example, there will be a lecture on "Gender differences in the workplace".*

The second area is succession planning and talent management. The plan is to conduct career interviews and succession planning once a year specifically for a group called "female potentials". The company also plans to launch a development programme for the aforementioned female talent pool. As part of this programme, many individual projects will be carried out with a focus on increasing the necessary competences, people management skills, strategic thinking, project management, as well as management shadowing and workplace rotation programmes.

Indeed, Company X is fully aware that it is essential and important that diversity becomes an integral part of everyday life and everyday working life, where individuals spend a significant part of their lives. The company's main goal is to ensure that people are familiar with and respect the concept of diversity and, above all, that this concept is placed in the context of business and the workplace. It is also important for the company to get feedback from its employees, who naturally play a key role in the company's business.

2. **Company Y**

After being contacted, Company Y got back to me within a very short period of time to say that they would like to participate in the research for this monograph. The author of the monograph was subsequently connected with the CEO manager of one of the branches of this company. The latter was commissioned by the organisation to answer pre-determined questions in a semi-structured interview. The purpose of the interview was explained to the company and the manager, and they were thanked for their time and responses. The interview was recorded by the author of the monograph and subsequently transcribed into written form.

Interview

1. **Question: How many employees does the company employ in the Czech Republic?**

   Answer: *The number of employees continues to increase every year and month as the company continues to grow and increase the number of its branches in the Czech Republic. However, according to the latest figures, the company has 191 employees.*

2. **Question: Do you know what is the gender percentage of your employees?**

   Answer: *Technical fields have traditionally been the domain of men. However, our company strives to include as many women as possible in its teams, as it is aware of their potential and new perspectives. In the last few years, the number of women in the field has been increasing, as more and more women are choosing to study this field at university. According to my data, our collectives are about 85% male and 15% female.*

3. **What is the average age of your employees?**

   Answer: *As far as the age composition of our collectives is concerned, they are mostly dominated by the younger generation, up to about 30 years of age. However, there is also a large percentage of senior staff who most often lead their younger teams. Our company recognizes that while younger people are more productive, more active and more enthusiastic about their work, they need the guidance of more experienced workers above them. That is why our teams are always made up of several experienced experts in the field and then younger "apprentices". I estimate the average age of our work teams to be 35 years. When looking for new employees, however, the age of applicants is not given too much consideration and both young and inexperienced people and older age groups who want to broaden their horizons can find employment here.*

4. **Question: Do you employ citizens of other nationalities than the Czech one?**

   Answer: *Yes. Our organization operates internationally and creates products that are exported to more than 50 countries. Even directly in these countries, our employees have to spend a lot of time creating projects, so the origin of our employees is not an important requirement. Recruitment activities also do not focus on the origin of employees. Branches in the Czech Republic are therefore staffed by both Czech nationals, the majority of whom are Czech (roughly 90%), and foreigners who have established permanent residence in the Czech Republic (most often from Poland, Germany, Slovakia or even India).*

5. **Question: Does the company consider the religious affiliation of applicants when hiring?**

   Answer: *No. The company values most the enthusiasm, personality, education, and experience of its employees. Religion is therefore a variable that is absolutely not taken into account when hiring new employees. There are atheists as well as Christians and even Hindus in our society.*

6. **Question: How does Company Y feel about the concepts of "diversity" and "equal access"?**

Answer: *As you can see on our website, where we refer to our employees, both concepts are very important to our organisation and our corporate culture and can be said to be fundamental. Employees are the most important for the functioning of a company. They are the driving force of our company, and without them, our organization could not function at all. For us, it is essential that the employees in our organisation are first and foremost satisfied. General satisfaction is, of course, based on the approach of the organisation's management and the approach of individual managers to their employees. Equal access is therefore a fundamental condition for the existence of our society, which sees each individual as an individual and inimitable.*

As our company operates internationally and works closely with several dozen different countries, it is imperative that our employees have certain attitudes, as does our management. That the country is very heterogeneous and full of contradictions, peculiarities and differences is obvious. We encounter many different cultures in the course of our work, and we even have many people on our staff who come from different cultures.

Diversity can be beneficial to a company and can bring a wide variety of benefits, but only if the company culture is set up in such a way that executives, managers, and employees embrace diversity and open up to it without prejudice.

7. **Question: How does Company Y manage diversity in its workplaces?**

Answer: Although it may sound strange after the previous answer, there is no special or comprehensive approach to diversity management within our organisation. We recruit employees who undergo interviews, questionnaires and tests, the main purpose of which is to weed out from the pool of applicants those persons who could cause problems within the team because of their differences. People who do not respect and tolerate other people's differences have no place within our collectives.

Once every six months, all our workplaces hold a debate with experts, accompanied by a lecture on discrimination in the workplace or diversity. As part of these training sessions, employees are informed about new developments in the field, are introduced to issues that are currently affecting the world and are debated by an expert.

