Bedarfsanalyse und Implementierung von Diversity Management in internationalen Unternehmen

An Analysis of Implementing Diversity Management in Multinational Companies

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Danksagung

Table of Contents

Figures

Tables

Thesis introduction

This dissertation thesis about diversity management consists of three articles. The first article defines the terms diversity and diversity management and introduces four diversity dimensions: age, disability, gender and nationality/culture. The second article shows from a universal point of view the implementation and institutionalization of diversity management. The third article focuses on one specific diversity dimension which is nationality/culture and analyzes executives' recruiting decisions of hiring culturally diverse applicants.

For the first and third article, data was collected in a large automotive company. The second article is a benchmark study of 22 large companies in Germany. Overall, 54 qualitative interviews were conducted and analyzed with qualitative content analysis.

Article 1. Diversity Dimensions of Age, Disability, Gender and Nationality in Theory and Practice

Abstract

Diversity and diversity management have recently become popular terms in the discourse about research and practice. In this article, we define these terms and illustrate the work being done on diversity in practice. Diversity consists partly of the diversity dimensions of age, disability, gender, and nationality. We collected data from each of these four dimensions among employees in a South German automotive company, and we extended our data with a benchmark study among 22 companies in Germany collecting information using best practices. Each diversity dimension has its own focus, initiatives, and challenges. This article demonstrates the differences between each diversity dimension and integrates the diversity dimensions in practice into the diversity management theory.

Introduction

Diversity management began in the United States with social movements which demonstrated the demand for equality (Vedder, 2006). After publishing the report WorkForce 2000, which predicted a shortage of skilled labor, diversity management adopted an economic perspective (Johnston & Packer, 1987). Vedder (2006) explained that both the equity perspective and the business perspective formed the foundation of diversity management. From the research point of view, diversity management was introduced in Germany by the research conducted by Krell (1996). This article studies diversity and diversity management in Germany in practice by using the representative example of a South German automotive company. We define diversity, diversity management, and each diversity dimension which we focus on in this article, and we introduce one of the most common diversity management theories. Our research questions consist of the initiatives of each of these diversity dimensions, and why these initiatives have been implemented. We use qualitative interviews with experts in these diversity dimensions, and with employees who are also in charge of these diversity dimensions, in order to gain an understanding of the work being done on diversity in practice. Our results show that some diversity dimensions are based on equity perspectives. Therefore, we use the best practices example of the benchmark study conducted on information acquired from 22 companies in Germany to demonstrate that these diversity dimensions can be also considered from the business perspective.

Definitions

Diversity

Research in diversity is a very broad field, and there is little consensus in the literature of its definition (Guzzo & Dickson, 1996). Among others, diversity is defined as otherness (Loden & Rosener, 1991), dissimilarity, variety, and individuality that emerges from all types of differences among people (Aretz & Hansen, 2003). These definitions refer to differences. The focus on difference is explained by the assumption that differences cause more problems than benefits (Gardenswartz & Rowe, 2003). Another view of diversity includes the similarities among people: "diversity refers to any mixture of items characterized by differences and similarities" (R. R. Thomas, 1996, p. 5). Nonetheless, both definitions show that countless factors can be included in diversity research. The definition "diversity includes

2

everyone" (Thomas Jr, 1992, p. 10) emphasizes the degree to which the term diversity is amorphous. Therefore, it is necessary to restrict this broad field.

Publications on diversity illustrate different systematizations of its dimensions (Vedder, 2006). Dimensions refer to all of a person's characteristics (Loden & Rosener, 1991). These authors distinguished between primary and secondary dimensions of diversity. The primary dimension consists of six characteristics that are inborn and/or acquired in the early stage of socialization and have an ongoing influence throughout a person's life: age; ethnicity; gender; physical abilities/qualities; and sexual orientation (Loden & Rosener, 1991).The primary dimension represents the essential elements of diversity that shape both self-image and worldview. The secondary dimensions are less salient than are the core dimensions. The secondary dimension includes characteristics acquired during life. They may be modified, and include, for example, education, work experiences, income, marital status, and language. The list of possible second dimensions is endless (Loden & Rosener, 1991). Gardenswartz and Rowe (2003) extended Loden and Rosener's (1991) diversity dimensions, and identified four levels:

- Personality

- Internal dimensions

- External dimensions

- Organizational dimension

Personality is the core, and influences all other layers. Personality makes a person unique. Internal dimensions are biological in part, such as sex and disability, and cannot be altered by the individual. A person shapes the external dimensions throughout his life. These include social factors or life experiences, such as family status, income, or education. Organizational dimensions are limited to the workplace, and include hierarchical status and job tenure. The four layers together constitute each person's diversity filter (Gardenswartz & Rowe, 2003).

Although people share basic human needs and experience similar life events, they still differ. These differences have an effect on expectations, views about tasks, and collaboration at work. The authors assumed that if people understand each person's unique diversity filter, it is easier to interact and react appropriately to other people's expectations and behaviors (Gardenswartz & Rowe, 2003).
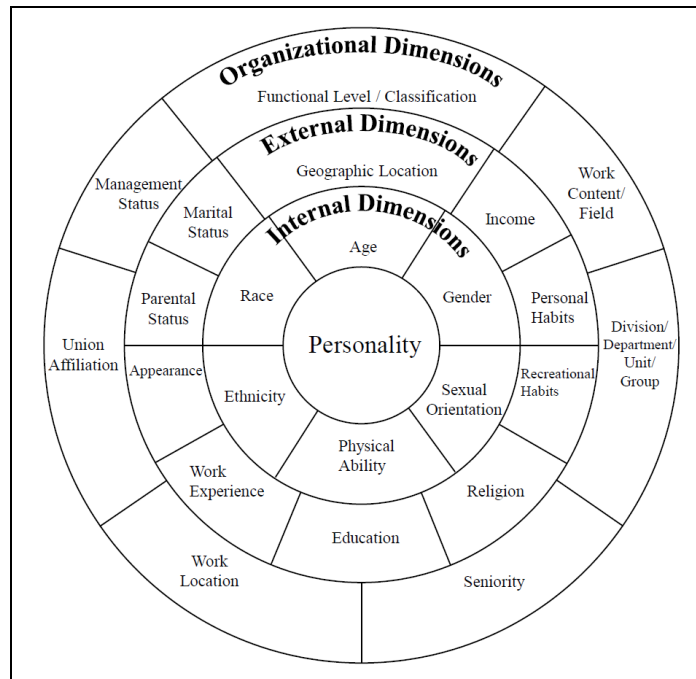
Figure 1 Four Layers of Diversity (Gardenswartz & Rowe, (2003), Internal and External Dimensions are Adapted from Loden & Rosener (1991))

The German literature on diversity lists the following dimensions as core elements: age; gender; physical abilities/qualities/ disability; ethnicity/ nationality/ culture; sexual orientations, and religion (Stuber, 2002). A corporate initiative referred to as the "Diversity Charter (German: Charter der Vielfalt)" applied Stuber's core dimensions (Vielfalt, n.d.). Many of the company managers interviewed define diversity in the same way as the Diversity Charter (all Benchmark interviews, personal and written communications, 2015, April 24– December 18). Therefore, we refer to Stuber's core dimensions (2002) in this article, as our research was based on companies in Germany. In addition, we focus on the dimension age, disability, gender and nationality/ culture because our first demand analysis at the South German automotive company show that initiatives have been taken. This fit to our descriptive approach. Nonetheless, it is necessary to point out at this place that all dimensions are equally important both in research and practice. We describe each diversity dimensions in the following.

Dimension Age

Age diversity refers both to visible differences based on age and to a management concept used to identify the specific needs of each age group, and to benefit economically by

achieving age diversity among employees (Bender, 2007). A diverse workforce in terms of age will inherently offer a broader range of information and perspectives, which can have a positive influence on creativity and performance (Williams & O'Reilly III, 1998). On the other hand, companies are also facing challenges. Due to demographic changes, such as a decrease of the birth rate and an increase of the elderly population, there has been a change in the general age structure in Germany, which has an impact on the composition of employees in the workforce (Bruch, Kunze, & Böhm, 2009; Geißler, 2002). A significant amount of employees of the same generation are going to be retiring around the same time, which leads to a general concern about a potential labor shortage and a sudden loss of specific skills and knowledge bases (Tenckhoff, 2010).