Our employees are very diverse, whether they are men and women, or people of different age groups or races. In addition, employees often visit other and very different cultures for work, where they must work with a completely different mentality. Employees also benefit from this practical experience.

8. **Question: What direction is Company Y going to undertake in managing diversity in its workplaces in the future?**

Answer: *Regarding diversity in the Y workplace, we intend to focus on increasing the number of women in our teams in the near future. As women represent only 15% of our society, we would like to increase this percentage to at least 25% in the next 5 years. It is clear to us that technology fields are not very popular with women, but as times move on, more and more female candidates are entering the job market.*

As a company, we would also be interested in expanding our workforce to include employees from other cultures and countries. Our existing staff are fluent in English, which is one of the conditions for their admission, and we are not concerned about the language barrier. We perceive that in an increasingly globalised society it is advantageous for the company to have a diversified environment, as our clients are also very diverse, and in some countries, it is generally unacceptable for clients to deal with people of different skin colour or women, for example. This shows that a diversified workforce is of great importance today.

In the near future, it is also planned that our company will participate in a planned European Union project, which aims to connect more closely companies operating in the same fields but based in another part of Europe. With these sister companies, we would then visit each other, taking inspiration from them in the production and working process as well as in the diversity management process. We are aware that, for example, German companies must deal with different issues in terms of diversity than we do as a Czech company. Inspiration is a powerful resource for future innovation.

9.3. Summary of semi-standardised interview results

The second segment of the practical part of the monograph was a qualitative scientific method called semi-standardised interviews. The management of two organisations operating in the IT and robotics sector agreed to participate in a semi-standardised interview, where the author of the monograph will answer the managers of the companies from predefined questions related to the management of diversity in the work teams of these companies.

Thanks to this, a closer insight into this issue of real Czech companies operating in the specific environment of IT and robotics was gained. The selected company operating in the IT field was organisation X and the second company operating in the robotics field was company Y. Both companies assigned their senior employees to conduct the interviews, who answered 8 predetermined questions. The interview was conducted via internet communication (Skype).

As seen from the answers of both respondents, both companies are very tolerant, modern, and open in their approach. This may be because these are relatively employee-intensive organisations that have a corporate culture and their own bylaws. These statutes/codes of ethics clearly define what behaviour is acceptable and what behaviour cannot be tolerated in their operations.

Similarly, both are organisations that operate internationally, and many very different people can be found in their work teams. In addition, both companies work closely with other entities/clients that come from very different cultures. For this reason, both organisations know how to deal with differences and how to deal with individuals who are different.

It is also clear from the statements of both organisations that their collectives are very diverse in terms of age or race. Both organisations, because they are companies operating in technological fields, have significantly more male employees in their teams. In neither company is gender diversity balanced. It is this aspect that both companies are concerned about and see as a problem that they want to address soon.

Both organisations also stated that the terms "diversity" and "equal access" are fundamental and very important to them. Both entities realise that having a diversified workplace can bring them significant benefits, especially in today's globalised world, but it is the diversified workplaces that require special attention from management and executives to ensure equal access to all employees.

10. Model organisation and diversity management

The last segment of the monograph will use the knowledge gained from both the theoretical and practical part of the monograph. The author of the monograph will propose a model of diversity management within a fictional organisation operating in the IT sector. This organisation will serve as a case study.

Of course, it will be about designing the optimal organisation and the optimal diversity solution, and the author of the monograph knows fully that it would be much more challenging to apply such an approach in real functioning organisations with real employees. However, the proposal can serve as an example for organisations that are struggling to cope with a diversified workforce within their company.

The company will first be introduced and the individual employees who will be present in this fictitious organisation will also be introduced.

10.1. Introduction of organisations

Company XY is located in the Central Bohemian town of Příbram. The location of the company was chosen strategically, as the city is located in the immediate vicinity of the capital Prague, but at the same time it is not burdened by the negatives that Prague brings (high rents, transport problems, high competition in the IT field, concentration only on Prague employees).

The company focuses on creating websites, securing data, and managing e-shops of other companies. The company does not focus only on the Czech clients, but operates internationally. It offers its activities to all countries of the European Union and even to clients from the United States of America.

The organisation has been in the market for 5 years and currently employs 25 staff and three managers. Thanks to their low prices and quality performance, the company's employees manage several dozen large web servers.

10.2. Employees of organisations

As already mentioned, XY currently has 25 employees. The activities of these individuals are overseen by 3 managers and the owner of the business. Of the 25 employees, 12 are female and 13 are male. Even within the management, gender diversity is spread out, as 2 out of 3 managers are female. One manager and the owner of the business are male. Society is also diversified in terms of age. The youngest employee is 20 years old and the oldest one is 64. The average age of employees is 39.1 years.

In addition, employees come from different backgrounds and cultures. In 12 cases, the employees are of Czech nationality. Another 6 employees come from various European Union countries, 2 have American citizenship, 4 from Asian countries and one from the African continent. Diversity also prevails at the level of managerial positions, where in 2 cases there are persons of Czech nationality and, in the third case, a person of American nationality.

This also implies that different employees follow different religions. As far as Czech employees are concerned, they do not profess any religious beliefs. Persons coming from other EU countries profess Christian faith in two cases, the rest are without religious beliefs. Persons of American origin are Christian, and persons of Asian origin are Hindu in 3 cases and Buddhist in 1 case. The African employee does not practice any religion. As for the sexual orientation of the employees, the organisation has no further information and does not intend to find out.

Besides all these general characteristics, which are different for every single employee, some employees also have a disability. One employee suffers from a visual impairment that does not prevent him from performing his or her job. The employee has low vision but is not totally blind. The other employee suffers from a mental illness, which he or she treats through medication. Two people are disabled. One person uses a wheelchair, and the other lost her lower limb in the accident, which is currently being replaced with a prosthesis.

For the sake of clarity, a detailed table has been created below, in the framework in which for each employee all his or her important characteristics related to diversity and subsequent diversity management are mentioned. Information is also filled in on individual managers (see Table 2).

Table 2: Overview of employee differences.

Employee	Gender	Age	Origin	Faith	Other
1	F	20	Czech	x	
2	F	25	German		
3	F	27	Czech	x	
4	F	32	Czech	x	Medical handicap
5	F	33	Polish	Christianity	
6	F	36	Indian	Hinduism	
7	F	41	American	Christianity	
8	F	44	Czech	x	
9	F	44	Czech	x	
10	F	50	Czech	x	
11	F	51	Indian	Hinduism	Mental illness
12	F	59	Czech	x	
13	M	24	Czech	x	
14	M	24	Polish	Christianity	
15	M	25	Czech	x	
16	M	27	Slovak	x	
17	M	31	African	x	
18	M	34	American	Christianity	Medical handicap
19	M	37	Chinese	Buddhism	
20	M	40	Slovak	x	
21	M	44	Czech	x	
22	M	47	Czech	x	
23	M	55	Indian	Hinduism	
24	M	57	Slovak	x	Visual impairment
25	M	64	Czech	x	
Manager 1	F	45	Czech	x	
Manager 2	F	27	American	x	
Manager 3	M	52	Czech	x	

Source: Own elaboration.

As seen from the overview table, the workforce at XY is very diverse and individual employees have many different differences. They not only come from different parts of the world and cultures but also have different religious beliefs and are of different age groups.

10.3. Outlining the basic problem areas

The organisation is well aware that its workforce is highly diverse, and this is no coincidence. As the company's clientele is highly diversified and its employees have to interact with a wide variety of people and cultures in the course of their work and business, recruiting a diverse workforce has been a top priority since the company's inception.

The organisation is also fully aware that diversity in the workplace brings with it many positives and challenges. According to organisation XY, the main positives of work team diversity include:

- The organisation has more candidates to choose from, which can lead to finding more qualified candidates
- This in turn leads to a significant reduction in the time it takes to fill vacancies
- A diverse workforce with multilingual and multi-ethnic employees can also be useful for organisations looking to expand or improve operations in international, national, regional, and local markets
- A diverse team has a much more welcoming effect on the clientele, and the more diverse the clientele itself. XY's clientele is international and highly diverse
- Employees from different backgrounds provide the organisation with new creative ideas and perspectives that come from their cultural background, habits, mentality, or experience
- A diverse workplace will help organisations better understand the target demographic and what drives it
- A diverse workplace can better align an organisation's culture with the demographic makeup of the Czech Republic and with the growing number of foreigners and increasingly close global ties.

Just as an organisation expects the individual benefits that a diverse workforce brings, it is also aware of the potential challenges that such a collective can bring. Identifying the basic range of problems that may arise within a work team because of mutual differences is the main and essential point for subsequent diversity management. In this way, the organisation will set out the main areas to which it will subsequently pay attention, and which could cause problems in the workplace.

Specifically, the main challenges that must be included in the development of an enterprise diversity management strategy include:

1. Language barrier and communication

Communication problems can be very common in diversified work teams. Within a work team, there may be language barriers or different communication styles. It cannot be assumed that if an organisation has a diversified work team with many people from different backgrounds, all these employees will be fluent in Czech within a certain period.

For this reason, an advanced knowledge of English was a prerequisite for joining XY. English, which can be considered the most common language globally, thus serves to remove the language barrier. Another issue is the different communication skills and styles of individual workers. This aspect is therefore also emphasised in the Diversity Management Strategy.

For these reasons, the organisation can carry out regular training sessions focusing on different areas related to interpersonal communication. As part of such lectures, it would be explained and made clear to employees that there are different communication styles that people can use and that there is nothing wrong with them. Employees would be educated in communication, which would enable them to develop a more appropriate communication style.

2. Misunderstandings based on cultural differences

Culture-based misunderstandings can also be common in diversified work teams. Such misunderstandings can be understood as certain learned and culture-specific gestural or facial patterns of behaviour.