Another challenge is managing the different values and expectations about work and leadership style which differ among each generation group (Gardenswartz & Rowe, 2003). The generation theory implies that each individual belongs to a certain generation, which is an age cohort sharing significant social and historical events and contexts particular to their time of birth (Smola & Sutton, 2002). The generations are defined by the year of birth, such as the "Traditionals" who were born prior 1946 (Kupperschmidt, 2000), "Baby Boomers" born between 1946-1964 (Smola & Sutton, 2002), "Generation X" born between 1965-1976 (Reisenwitz & Iyer, 2009), and "Generation Y" born around 1979-1994 (Smola & Sutton, 2002). The members of a company usually consist of employees from a wide range of generations. Older employees tend to have worked their whole working life in the same organization and have significant institutional knowledge and experience (Gardenswartz & Rowe, 2003). Younger employees grew up with the internet and are much more experienced technologically (Weiler, 2005). Employees of different ages may have difficulties working together and understanding each other (Gardenswartz & Rowe, 2003). And any discussion about the age dimension also includes lifelong learning theories (Bruch et al., 2009).

Dimension Disability

The German Disability Law (article 1, §2, SGB IX) defines people as disable if their physical function, mental ability or psychological health deviate from the typical conditions, making it difficult for them to participate in everyday society. These citizens are regarded as "severely disabled" if they have a disability degree of at least 50. People with a disability degree of at least 30 can be put on equal terms with severely disabled people if they cannot

otherwise find appropriate employment otherwise (Gesetzinformation, n.d.). There is a wide range of different disabilities which can be defined medically (Olkin, 2002). However, being able-bodied is not explicitly defined, even though disability is considered as the "undesirable deviance" from the able-bodied (Woodhams & Danieli, 2000).

In Germany, firms with more than 20 employees are required by law to have at least 5% of employees with severe disabilities. If not, the company must pay a monthly countervailing charge (Integrationsämter, 2014). Large companies in particular have the organizational and financial capacity to develop policies in order to adjust to legal regulations (Edelman, 1992). Corporate diversity initiatives regarding disability usually consist of trying to create an atmosphere of integration and inclusion, and to remove accessibility barriers from the workplace (Ball, Monaco, Schmeling, Schartz, & Blanck, 2005; Woodhams & Danieli, 2000). However, social barriers are still significant, which ultimately exclude disabled people from the labor market and specifically from higher level positions in organizations. Disabled employees rarely occupy managerial positions, and are often employed in semi-skilled or unskilled positions instead (Barnes & Mercer, 2005). Disabled people are in the minority, which is not necessarily defined by number but rather by the experience of prejudice, stigma, and discrimination (Olkin, 2002).

Dimension Gender

The term "gender" leads to the assumption that it refers only to differences in sex. However, gender research does not focus on biological sex-specific differences, but rather the socially constructed and reconstructed sex discrepancies in life and particularly the workplace (Stiegler, 2005). This socially constructed sex discrepancy leads to certain perspectives on men and women based on socialization and the expectation that men and women behave differently (Gardenswartz & Rowe, 2003).

The dimension gender is closely intertwined with stereotypes and discrimination in the workplace (Heilman & Eagly, 2008). The term "glass ceiling" reflects this discrimination as an artificial barrier holding women back, keeping them from reaching higher managerial positions regardless of their qualifications or past achievements. The glass ceiling emphasizes the gender inequality which women face at workplace (Cotter, Hermsen, Ovadia, & Vanneman, 2001). Gender mainstreaming is a concept describing the systematic reorganization of the sex ratio in an effort to improve gender equality (Frey, 2003; Krell,

2004). Diversity initiatives such as the advancement of women aim to remove the barriers, to establish equality, and to change the structures which lead to gender inequality (Stiegler, 2005). These initiatives take time because socialized roles are deeply embedded in the cultural mindset (Gardenswartz & Rowe, 2003). For example, despite an increase in the employment of women, the idea that women are the caretakers and men are the breadwinners is still a socially accepted notion (Blossfeld & Drobnic, 2001).

Typical diversity initiatives include improving gender compatibility in work and family, and increasing the number of women in leadership positions (Süß & Kleiner, 2006). The German government adopted a law of inducing a quota of female employees in higher-level firms which requires that at least 30% of the firm's supervisory board consist of female employees (Ministry of Family, 2016). Another socialized disadvantage can be seen in the underrepresentation of women studying in the field of engineering, the natural sciences, or mathematics, which are considered as typical male disciplines (Bradley, 2000; Hill, Corbett, & St Rose, 2010). On one hand, the underrepresentation of women with engineering backgrounds makes it harder to increase the number of women in technical-orientated firms. But on the other hand, it can be argued that firms' internal structures maintain the status quo of a male-dominated leadership, as top management positions are typically filled by same-sex successors. This process is described as homosocial reproduction or homosexual reproduction (Kanter, 1977; Martin, 1992).

Dimension Nationality/ Culture

Firms enter new markets abroad by extending their markets internationally. Employees from different cultures can help to understand the cross-cultural collaborations between companies and the local customers in these new markets (Morrison, 1992; D. A. Thomas & Ely, 1996). There are different assumptions and research results on the question of whether national or cultural diversity has a positive or a negative work outcome. On one hand, cultural diversity may result in the proliferation of misunderstandings and conflict (Pelled, Eisenhardt, & Xin, 1999). Relative language proficiency issues also arise in which people from different nationalities or culture do not speak the host country's language, resulting in further misunderstandings (Gardenswartz & Rowe, 2003). On the other hand, a culturally diverse team has a greater pool of different information and perspectives (W. E.

Watson, Kumar, & Michaelsen, 1993) which can lead to creative problem solving and better decision-making (Cox & Blake, 1991; Cox, Lobel, & McLeod, 1991).

For our research, we use nationality as a unit to study culture. A nation or a country has its own history and cultural values which are shared by a common group due largely to its people's shared proximity to one another (Hofstede, 1983). In practice, a working team consisting of different nationalities is very likely to be culturally diverse (Barzantny, 2005). For measuring the degree of cultural diversity in a company or in an organization using employee data, nationality is often the only accessible unit. Earley and Gibson (2002) use the terms "nationality" and "culture" in their study synonymously. They argue that nation overlaps strongly with culture. The emergence of new nation states involves the emergence of new cultures, and the national culture has an impact on the development of national typical institutions as a form of government or systems of education, labor, and law, which has an impact on the environment in which the individual is socialized. Employees, executives, and members of a firm's top management team are influenced by national culture and society (Hofstede & Hofstede, 2012). Therefore, people of different cultures may have different values, sets of rules, or ways of working, which can be a challenge when collaborating in the workplace (Gardenswartz & Rowe, 2003). This can reduce the efficiency and increase the coordinating cost (Chevrier, 2003). Culturally homogenous group can work faster together and potentially have better or clearer communication (Elron, 1997). The research and literature about cultural diversity shows that there are advantages and disadvantages of a culturally diverse workforce.

Diversity Management

Each diversity dimension involves different groups and different diversity initiatives. Diversity management is founded on the assumption that most organizations are monolithic (Cox Jr, 1991) or mono-cultural (Krell, 1996, p. 338), indicating that a dominant group exists. The dominant group usually consists of white, middle aged, and well educated male nationals (Vedder, 2009). Typically, this group fills important positions and influences the organization's norms, values, rules, and corporate culture (Krell, 2004), to which the members of the non-dominant group are expected to adapt. The non-dominant group consists in most cases of women, foreigners, employees with disabilities, and older or young employees (Krell, 2004). From this perspective, diversity management focuses on equity for

all employees and justice in the workplace that is supported by anti-discrimination laws (R. R. Thomas, 1990). This so called "equity perspective" (p. 6), which is based on equality movements, emphasizes fairness, tolerance, and respect (Vedder, 2006). Diversity management takes an equality approach, "…a comprehensive managerial process for developing an environment that works for all employees" (Thomas Jr, 1992, p. 10). On the other hand, diversity management can be understood from a business perspective (p. 6), which highlights economic aspects, such as competitive advantage, efficiency, and increased productivity (Vedder, 2006). Thus, "diversity management is a strategic organizational goal" (Arredondo, 1996, p. 20), and is defined as enhancing and using the workforce's diversity to increase the organization's economic success (Aretz & Hansen, 2002).

Both the equity and business perspectives focus on employees. However, it is necessary to consider diversity management on all levels (Gilbert et al. 1999). "Diversity management interacts with all other aspects of business, that is, leadership, management practices, product development, marketing and sales, financial projections and community and global communications" (Arredondo, 1996, p. 20). The diversity management approach includes "…planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized" (Cox Jr, 1993, p. 11). These definitions show that diversity management must be integrated in the organizational system in its entirety. Moreover, these definitions imply that diversity management is a task of leadership that must include all employees in the organization. A broader definition is that of creating a new organizational order through diversity (Gardenswartz & Rowe, 2003). This definition emphasizes the change approach more precisely: "…diversity management as a complete organizational cultural change designed to foster appreciation of demographic, ethnic, and individual differences; accomplish[ing] cultural change designed to value diversity involves modification of existing procedures and practices" (Gilbert, Stead, & Ivancevich, 1999, p. 66).

A complete organizational change includes transforming a mono-cultural organization into a multicultural organization. A mono-cultural organization is characterized by rigid, past-oriented patterns that are insufficiently adaptive, creative, or innovative (Balser, 1999; Bleicher, 1992). On the other hand, a multicultural organization is characterized by pluralism, full structural integration, no discrepancy between organizational identification and cultural

groups, absence of prejudice and discrimination, integration of informal networks, and low levels of intergroup conflicts (Cox Jr, 1991). Thus, diversity management involves a process of changing from a mono-cultural to a multicultural organization to value a diverse workforce that contributes to economic success.

Theory

Each diversity dimension has different focus, directions of work and challenges which are emphasized in the following table.

Diversity dimension	Dominant group	Dominated group	Form of discriminations
Age	Middle-age employees	Young + old employees	Age discrimination
Disability	Employees without any disabilities	Employees with disabilities	Disability discrimination
Gender	Men	Women	Sexism
Nationality	Germans	Other nationalities or other cultures	Racism

Table 1 Forms of Social Discrimination (Vedder, 2006)

Diversity Management Paradigms

The dual perspectives of equity and business are included in the theories about why diversity management is implemented in an organization (D. A. Thomas & Ely, 1996; Vedder, 2006). According to D.A. Thomas and Ely (1996), there are three paradigms of diversity management: discrimination-and-fairness, access-and-legitimacy, and learning-and-effectiveness. Another perspective is necessary for explaining why diversity management would *not* be implemented: the resistance paradigm (Dass & Parker, 1999). Each paradigm has a different approach.

Resistance Paradigm: Diversity is considered as irrelevant or is perceived as a threat. Companies operating in the resistance paradigm try to resist diversity and maintain their homogenous workforce and culture. They often have received several law suits from immigrants, the LGBT community, aging employees, and women, all due to different cases of discrimination (Dass & Parker, 1999).

Discrimination-and-Fairness Paradigm: this approach focuses on equal opportunity, fair treatment, and compliance with legal requirements. Companies which mainly use this approach for implementing diversity management will apply a consequent anti-discrimination policy and an assimilation approach (D. A. Thomas & Ely, 1996; Vedder, 2006). The idea

behind this is to treat every person as if they were the same age, gender, nationality, etc. This approach can help to increase the demographics of diversity in these companies (D. A. Thomas & Ely, 1996). However, this approach may also have some risks, such as misleading employees or misunderstanding what diversity actually means, or a situation in which some employees may feel that they are treated unfairly in order for the company to be fair to other groups (Dass & Parker, 1999). Another risk is that employees' potential of being different may be ignored, which could limit the understanding of new markets or a broadening of the range of perspectives and future learning (D. A. Thomas & Ely, 1996).

Access-and-Legitimacy Paradigm: This approach promotes the overall acceptance and celebration of differences (D. A. Thomas & Ely, 1996). This paradigm has a strategic role towards opening up new markets and gaining a business-related competitive advantage by matching a diverse workforce with diverse customers and suppliers of similar demographic backgrounds, such as with gender or nationality (Vedder, 2006). The cooperation between the same demographic background can improve communication and increase trust (Pitts & Jarry, 2009). This paradigm may reduce the perception that diversity should be accepted and valued because there is also an economic benefit (Dass & Parker, 1999).

Learning-and-Effectiveness Paradigm: This paradigm combines the economic and ethical arguments about why diversity management should be implemented. This approach enhances the equal opportunity of the discrimination-and-fairness paradigm and also acknowledges and values employee's differences, which is similar to the access-and-legitimacy paradigm. The learning-and-effectiveness perspective internalizes the differences among the employees for the sake of the organization's growth and collective learning (D. A. Thomas & Ely, 1996). Companies which apply the learning-and-effectiveness-paradigm facilitate pluralism and aim to become multicultural organizations. The corporate culture includes tolerance toward differences, which should increase effectiveness in the organization. This approach intends to balance integration and differentiation (Vedder, 2006). However, strong corporate cultures may enforce heterogeneity, with employees assimilating to the existing culture after a short while without trying to implement changes (Neuberger, 2002; S. C. Schneider, 1988). Therefore, it is necessary to promote and invest in the advantages of diversity (Vedder, 2006).

The graphic below summarizes the basic understanding and goals of the different paradigms.

Diversity Management Paradigms	Resistance Paradigm	Discrimination-and-Fairness Paradigm	Access-and-Legitimacy Paradigm	Learning-and-Effectivity Paradigm
Basics	Diversity is not relevant or a threat	Diversity cause problems	Diversity is a competitive advantage	Diversity is a benefit and should be integrated
Understanding	Monoculture; maintain homogeneity	No discrimination; assimilation	Diversity as corporate strategy	Multicultural; pluralism
Goals	Fight for status quo	Treat minorities as the same	Gain access to new customers and new markets	Long-term learning from Diversity

Table 2 Summary of Diversity Management Paradigms (Vedder, 2006)

Research

Research Questions

Our research questions take all of the different diversity dimensions into account.

1.) What are the activities of the diversity dimensions of age, disability, gender, and nationality in the South German automotive company?

    a. Why have the diversity initiatives been implemented?

    b. Which initiatives have been conducted?

    c. What kind of resistance do the diversity experts experience toward the diversity dimensions?

2.) How can the results be integrated into the theory?

3.) What are the best practices among the companies of the benchmark study?

Empirical Methods

The method of data collection must be adequate to address the research objectives and question/s (Bortz & Döring, 2006). Quantitative and qualitative research have been compared for decades (Lamnek, 2010). Quantitative research examines hypotheses formulated in advance (Lamnek, 2010) and employs a deductive approach (Flick, 2010). In contrast, qualitative research focuses less on examining hypotheses, and instead, uses an inductive approach (Flick, 2010) to create new hypotheses and theories (Mayring, 2010). The inductive approach entails using an individual case or several cases to develop generalizations (R. Schnell, P. Hill, & E. Esser, 2005). Although qualitative research continues to receive criticism and skepticism, it has largely become established and consolidated (Flick, 2010). In

the following, we will describe qualitative research and discuss the reasons why we used qualitative methods in this study.

Qualitative Research

Six basic principles of qualitative research have emerged in a critical comparison of quantitative and qualitative methods: openness, research as communication, processual character of research, reflexivity, explication, and flexibility (Lamnek, 2010). The principle of openness avoids selective reduction of information that occurs in quantitative methods that have defined hypotheses and use standardized instruments. Openness refers to being alert to identify new and unexpected information. The next principle, research as communication, implies interaction between the researcher and respondent. The principle with respect to the processual character of research emphasizes the act of research itself and the fact that communication is part of the process. The principle of reflexivity requires an understanding of the research context and a critical attitude. The principle of explication focuses on transparency in the research process to ensure that the results are replicable and intersubjective. Finally, the principle of flexibility indicates that the researcher is able to adapt adequately to the research situation.