In one culture, people give a thumbs-up when they want to mark something as "good". In some cultures, people pat each other on the back or kiss each other when greeting, in another culture the right hand is shaken when greeting. However, these learned and natural patterns of behaviour may be incomprehensible or even downright offensive to another culture. Even these innocent gestures can cause misunderstandings, tensions or even conflicts between employees within the work team.

It is proper diversity management in the workplace that can help individual team members identify such misunderstandings and understand them correctly. If individuals feel confident that other members of their team respect and understand their cultural differences, they are happier, calmer, friendlier and more open to the differences that these other members of their teams have.

In addition, if the diversity of the company is properly managed by management, a relaxed and friendly atmosphere will be created within the workplace, and individual members may even be happy to learn the cultural differences that are typical of the cultures represented within the workplace. This will not only lead to the self-education of employees but also to a deepening of interpersonal relations in the workplace, which is again another step towards creating an inclusive workplace. Cultural differences will not be seen here as something strange and perhaps even offensive, but as something fun and new.

3. Slower decision-making process

On the one hand, organisation XY knows that a diverse workforce gives it the advantage of different ideas and perspectives on specific issues that can lead to different innovations, but it knows also that different perspectives, opinions, and ideas can slow down the decision-making process and thus progress towards the objectives.

It can easily and often happen that when a specific task or problem is solved by the team, everyone will look at it from their own perspective. However, these perspectives can also be diametrically opposed to each other. This is again based on cultural, religious, or even gender differences. This will logically increase the time needed to decide how the task/problem will be finally solved.

Management should be prepared for these situations in advance and know how they should ideally handle them, in line with the workplace diversity policy. For example, it should not be the case that one particular solution is favoured simply because it is backed by men who, according to stereotypical thinking, are naturally better versed in a given issue. Or a situation where a solution will be preferred simply because older and more experienced people are behind it. Such a decision could lead to women, or younger age groups, feeling discriminated against and suppressed by management.

Management should create space for the decision-making process by allowing the work team more time to consider the various ideas that individuals come up with and to debate each of these ideas. They should also be given time to find information, research, or examples from other specific companies about particular solutions. Above all, management should allow the team to talk and communicate with each other, even in areas outside their expertise.

However, there should always be an individual who will have the final say in the decision. However, he or she should be carefully selected, and should be able to consider all the ideas of his or her colleagues, and then decide and select the one that would move the work team, and thus the overall organisation, forward. However, this individual should be able to acknowledge and appreciate all individuals who have contributed their own proposal to the debate, as well as those who have contributed a final solution. This will ensure that all individuals feel valued for their ideas and that no one feels unappreciated, overlooked, or even discriminated against.

4. Misplaced inclusion

Having a very diverse workforce brings many benefits, but also many challenges. The more diverse the workforce, the more challenges the organisation can deal with. Moreover, there may always be an individual within the collective who feels singled out because of his or her difference. Rarely does an organisation accommodate all people and include all differences in its inclusive strategy.

Moreover, an inclusive workplace can mean something different for every employee. For an employee who would be a member of the transgender community, an inclusive workplace might be one that would give increased consideration to members of the LGBTQ+ community, for example, by creating a gender-neutral restroom within its social facilities. For a war veteran suffering from post-traumatic stress disorder, an inclusive workplace could be a place that regularly hosts lectures on mental illness and, for example, offers its employees free sessions with therapists to help them better cope with and overcome their disorder. For a working parent, an inclusive workplace can mean that the employer will consider the children and flexibly adapt the parent's working hours or always provide free weekends.

An inclusive workplace will always be a work in progress and should be managed based on feedback from individual members of its work team. In this respect, however, it is important that employees have a friendly and open relationship with their management so that they are not afraid to talk about their differences. For example, if a member of the LGBTQ+ community feels excluded from the workplace and does not disclose this to his or her employer, the employer cannot naturally know or expect this. So, the main thing is mutual openness and trust.

The management of the company should, therefore, focus on the specific requirements of their employees and the feedback they receive. For example, if employees are embarrassed to address their wishes or requests directly to the management of their company, then there should be anonymous mailboxes in the workplace to which every employee can contribute. These messages should not be ignored by the management but should be read regularly and, at the same time, listened to when it is within the organisation's power to do so.