In addition, because of its exploratory nature (Lamnek, 2010), qualitative research can be applied in a new field of research (Diekmann, 2002). Exploration refers to a comprehensive and profound analysis (Kromrey, 2013) through which the exploratory researcher can pursue a new avenue of research or include new aspects that s/he did not consider initially (Lamnek, 2010).

Qualitative Interviews

Different qualitative methods with different theoretical approaches are employed to study organizational phenomena, for example, analysis of spoken content, case studies, observations, ethnographic approaches, or content analysis of an organization's documents (Forster, Cassell, & Symon, 1994). Qualitative interviews are an appropriate data collection method as they consider the participant's perspective. An interview is a systematic procedure used to obtain verbal information through specific questioning with the purpose of understanding a phenomenon (Scheuch, 1973). Qualitative interviews offer several analytical advantages, including methodological control mechanisms (Lamnek, 2010). They are

characterized by oral one-to-one personal questioning, non-standardized interviews, open questions, and a soft or neutral interviewing style (Lamnek, 2010). There are different forms of qualitative interviews, including narrative, episodic, problem-centric, focused, depth and intensive, receptive, situation flexible, and expert interviews (Lamnek, 2010).

Expert Interviews

Expert interviews are a form of qualitative interview (Lamnek, 2010). The goal of expert interviews varies from an analysis of literature-based hypotheses to the exploration of "the unknown" (Liebold & Trinczek, 2009, p. 53). Expert interviews represent a research situation that reconstructs social situations or processes to obtain social scientific explanations. Therefore, experts are a medium through which to gain knowledge about a field of interest (Gläser & Laudel, 2010). Experts are persons with special knowledge and their interviews are a method to acquire this knowledge. They have an exclusive position in the social context of our field of research (Gläser & Laudel, 2010). Expert interviews are recommended if there are several different topics to research or if specific information that is defined precisely has to be collected (Gläser & Laudel, 2010).

A person who is considered an expert is one who holds institutionalized competences (Hitzler, Honer, & Maeder, 1994) or special knowledge of a certain field (Bogner & Menz, 2002) gained by experience in his occupation (Meuser & Nagel, 2009).

Sampling

The following questions helped identify potential interviewees: Who possesses the relevant information? Who is most likely to be able to provide precise information? Who is most willing to share information? Who is available (Gordon, 1975)?

We interviewed experts about the diversity dimensions of age, disability, gender, and nationality at the South German automotive company in terms of why the initiatives regarding these dimensions were implemented, how they conduct initiatives regarding these dimensions, and how they deal with resistance toward their implementation. Most of the experts were in the Human Resources (HR) area. In addition, we interviewed employees in charge for recruiting, change management, HR referent, cross-cultural training, corporate social responsibility, demography project, strategy development to understand the process operations for these dimensions.

The experts interviewed also served as the foundation for the benchmark study with other companies in Germany about diversity management. We gained practical knowledge about each diversity dimension by interviewing the experts about specific details about the dimensions they are working on. Therefore, we were very prepared, both from the theoretical and the practical points of view, about each diversity dimension when we interviewed the diversity managers of 22 companies in Germany.

Data Collection

The data consisted of verbal information. We began with an extensive analysis of the literature, as expert interviews require the interviewer to have a thorough knowledge of the topic. If the interviewer is able to communicate his knowledge, then the expert will speak precisely and in detail about his own knowledge, for example, by using specialized terminology (Pfadenhauer, 2009). We developed an interview guide, and we chose a non-standardized, open guide. The interview guide served as support and ensured that we collected all relevant information in all interviews (Gläser & Laudel, 2010). We adjust each interview guide to the interviewees' fields of expertise. We also include the documents about the diversity dimensions which these experts provided to us.

Data Analysis

We had a great deal of transcribed data, which we analyzed using Mayring's (2010) content analysis. His analysis is designed to combine a quantitative content analysis with a qualitative interpretation of the text. He emphasized the following principles:
- The content analysis must be conducted systematically. This includes rules and structuring the material into content analytical units.
- The focus of content analysis is the systematic creation of categories that are defined clearly and distinguishable from each other. The creation of categories is an element of text interpretation, and a relevant process of analysis that is guided by the research questions. However, it is unclear how these categories are generated, and their creation is described as an "art" (p. 76), with little other information provided about it (Krippendorff, 1980).
- The material in the content analysis must be included in a model of communication.
- Content analysis must meet statistical criteria, such as reliability and validity, for which qualitative research has developed its own criteria (Flick, 2010).

Because of the rule-governed analysis procedures, one can guarantee intersubjective replicability of research processes. This meets the standard of scientific methods. Mayring (2010) suggested a general analysis procedure that consists of nine steps:

1. Defining the research material
2. Analyzing the situation
3. Characterizing the material formally
4. Directing the analysis formally
5. Distinguishing research questions based on theory
6. Identifying the unit of analysis
7. Defining the unit of analysis
8. Analyzing the research material
9. Interpreting the data

The first three steps comprise the preparation of the research material (Mayring, 2010). In this study, we transcribed the research material completely. To accomplish that, we followed the rules for transcription: using standard spelling, transcribing non-verbal expressions only if they added meaning to a statement, and marking interruptions and incomprehensible passages (Gläser & Laudel, 2010).

Mayring's fourth step sets the direction of the analysis to decide which part of the research material should be interpreted.

The fifth step refers to the research questions, which should be based on theory, defined clearly in advance, and divided into subordinate questions.

The sixth step explains the analysis techniques. Mayring distinguished between three content analytical procedures: summarization, explication, and structuring. The goal of *summarization* is to compress the data. While the content of the data remains, compression improves its accessibility. *Explication* includes additional material used to gain a better understanding of passages. *Structuring* is designed to create categories according to classification criteria defined previously to impose a certain structure on the research material. There are four forms of structuring: formal (analyzing research material by formal criteria), content-related (extracting and summarizing certain content areas), typifying (describing distinctive characteristics of the research material) and scaled (evaluating the research material according to scales.

The seventh step consists of analyzing passages and defining categories by studying the text intensively. Categories are characteristics that should describe the text.

In the eighth and ninth steps, a system of categories is generated and the results are interpreted on the basis of the analytical procedures.

Because of the large amount of data, and to help identify patterns in the research content, this study used content-related structuring.

Content-related structuring. We divided the data into categories using the software program MAXQDA. Mayring (2010) suggested using a procedural model for qualitative content-related structuring in particular. The model includes eight steps.
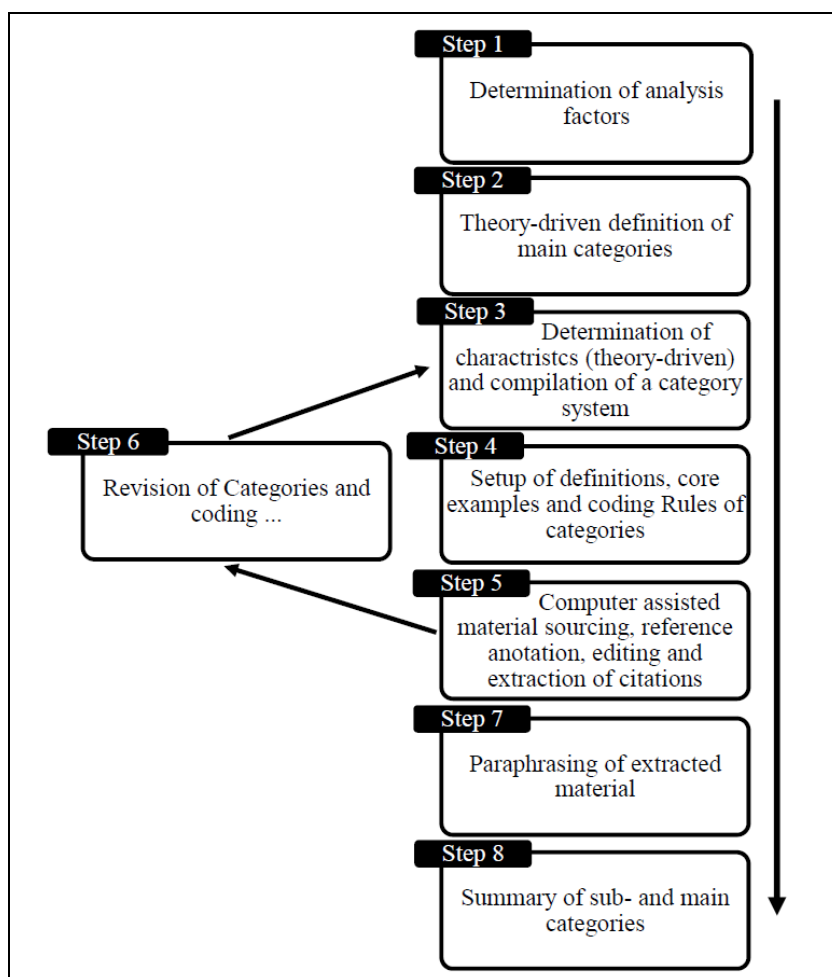
Figure 2 Steps of Analyzing Content of Qualitative Interviews (Mayring, 2010)

The first step is to define the unit of analysis, which is accomplished by the following differentiation:

1. Coding unit: this is defined as the smallest passage in the analysis that can be ascribed to a category.

2. Context unit: This refers to the largest passage in the analysis that can be ascribed to a category.

3. Unit of analysis: This decides the order in which the passages are analyzed.

In this study, the smallest coding unit consisted of a word with content relevant to the research, while the largest context unit consisted of the entire answer to a question. The unit of analysis was a complete interview.

The second step focuses on creating the main categories based on the guiding theory. The third step involves the specificity of the main categories. The fourth step entails creating a coding guide that meets the standard of Mayring's (2010) model. This includes the definitions of the categories. Thus, passages can be ascribed exactly to the appropriate category. The coding rules ensure the exact ascription of passages.

After the coding guide is created by going through the entire dataset, 10-50% of the first data analyzed should be reviewed to complement the coding guide, the fifth step.

An overview of the data is obtained in the sixth step, at which time it is possible to review the category system and coding guide and incorporate any changes necessary. Subsequently, the researcher begins again from the third step.

The seventh and eighth steps consist of paraphrasing and summarizing the passages in the main categories and subcategories, such as specificities. The following table demonstrates the analysis procedure with an example of a subcategory, which was translated from German to English at this point:

Nr.	Category label	Definition	Coding Rules
	Reasons for working on diversity dimension	The explained reasons why the expert is working on a diversity dimension	All indications of why working of diversity dimensions

Example		Source	Generalization
There is a disability quota which defines the number of disable people we have to hire each year. The social responsibility also plays a role.		Disability Expert	Reasons: rule and social responsibility

Table 3 Example 1 of own Content Analysis

Results

Age

Reasons for implementing the dimension of age: The HR experts on age explained that the topic of age is closely intertwined with health and generation management. There are different generations represented at a workplace: an older generation with tenure and a significant amount of work experience, and a young generation with easier access to understanding technology and retaining new information. Both generations want to be appreciated. The company noticed a social change in 2008 and wanted to react effectively. All employees are affected by demographic change because every employee is aging. It is important to increase awareness about personal aging because this will also influence the workplace in the future, as well as each employee's relationship to the company. A major push factor was the annual employees' health checkup in 2003/04, which showed that employees' performance decreased relative to an increase in their age. The former board member of human resources recognized the HR issues connected to age, and subsequently took action (Expert Age, personal communication, 2015, May 4).

Implemented initiatives: All kinds of working models, from part-time employees to employees on sabbaticals, and all kinds of career planning, such as lifelong learning or personal development, can be discussed individually. Norms and values have changed. For example, employees often need flexible working hours nowadays in order to take care of their children or parents, and sometimes a sabbatical is necessary for mental health. The flexibility of an organization has a strong impact on employer attractiveness, for example, because new applicants have many different expectations about work (HR Manager, personal communication, 2014, December 9). Short-term initiatives consist of organizing sensitizing activities to increase awareness about aging in order to reduce stereotypes toward age. Long-term prevention initiatives were integrated into the company as well, such as adjustable tables for all ages, because young employees using adjustable tables as standing desks may help them to avoid back problems in the future (Expert Age, personal communication, 2015, May 4).

Another initiative involves communicating the fact that every employee is needed at the company to work until their last working day. Therefore, it is important that employees stay healthy. In this context, an annual health checkup directly influences the very low amount of sick days taken by employees in the company. The Human Resources experts emphasized that they are establishing a competence model. Age should be associated with competences. They implemented seminars in which younger and older managers exchange leadership

experience, and the concept of "senior consulting" was created. The idea behind the concept is that retired employees may work as flexible consultants on projects so that they and their knowledge do not have to leave the company immediately upon retirement (Expert Corporate Social Responsibility, personal communication 2015, November 17).

Resistance: Age and aging can be associated with a deficit instead of competence. However, quality requires time experience. Change always evokes initial resistance, and a change in corporate culture requires time in order for the employees to adapt to new ideas and perspectives (Expert Age, personal communication, 2015, May 4).

Disability

Reasons for implementing the dimension of disability: According to disability law and corporate policy, the company is following the requirements to hire a requisite number of disabled employees. The experts also emphasized that social responsibility plays a major role in implementing initiatives on disability. In addition, a demographic sample of people 45 years of age and over was implemented in order to find a respectful and dignified way to unburden employees who have disability hardships based on age, and a lessening of physical work in order to guarantee a long working life. The expert in charge explained that this is a way to thank the employees and to find a way for them to be able to continue working in the company for a long period of time. The activities on the dimension of disability were also an initiative by the former board member of Human Resources (Expert Disability, personal communication, 2015, August 8).

Implemented initiatives: Each case of disability is looked at individually. It is important to have each person assigned to the right place accordingly. If people are assigned effectively, they are more motivated and satisfied at work. The goal is to accomplish the inclusion and integration of disabled employees so that they do not feel different or excluded. Executives are sensitized to disabled employees and are informed about health and care. The initiatives consist of small but significant adjustments. For example, in terms of short-term assistance for deaf people who claim that they miss information due to their disability, a sign language interpreter or other similar allowance can be provided to be sure that everything is conveyed properly. Long-term initiatives are to construct the buildings which are accessible by disabled employees, and especially to be sure that new buildings are constructed with all accessibility standards met (Expert Disability, personal communication, 2015, August 8).

Another initiative is the illness-prevention work, such as annual check-ups, which will keep the employees healthy. Each component in the production is checked and planned to be ergonomic. The expert on the project about the program for 45+ employees explained the concept. Employees in the production who have a disability and are older than 45 years old can be placed into another working area in the engineering field which is less clock-controlled, and could also benefit from the expertise of the older employees from the production. These positions were filled by higher qualified employees before working partly on these positions and partly on demanding positions. Because the disabled employees take over the "simpler" tasks, the higher qualified employees can focus on the "demanding" tasks which now do not have to be outsourced to external employees, thus remaining cost-effective. This project is described as a win-win situation for the employees and the company (Expert Demography project, personal communication, 2015, April 14).

Resistance: Companies are not always receptive to implementing diversity initiatives because of the amount of work involved. Disabilities are generally seen as a negative in the workplace. The production perceived the project about the 45+ employees first as a solution to "get rid" of the problem cases, and the engineering field was worried and skeptical about receiving disabled employees. Obviously, stereotyping was involved. The expert explained that disabled people are often imagined as being confined to a wheelchair, but there are a variety of different disabilities. For example, an employee could have suffered a stroke or have a disease like diabetes, both of which might affect the employee's work schedule and make shift work difficult (Expert Disability, personal communication, 2015, August 8; Expert Demography project, personal communication, 2015, April 14).

Gender

Reasons for implementing the dimension of gender: The inequality in the organizational structure plays a significant role in the necessity of taking actions to change the unbalanced gender proportion in the organization. The company's goal is to increase the number of female employees on all levels within the voluntary self-commitment and quota regulations by law. In addition, the expert believes that a balanced gender proportion would increase the number different perspectives and thus would lead to more innovation (Expert Gender, personal communication, 2015, April 25).