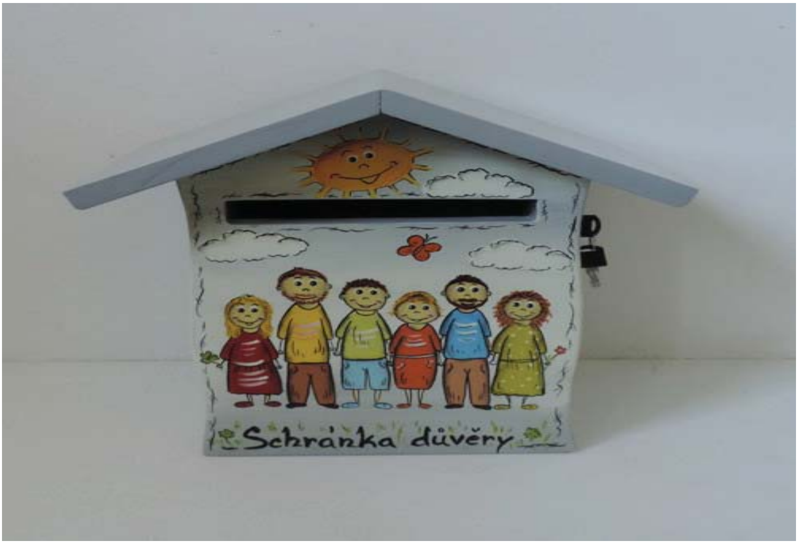


Fig. 30: Example of a "trust box"

Source: https://www.fler.cz/zbozi/postovni-schranka-duvery-do-interieru-13507722

However, in such an anonymous mailbox, employees would not only have to throw in their comments or requests concerning their differences, but it could also serve as a kind of trust box to which employees could also contribute their questions, problems, or concerns.

For example, if an employee has been discriminated against by other colleagues because of his or her sexual orientation and is ashamed to speak openly about it with management, he or she can come forward through this mailbox. The management of the company should then respond adequately to this problem, for example, by openly discussing discrimination with all its employees, organizing a lecture with professional management on the topic of different sexual orientations, or organizing a team-building event aimed at improving existing interpersonal relations in a particular workplace.

5. Discrimination

If there are diverse employees within a team, the likelihood that some employees will suffer from prejudice or stereotypes increases. These can then very easily and quickly turn into discrimination against different employees. The situation regarding discrimination can be all the riskier if, for example, one employee is different and ends up in an otherwise homogeneous work team, or if this diversity occurs in a country that is traditionally discriminatory.

XY knows therefore that diversity brings with it many benefits, but it can also bring with it prejudice, stereotyping, harassment, or outright discrimination against different employees. In addition, the results show that up to 61% of employees have witnessed or been directly discriminated against at work because of their age, race, gender, or sexual orientation. Potential discrimination can prevent employees from enjoying their work and bringing their true selves to it. This, in turn, hinders innovation, creativity, and effective teamwork.

However, diversity in the workplace does not have to entail only discrimination. For example, if there is only one female employee in a male team, this woman may feel inappropriate and discomfort. In addition, the likelihood of possible sexual harassment or molestation increases. Either discrimination or harassment are variables that have no place in modern society and must not occur or be tolerated in any workplace.

It is up to the management of the organisation itself to ensure that both of these phenomena are eliminated within the work team and do not occur there. Diversity and inclusion must go hand in hand. Employees must be fully informed of behaviour at the time of recruitment and be familiar with the company's code of ethics. The entire team must also be familiar with the concept of diversity and inclusion, and each employee must know what behaviour will not be tolerated by the company.

Discrimination and harassment are already serious crimes, the occurrence of which is unfortunately frequent, but is mainly related to the personality and experience of the perpetrators themselves. Even though management will stress the importance of diversity and the need for good behaviour, pathological behaviour patterns may already be inherent in some employees and may be perpetrated despite all measures. If such behaviour occurs, the company must react appropriately, report the matter to the relevant authorities and end the employment contract with the initiator. Such behaviour cannot and should not be tolerated at the present time.

6. Retaining unsuitable employees simply because of their differences

Some organisations keep employees within their work teams who have certain differences, and only because they have these differences. These employees do not perform well and are not beneficial to the organisation. Organisations that want to appear diverse and welcoming to all persons with differences may sometimes employ such employees simply because they increase the diversity of the organisation. But with poor performance comes a reduction in overall productivity, morale, and innovation.

It is counterproductive for an organisation to keep employees on its teams who cannot perform their jobs effectively. If the employee is not performing as required and no further training is helpful, the organisation should consider whether it would be more appropriate to terminate the employment relationship with the employee. An organisation cannot sacrifice its own success because of one underperforming employee, regardless of his or her differences.

7. Higher potential for interpersonal conflict

As indicated in the preceding paragraphs, a diverse work environment can make it much easier for cultural misunderstandings to arise, or for harassment or discrimination to occur.

However, besides these problems, increased diversity within the work team can also lead to increased interpersonal conflicts and clashes. Conflicts can arise when employees do not respect different cultures and their subjective beliefs. This conflict can sometimes escalate into hostility and even result in violent confrontations.

Employees who respect each other's diversity are more likely to exchange ideas and collaborate productively. Conflicts do not arise when people accept and tolerate each other. Employees who have received diversity training are more likely to respect, acknowledge, and understand each other's differences.

Again, XY is very aware of this point. Mutual conflicts and clashes can arise only because of small oversights, misunderstandings, or language barriers. But they can also arise because of the different mentalities of people from different cultures. In any country, a particular behaviour may be tolerated and generally approved. However, the same behaviour may be considered completely inappropriate and unacceptable by another culture.