Implemented initiatives: The short-term initiatives help women to increase the compatibility of family and work life, and involve implementing different working models (part-time work, remote work, re-entry after maternity leave), child care initiatives, and sensitizing other employees about the dimension of gender in decision-making positions. Long-term, the initiatives contribute to social change, increasing the presence of female employees in a male-dominated field. So far, there are more men employed by the company, especially in engineering. The marketing department is present at career fairs to invite women with technical backgrounds to apply. Long-term initiatives such as "Girl's Day," a girl's technical camp, should help to draw the next generation's interests towards the natural sciences and engineering fields. In addition, there are very few female employees in management positions, but the management mentoring program should support women with a "V" potential (vertical career potential, i.e. aiming to move to the next level) to receive advice and support by a mentor in a management position. This program also has a networking aspect. The "advancement of women strategy" is present at the management level in order to allow female employees to receive top management and board member support (Expert Gender, personal communication, 2015, April 25).

Resistance: Male employees asked the expert on gender why a gender balance program was implemented only for women. A need for the advancement of women does not seem to have been accepted by all of the male employees. In addition, the first male employee who went on parental leave probably had a difficult time because this did not seem socially accepted. Nowadays, more men than ever before are taking parental leave. This example demonstrates that social change takes time. In addition, the initiatives to get more girls and women engaged in the natural sciences and engineering fields will also take time (Expert Gender, personal communication, 2015, April 25).

Nationality/ Culture

Reasons for implementing a dimension of nationality/ culture: The company's goal is to be the number one company in their respective field. Therefore, it is part of the business strategy to grow economically and enhance internationalization (Expert Internationalization, personal communication, 2015, May 20). Cross-cultural collaboration with international employees is considered to be extremely important because of the value of new ideas and different perspectives (Expert Recruiting, personal communication, 2015, April 3).

Implemented initiatives: The initiatives consist of adjusting to the growing international mobility, offering initiatives such as language courses and cross cultural training for expatriates who are employees heading abroad to take on new challenges and opportunities (Expert Internationalization, personal communication, 2015, May 20). In general, the strategy is to vision the future and implement initiatives now to adapt to it (Expert Change Management, personal communication, 2015, April 2). There are also initiatives for employees from abroad working short-term or long-term at the headquarters in Germany, such as integration seminars which include information about how to work and live in Germany, and the company also offers German language courses (Expert Cross-Cultural Training, personal communication, 2015, April 15). Besides the general initiatives, there are specific initiatives or programs for emerging markets to recruit employees or interns from emerging markets and send them to their country of origin as expats later, so that they are familiar with working in both countries (Expert Recruiting, personal communication, 2015, April 3). In sales, the sales training demonstrates how to sell the products in different countries and also how to adapt to cultural differences (Expert Internationalization Strategy, personal communication, 2015, August 3).

Resistance: The corporate language is German, and the mentality and way of thinking are influenced by the region. The experts listed several problems that this might have caused among the employees, such as a lack of awareness of the fact that there are different employees' and customers' needs in different countries. The employees are thus less open to culturally diverse colleagues, and they develop a fear of contact with difference (Expert Internationalization Strategy, personal communication, 2015, August 3; Expert Recruiting, personal communication, 2015, April 3).

Summary and Recommendations

The following table sums up the initiatives categorized in direction, short-term and long-term initiatives. The direction indicates the movement or mobility of the diversity dimension, for example age include options of horizontal mobility such as same level career in different areas, while gender focus on vertical movement to increase the number of women in leadership positions.

	Age	Gender	Disability	Nationality/Culture
Direction	All kinds of working models are discussed individually; includes horizontal mobility	Increasing number of women in leadership positions and top management; vertical mobility	Change of areas if disability occurs with age; ensure workability	International mobility of expats going abroad and coming to headquarters
Short-term initiatives	Sensitizing, demography involves every employee	Compatibility of work and family	Sensitizing executives and surroundings for disability, goal integration and inclusion	Language courses, cross-cultural trainings, E-recruiting, tandem exchange, international experience
Long-term initiatives	Ergonomic work (prevention); generation management such as exchange of young and old	Social change: e.g. Girl's Day to increase girls' interest for technical disciplines	Prevention work: each part at work should be ergonomic; new buildings are built accessible	Culture change approach, adapting to different markets

Table 4 Overview of Diversity Initiatives

We can integrate the statements of the interviewee into the theory of the various diversity management paradigms. The results sum up how each diversity dimension is perceived on the table below. The dimension age represents all diversity management paradigms. The statements in the interview include valuing and appreciating the older employees' contributions to the company, the customers' approach, and the idea that both generations must learn from each other. The diversity dimension gender focuses strongly on dissolving the structural inequality which represents the discrimination-and-fairness paradigm. The effect of gender diversity in increasing employer attractiveness, innovation, and creativity was also mentioned, which stands for the access-and-legitimacy paradigm and the learning-and-effectiveness paradigm. The diversity dimension disability, in which disabled people are perceived as "deficient," is indicated by statements such as "disability is a sickness which can be compensated," or "having initiatives which prevent employees from becoming disabled" (Expert Disability, personal communication, 2015, August 8).

There are no statements that the dimension of disability could be a market advantage or a learning aspect, but the initiatives focus on integration and compensation of disabled employees instead. On the contrary, the dimension nationality/culture is described as an economic necessity in order to reach new markets and to learn from and understand different cultures.

Paradigm / Dimension	Resistance Paradigm	Discrimination-and-Fairness Paradigm	Access-and-Legitimacy Paradigm	Learning-and-Effectivity Paradigm
Age	The topic can be perceived as deficit	Not to forget older employees, valuing their life time effort	Reacting on social changes and demography, e.g. age suits to help to understand older people and customers	Different generations meet, exchange of experience and knowledge
Gender	Feedback: Why are we doing this only for women?	Structural inequality exists, therefore programs to make a change	Initiatives increase employer attractiveness	Diversity for innovation and creativity
Disability	Having disable people are connected to have problems	Inclusion to integrate employees with disability, being a social employer	--	--
Nationality/ Culture	Mentality and way of thinking are influenced by region, it is a German company	--	Goal to be the no.1 brand in the world, growing markets abroad, being an international employer	International people are creative, have different perspectives, new ideas, experience abroad

Table 5 Integration of Results in Theory

We recommend to see each diversity dimension from a beneficial perspective. The best practices examples illustrate the economic advantage of diversity dimensions which can be seen the access-and-legitimacy paradigm and the learning-and-effectivity paradigm. The examples include reaching out to new customers and also include learning aspects.

Age

- Sensitizing for age in a playful perspective-changing way; for example, in a generation museum (Daimler, personal communication, 2015, September 17)
- Consider age distribution if a new location opens (BMW, personal communication, 2015, December 12)
- Generation exchange of younger and older employees during a lunch (Bosch, personal communication, 2015 June 18)
- Active exchange of knowledge by having mixed teams (Deutsche Telekom, personal communication, 2015, June 6; SAP, personal communication, 2015, August 27

Gender

- A joint workshop of both genders so that they can learn from each other (MunichRe, personal communication, 2015 September 25)

- The smallest battery-powered screw gun was developed by a woman and implemented with a lot of resistance by men who did not understand why a small tool would be a good invention. Today it is the most sold battery-powered screw gun (Bosch, personal communication, 2015 June 18)

- A company noticed that the more women are working at the machines in the production the fewer accidents occur (ThyssenKrupp, personal communication, 2015, September 7)

Disability

- A deaf employee consults his deaf clients and even invented words in sign language which did not exist before (Commerzbank, personal communication, 2015, June 8)

- Hire autistics employees to work IT areas (SAP, personal communication, 2015, August 27)

Nationality/Culture

- Exchange of culture such as celebration of cultural holidays (Google, personal communication, 2015, August 7)

- Having a cross cultural network (Deutsche Bahn, personal communication, 2015, December 18)

Discussion

Our article introduced the different dimensions and the practical work being done in each of these dimensions. The work on diversity can be seen from the business or the equity perspective (Vedder, 2006). We argue that the business perspective is highly relevant since companies often only take actions on diversity if there is an economic benefit (Aretz, 2006). Therefore, we emphasized the best practices examples which can be ascribed to the access-and-legitimacy paradigm and the learning-and-effectivity paradigm. The best practices examples include a change of perspective, from a deficit point of view to a competent point of view, in order to properly value diversity and to benefit from the many innovations that a diverse workplace can provide.

The theory of diversity management paradigms should explain why diversity management is implemented. However, this article shows only the work on each of the diversity dimensions, rather than a complete diversity management system. The company we interviewed with regards to each diversity dimension did not have a central diversity management department. Although initiatives on diversity dimensions can be conducted

26

without calling these initiatives "diversity" or "diversity management" (HeidelbergCement, personal communication, 2015, April 24), it is important to consider diversity management as a strategic concept in order to have an economic benefit. This article demonstrated how different each diversity dimension is, and allows us to assume that it would be very complex for a general diversity management system to involve all of the diversity dimensions. The implementation of diversity management systems implies a vast change within the organization (Cox Jr, 2001). We will study the process of implementing diversity management systems in the following article.

Article 2. Benchmark Study: Implementation of Diversity Management in Multinational Companies in Germany

Abstract

In the course of globalization, demographic changes and equal opportunity legislation have made it necessary for many enterprises to implement diversity management. The purpose of this article was to investigate diversity management in multinational enterprises based in Germany. Therefore, we interviewed diversity management experts of 22 enterprises (Adidas, BMW, Bosch, Commerzbank, Daimler, Deutsche Bahn, Deutsche Telekom, Deutsche Post, E.ON, Ernst & Young, Flughafen Munich GmbH, Ford, Google, HeidelbergCement, Lufthansa, Metro, Munich RE, RWE, SAP, Siemens, ThyssenKrupp and Volkswagen). Because of the increase in global business activities the study focused on cultural diversity. We used qualitative analysis to obtain an overview of best practices in implementing diversity management and measures taken to enhance acceptance of diversity. The results showed that support from top management, raising awareness and internal communication were highly important to enhance acceptance of diversity. In this article, we introduce each phase of the development of diversity management, including identifying diversity goals, the ways in which diversity management is integrated within the organizational structure, measures implemented to institutionalize diversity management. Finally, we discuss whether diversity management can promote corporate change that welcomes the trend of individualization.

Introduction

The globalization of business and demographic changes have led to increasing interest in the concept of diversity management among academics and practitioners (Labucay, 2006; Vedder, 2009a). According to diversity research, diversity management offers the opportunity to address external and internal changes, such as expanding global markets or the growing number of older employees (e.g., Aretz & Hansen, 2002; Cox & Blake, 1991). In the US, the analysis and application of diversity management increased in the early 1990s after Johnston and Parker (1987) published "Workforce 2000" and predicted that the proportion of white male in the workforce would decrease and thus, the involvement of minority groups would increase of necessity (Vedder, 2006). By comparison to the US, Germany did not begin diversity management research and implementation until 2006 (Vedder, 2006). Because diversity management research and practice are interdependent (Labucay, 2006), this study focused on sites in which diversity management is practiced to contribute to the literature on the subject. Further, the practice of diversity management should evolve, which allows us to study its development and implementation.

In this article, we introduce the classical theories on which we based our research. The goal of this study was to obtain insight about the way in which multinational companies in Germany have implemented and institutionalized diversity management. Therefore, we conducted qualitative interviews with diversity experts from 22 companies: Adidas, BMW, Bosch, Commerzbank, Daimler, Deutsche Bahn, Deutsche Post, Deutsche Telekom, E&Y, E.ON, Flughafen München GmbH, Ford, Google, HeidelbergCement, Lufthansa, Metro, Munich RE, RWE, SAP, Siemens, ThyssenKrupp, and Volkswagen. By applying Mayring's (2010) qualitative content analysis, we identified a pattern of diversity management. Based on this analysis, we developed a model of the implementation of diversity management at both the organizational and individual levels. Moreover, we discuss the benefits of diversity management for the future German workforce.

Definitions

The definitions of diversity and diversity management are provided in article 1 which are the foundation for this article.

<div align="center">**State of Research and Situation**</div>

State of Research

Research in diversity and diversity management can be divided into three levels: individual, group, and organizational. Most studies on individual levels have focused on the relationship between one of the dimensions of diversity and individual outcomes, such as work satisfaction or achievement (Becker, 2006). In a review of diversity research, Wise and Tschirhart (2000) analyzed 113 articles about diversity that measured individual level outcomes. They found that the articles focused on performance evaluations of employees, promotion mobility, and job satisfaction and involvement. However, they found little evidence that practitioners are interested in individual level outcomes (Comer & Soliman, 1996).

On the group level, most studies have compared performance between a homogeneous and heterogeneous group based on diversity dimensions. In her literature review, Podsiadlowski (2002) summarized the results of the comparison between those two groups in a table, and distinguished, as did Williams and O'Reilly III (1998), between field and laboratory research. Williams and O'Reilly III (1998) introduced 80 studies on diversity over the past 40 years. These studies illustrated the effect of five different diversity dimensions on group processes and performance. The majority of these studies were "black box" studies, indicating that intervening variables exist within the group process (Pelled et al., 1999). The intervening variables between diversity and performance researched most are conflicts, communication, and social integration (Williams & O'Reilly III, 1998). In general, the results at the group level indicated that homogenous values, but heterogeneity in skills and knowledge are the best combination to improve performance (Dick, 2003). This interpretation implies the aspect of time. Teams become more similar over time because of shared group experiences and values that no longer appear to be so different (D. C. Thomas, 1999). When team members become more familiar with each other, the negative effects of diversity disappear (Gruenfeld, Mannix, Williams, & Neale, 1996). Further, the effect of diversity on emotional conflicts were mitigated when teams had worked together for a longer period (Pelled et al., 1999). Another study showed that the performance of heterogeneous groups was lower than that of homogenous groups initially, but heterogeneous groups exceeded the achievement of homogenous groups over time (W. E. Watson et al., 1993).

Overall, the effects of diversity on performance were inconsistent, and both positive and negative (e.g., Pelled et al., 1999; Elron, 1997; Jehn, Northcraft, & Neale, 1999). One researcher who investigated the same empirical construct even obtained different results (Jehn, 1994, 1995). Additional diversity research based on different theories is necessary for a more profound understanding of its effects (Mannix & Neale, 2005).

On the organizational level, diversity refers to organizational outcomes. Cox Jr. (1993) argued that there are two levels of outcomes. The first includes individual level outcomes, such as job satisfaction, creative success, or problem solving. The second-level outcomes target organizational outcomes, such as market share, profitability, or achievement of organizational goals. The assumption is that positive outcomes on the first-level will have positive effects on second-level outcomes (Cox Jr, 1993). This model shows that the individual and organizational levels are connected. However, there has been little empirical research that has proven the relation between first- and second-level outcomes (Arnold et al., 2005), and overall, there have been few studies of the effects of diversity on organizational-level outcomes, and the research also lacks empirical evidence of diversity initiatives, in particular those that affect first- or second-level outcomes (Dick, 2003).

Because the affects and advantages of diversity are difficult to measure and the results have been inconsistent, diversity's advantages have been subjected to an argumentative approach.

Competitive Advantages of Diversity Management

The argumentative approach is based on the logical implication that successful diversity management offers a competitive advantage. Those advantages are introduced in the following (Cox & Blake, 1991):

Cost argument: Organizations that fail to integrate minorities successfully will suffer higher costs attributable to dissatisfaction, frustration, and reduced motivation, which can result in absenteeism and/or turnover (Cox & Blake, 1991).

Resource-acquisition argument: Organizations with the best reputations for diversity management will attract more minorities. Considering the fact that the labor pool shrinks and minorities increase in proportional representation, employers' ability to attract employees becomes more important in recruiting from the best applicant pool (Cox & Blake, 1991).

Marketing argument: Organizations with a good reputation for valuing diversity attract customers from different backgrounds. Moreover, markets are diverse. Thus,

organizations with a diverse workforce have better insight of cultural specifics and are able to address the needs of different target groups better (Cox & Blake, 1991).

Creativity argument: Heterogeneous work teams have different perspectives that can increase the level of creativity (Cox & Blake, 1991).

Problem-solving argument: Heterogeneous groups have a broader and richer range of experiences. They are more able to achieve an elaborated analysis of issues, and therefore have a better basis for decision-making and problem solving (Cox & Blake, 1991).