Mutual understanding is an important solution to this situation. If individuals from a culture become more familiar with other cultures that are represented by some employees in the workplace, this will increase the chances that potential conflicts will be eliminated. As part of XY's diversity management, it has therefore been established that lectures on the cultures of the individual employees represented within the organisation are given at regular intervals. This not only enhances the work process of the employees but also the education of the employees.

8. Gender equality

Gender inequality in the workplace can take many forms, from unequal pay for employees based on their gender, to differences in promotions, to cases of sexual harassment and racism.

However, gender inequality often manifests itself in more subtle ways, such as fewer opportunities for women who are mothers or a higher incidence of burnout among women.

According to the Global Gender Gap Report 2020, it will take today's society 99.5 years to achieve gender equality in employment. The Covid-19 pandemic has set us back an entire generation, as the 2021 report states that gender equality will not be established for 135.6 years, because the pandemic has generally affected women (especially mothers, black women, and senior citizens) more than men.

However, these predictions are based on the current state of gender inequality. Company XY employs men and women at a 50:50 ratio. Specifically, there are 12 female employees and 13 male employees, with 2 women and one man in managerial positions. The company does not view employees as "women" and "men". Employees are equally valued and listened to. Employees are rewarded based on their specific job performance.

10.4. Summary of Enterprise Diversity Management

XY has been in the IT industry for five years and currently employs 25 people. It is a working collective that is significantly diversified. The workforce is evenly distributed in terms of gender, with 14 women and 14 men working here. This also applies to age, with the youngest employee being 20 and the oldest 64. The average age of employees is 39 years. Similarly, the workforce is diversified in terms of origin/culture/race. Most employees come from the Czech Republic and European Union countries, but some also come from Asia, Africa, or the United States. There is also diversity in terms of religion.

The company is fully aware that it has a diversified team. However, since the company operates internationally and has an international and diversified clientele, it was already a primary goal to have a diverse team. This ensured that any differences that may affect clients would be represented within the company. However, diversity is not a mere "calling card" for a business to give it a good reputation. The company is well aware of all the benefits that diversity can provide, from new perspectives and ideas, to innovation, to its reputation.

On the other hand, XY is aware that diversity in the workforce brings with it many potential disadvantages or challenges. The company expected these challenges from the very beginning and therefore first set out the basic lines of challenges that diversity may bring and that the company will have to address in the future. These circuits are specifically meant to be:

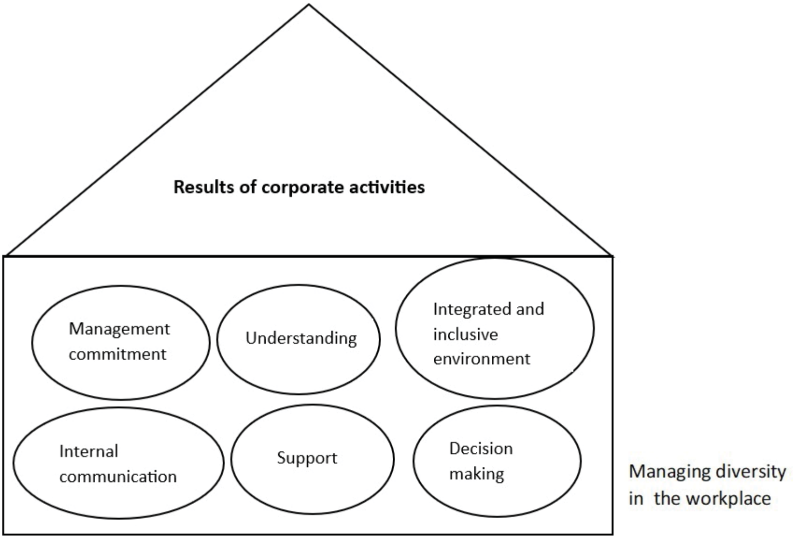
1. Language barrier and communication.
2. Misunderstandings based on cultural differences.
3. Slower decision-making process.
4. Misplaced inclusion.
5. Discrimination.
6. Retaining unsuitable employees simply because of their differences.
7. Higher potential for interpersonal conflict.
8. Gender equality.

Based on these pre-identified issues and challenges, a strategy for managing diversity in the workplace was developed. The company's strategy includes all possible types of diversity in the workplace, be it gender, age, racial or religious diversity. A company's strategy for diversity management could be summarised in a few basic points. Specifically, these are:

- Due to a possible language barrier, advanced knowledge of English has become a prerequisite for joining XY. English, which can be considered the most common language globally, thus serves as a means of removing the language barrier
- Because of possible different communication styles and techniques, regular training sessions are carried out in the company, focusing on different areas of interpersonal communication. As part of such lectures, it is explained and made clear to employees that there are different communication styles that people can use and that there is nothing wrong with them. Employees are educated in communication so that they can develop a more appropriate communication style
- Pointing out the cultural differences of employees that are typical of the cultures represented in the workplace. This leads to the self-education of workers, but also to a deepening of interpersonal relations in the workplace, which is again another step towards creating an inclusive workplace. Cultural differences will not be seen here as something strange and perhaps even offensive, but as something fun and new
- Creating space for decision-making. The working group will be given more time to consider the various ideas that individuals come up with and to debate each of these ideas. They should also be given time to find information, research or examples from other specific companies about particular solutions. Above all, management should

allow the team to talk and communicate with each other, even in areas outside their expertise. However, there should always be an individual who will have the final say in the decision. However, he or she should be carefully selected, and should be able to consider all the ideas of his or her colleagues, and then decide and select the one that would move the work team, and thus the overall organisation, forward. However, this individual should be able to acknowledge and appreciate all individuals who have contributed their own proposal to the debate, as well as those who have contributed a final solution. This will ensure that all individuals feel valued for their ideas and that no one feels unappreciated, overlooked, or even discriminated against

- The management of the company should therefore focus on the specific requirements of their employees and the feedback they receive
- Creation of an anonymous mailbox (a "trust box") to which any employee can contribute. Whether it be comments, requests, complaints, confessions, or confidences. These messages should not be ignored by the management but should be read regularly and at the same time listened to when it is within the organisation's power to do so
- Highlighting the importance of diversity and the need for good behaviour by management
- Should discrimination or harassment occur, the company must respond firmly and appropriately, report the specific matter to the appropriate authorities and terminate the employment contract with the initiator. Such behaviour cannot and should not be tolerated at the present time
- Conducting regular lectures on the cultures of the various employees represented within the organisation, thus enhancing the working process of the employees, but also educating the employees about possible differences
- Employees are equally valued and listened to. Employees are rewarded on the basis of their specific job performance and not on the basis of their gender, age or race. Salary levels are not based on gender or other differences.


Results of corporate activities
Management commitment
Understanding
Integrated and inclusive environment
Internal communication
Support
Decision making
Managing diversity in the workplace

Diversity in workplace

Fig. 31: Main pillars for setting corporate diversity management strategy

Source: Own elaboration

Discussion

The knowledge obtained in the individual segments of the practical part of the monograph, namely the questionnaire survey and the semi-standardised interviews, should serve to confirm or refute the predetermined scientific hypotheses.

- ***H1: A lower percentage of women than men works in the Czech organisations that focus on the IT or robotics sector.***

  Yes, this scientific hypothesis can be confirmed. As already mentioned by the organisations in the questionnaire survey or in the semi-structured interviews, the majority of the employees in their companies are men. In the questionnaire survey, the largest number of organisations reported that 90% of their teams were male and only 10% were female. This answer was given by 8 out of 25 organisations. The same number of organisations said that 75% of their work team was male and 25% female. Thus, 16 out of the 25 entities stated that they employ a maximum of 25% women in their teams and rather less. As part of the interviews, Company X was reported to employ 35% women and Company Y 15% women.

- ***H2: Young people (up to the age of 40) tend to work in the Czech organisations that focus on the IT or robotics sector.***

  Yes, this hypothesis can also be stated as valid. In the questionnaire survey, the largest number of organisations (14 out of 25) reported that their employees were aged between 25 and 30. In the interviews, Company X stated that its employees have an average age of 37.5 years, while Company Y is approximately 35 years old.

- ***H3: There are no people of a different race, ethnic minority, or culture at all in the Czech organisations that focus on the IT or robotics sector.***

This hypothesis must be labelled false. The main reason here is the notion of "none at all". Although the Czech Republic is considered to be very homogeneous, 4 out of 25 organisations stated that their work teams include employees of a culture or race other than the Czech race, namely Chinese and Indian. Similarly, Company X and Company Y have stated that they also employ people of other nationalities. Although in the case of both the questionnaire survey and the interviews only a fraction of the total collective is involved, the term "none" cannot be used here.

- ***H4: Diversity management concepts are not in place in the Czech organisations that focus on the IT or robotics sectors.***

This hypothesis can be said to be true. In the questionnaire survey, it was found that 16 out of 25 entities, i.e., more than 60%, do not currently have a diversity management concept in place as part of their corporate operations. Only 9 out of 25 companies reported that this concept is in place within their organisations. During the interviews it was found that Company X obviously has a diversity management concept in place, and Company Y has rules and a basic vision but does not have a strict concept in place.

- ***H5: Senior managers do not believe that diversity in work teams could benefit the organisation as a whole.***

This hypothesis has been ruled out. The questionnaire survey indicated that fourteen of the 25 total organisations agreed with the idea that diverse work teams bring positive benefits to organisations and benefit the organisation as a whole. On the other hand, 7 entities were unable to assess whether or not a diverse workplace would benefit the organisation. The last 4 entities directly stated that a diversified work environment is not beneficial to the organisation as such and, on the contrary, it can create a lot of conflicts and misunderstandings, or it can create barriers between individual employees, which the management of the organisation will then have to deal with. Also in the interviews, both companies stated that a diversified workplace brings rather positive benefits and advantages to the organisation.

Conclusion

The monograph entitled "Application of the concept of diversity management in IT and robotics organisations" focused on social diversity within the work environment/work team.

As part of the theoretical part, the term "diversity" was first defined. It has been found to be a term that refers to the diversity of a particular social group or a particular part of the human population. In simple terms, it is the variability (diversity) of a particular group of people. However, this may be a diversity based on many different measures. This concept is often linked to the working environment. The diversity of the work team is dealt with in the second chapter of the theoretical part of the monograph. A socially diverse workplace can be defined as an organisation that intentionally employs a workforce composed of individuals who possess a variety of characteristics, such as gender, religion, race, age, ethnicity, sexual orientation, education, and others. The individual forms of diversity in the workplace are then dealt with in individual chapters.

The third chapter of the monograph deals with the concept of "corporate culture". Corporate culture is a set of uniform and enduring beliefs, customs, traditions, and practices shared and maintained by the employees of a corporation. These shared beliefs define the core characteristics of an organisation and create an attitude that sets it apart from all others. The fourth chapter deals with the different methods of diversity management that are currently applied by companies.

The fifth chapter focuses on the term inclusion, which is closely related to the concept of diversity. Inclusion refers to "the act or practice of accommodating people who have historically been excluded from society/work environments (because of their race, gender, sexuality or ability). The last chapter of the theoretical part then focuses on the description of the IT and robotics sectors, as these sectors have become the object of interest in the practical part of the monograph. The chapter focused not only on the definition and enumeration of the specifications of these sectors, but also on the diversity in the work collectives operating in these areas. These are industries that have historically been associated with the emergence of all-male collectives.

The practical part of the monograph was divided into three individual researches. The first research was a questionnaire survey in which 25 entities active in IT and robotics participated. These entities answered 35 questions about diversity. It is clear from the results that Czech companies have more male employees. Employees in these fields are mostly younger (under 30 years of age) and come from the Czech Republic. Only a few entities showed that they also employ people from different cultures. This confirms the assumption that the Czech environment is rather racially homogeneous. Most entities perceive diversity as an advantage, but then most entities add that they have no diversity management strategy in place.

The following research comprised semi-structured interviews involving two companies. The first company was organisation X, as a representative of the IT sector, and the second company was company Y, as a representative of the robotics sector. Both organisations are very open and modern in their approach and see diversity as a positive opportunity that can only contribute to society if properly managed. Pre-established policies and statutes govern both companies and employ highly diversified work teams.

The last segment of the monograph is based on the results of the questionnaire survey and semi-structured interviews and seeks to create an optimal company that is on the one hand highly diversified, but pays considerable attention to diversity management and considers it an essential part of the corporate culture.

The monograph brings a lot of novelty to diversity in the workplace. Above all, this is one of the few monographs to deal with diversity in the IT and robotics workplace to such an extent. In reading many hundreds of articles and books dealing with this issue, the author of the monograph came across one methodological problem, namely that there are not many scholarly sources that deal with diversity in the workplace as a whole. Each scientific article or other type of publication always deals with only one form of diversity, or diversity in general, but not in great detail. For this reason, the author of the monograph undertook to look at the term "diversity in the workplace" from all angles.

The results of the research in the practical part of this monograph may point out that although the Czech environment is becoming more and more globalised and there are more and more individuals of other races and cultures in it, the Czech companies pay little attention to the concepts of diversity management. Many of the facilities interviewed stated that their work teams are homogeneous and therefore do not have to worry about diversity and its management. Thus, there is a lack of awareness of this issue among employees and senior staff, which may again bias their subsequent actions (such as recruitment). Individuals who are not familiar with the concepts of "diversity" and "inclusion" will not actively work to recruit new employees with differences in their ranks. In the end, these differences could be of great benefit to them. Instead, these individuals will remain uneducated, fearing the unknown that comes with different employees.

The last segment of the practical part is a list of guidelines that companies can incorporate into their diversity management concepts. For those companies that are just becoming familiar with the term "diversity", it can help to get the new concept for diversity management right.

Based on the findings, the author of the monograph believes that research on diversity in the workplace should continue to focus more closely on specific conditions related to diversity in the workplace within the Czech companies. Although some multinational companies or companies operating abroad may be familiar with the concept of a "diversified workplace", the Czech environment is still dominated by companies that take a more traditional approach. Rather, these companies are reluctant to adopt new approaches and concepts into their business system that could ultimately help them.

They think they do not need new concepts, nor do they ultimately need more diversified work teams. Attention should be paid to why this is the case and how it would be more appropriate to introduce such companies to the concept of diversified workplaces and the benefits such workplaces can bring. Similarly, more research should be carried out that is primarily interested in the real and actual diversity in the Czech companies.

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