System flexibility argument: Diversity management implies that an organization is less determinant and standardized, and consequently, more fluid. In general, tolerance of differences should lead to greater openness to new ideas. An organization that overcomes resistance to change and accepts diversity should be able to deal with resistance of other types. Moreover, an organization that enhances flexibility is able to react more readily to other types of changes (Cox & Blake, 1991).

In contrast, homogenous personnel compositions also show several organizational advantages: reduced complexity, efficient communication networks, rapid information processing, accelerated implementation of plans and projects, fewer control mechanisms, stability, high loyalty, and team spirit (Schreyögg, 1989). To understand the difficulties and resistance to implementing diversity management, it is important to recognize that diversity does not consist solely of advantages.

Context of Diversity Management in Germany

Different factors have affected the increase in diversity management. Organizations are embedded in a changing economic, social, political, and technological environment (O'Hara-Devereaux & Johansen, 1996). Globalization generates new international markets with diverse customers (Sepehri & Wagner, 2002). Technological progress allows organizations to communicate rapidly on a global level and overcome both geographical and national limits (Bissels, Sackmann, & Bissels, 2001). Consequently, cross cultural collaborations increase (Sonja Sackmann, Bissels, & Bissels, 2002). In addition, national factors affect the emergence of diversity management: political factors, such as anti-discrimination laws and other initiatives, labor shortages, ethnic diversity in the labor market, demographic changes, and societal influences (Vedder, 2009). In his analysis of data from the spring of 2007, Vedder (2009) concluded that only demographic change influenced the

increase in diversity management at that time. Meanwhile, other factors also influence diversity management. The influences of Vedder's factors on diversity management are discussed below.
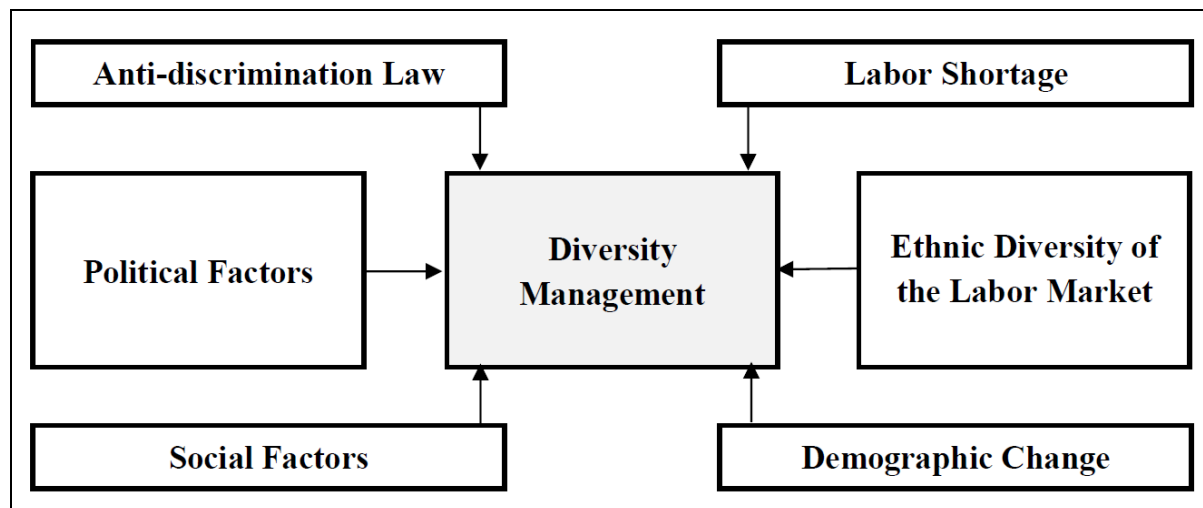
Figure 3 Important Influence Factors on the Increase of Diversity Management in Germany (Vedder, 2006)

Political Factors

In Germany 2006, concerning industrial law the anti-discrimination law came into force. Paragraph 1 states that discrimination due race, ethnical descent, sex, religion or ideology, disability, age or sexual orientation is prohibited. This law should ensure that employees and applicants experience same treatment (Antidiskriminierungsstelle, n.d.). Another political aspect is the quota system, which concerns two diversity dimensions. There is a fixed quota for the disability dimension. The social security statute book IX (9) obliges private and public organizations to employ severely disabled persons in five percent of their positions. There also is a quota system for women. In 2013, the coalition agreement added a women's quota system designed to increase the number of female leaders. At that time, market-listed corporations were obliged to raise their quota for women on supervisory committees, boards of management, and in higher management. Since January 1, 2016, market-listed corporations have been obliged to fill positions on supervisory committees with up to 30 percent women (Ministry of Family, 2016). Thus, companies are required to introduce diversity initiatives to reach this goal.

Demographic Change

The population of Germany is 82.2 million (Federal Office of Statistics, 2015). Because of better healthcare and the increase in life expectancy, the proportion of older people (60 years and above) has increased in Germany, while that of young people (0-20 years) has declined (Geißler, 2002). The fertility rate has been 1.3 on average since the 1970s (Allmendinger & Ebner, 2006). In addition, ethnic minorities have been immigrating to Germany since the 70s. Today, 8.7 million people without a German passport live in Germany, and approximately 16 to 20 percent of the population is either second or third generation immigrants, according to estimates by the Federal Office of Statistics (2015). Although Germany has become an immigration destination, the population nonetheless will shrink to 75 million people by 2050. These demographic changes will have an effect on the composition of employees, and their average age will increase (Buck, 2003).

Labor Shortage

These demographic changes, among others, have generated concern about medium-term labor shortages (Reinberg & Hummel, 2003). Such labor shortages also indicate that the pool of applicants will decline, which will intensify the "war of talents" on the part of organizations attempting to recruit the best applicants and employees (Beechler & Woodward, 2009). In the US, Johnston and Packer's 1987 report, the "Workforce 2000: Work and Workers in the 21st century" initiated a discussion about diversity in the workplace and the effect on consumer goods and the finance market (Aretz, 2006). The report predicted an increase in the average age of the working population, as well as an increase in minorities, such as women and ethnic minorities, and a decline in the white population (Johnston & Packer, 1987). Labor shortages appear not to have had a significant effect on large companies in Germany significantly yet. The interviews conducted in this study revealed that they still receive a large number of job applications (all interviews and personal and written communications, 2015, April 24–December 18). The only change has been in highly specialized areas, in which it has become more difficult to recruit qualified employees (e.g., BMW, personal communication, December 8; E.ON, personal communication, 2015, May 21). Nevertheless, the companies interviewed are aware of the possibility of future labor shortages and act accordingly (all interviews, personal and written communications, 2015, April 24–December 18).

Ethnic Diversity and the Labor Market

Germany has become a migration destination and includes a large number of citizens (16-20 percent) with a migration background (Geißler, 2002; Federal Office of Statistics, 2015) who originated in 190 different countries (Federal Office of Statistics, 2015). The development of a multicultural society is indicative of modernization (Geißler, 2002). In addition, internationalization and cross-cultural collaboration enhance the increased ethnic diversity in the workplace (Bissels et al., 2001). Ethnic or cultural diversity relies on different socialization processes, and hence those differences are rooted deeply (Hogg & Terry, 2000). Visible differences, such as skin color, are more salient than are those such as educational background (Deaux, 1992). Large companies in Germany experience diversity as global players (Balser, 1999). Teams of people with different ethnic affiliations can experience difficulties in developing trust, intimacy, and cohesion (Ouchi & Johnson, 1978). Therefore, culturally diverse teams face challenges in collaboration, and cultural diversity must be managed to function efficiently (D. C. Thomas, 1999).

Social influence

The demographic changes in the population have led to a rise in diversity management. Further, social changes in values also have exerted an influence (Aretz & Hansen, 2002). The traditional division of family roles (men as bread-winners and women as caregivers) largely has disappeared (Lewis, 2001). Thus, over the past 30 years, women's participation in the labor market has increased (Vlasblom & Schippers, 2006), and more fathers today are involved in caring for their children than in past generations (McBride et al., 2005). Moreover, on average, women perform successfully in the education system, and benefit from its expansion (Hradil & Schiener, 2001). However, gender inequalities still exist in the workplace and are consolidated more strongly than in the education system (Geißler, 2002). Different generations contribute to another change in values. According to the generation theory, people of different generations undergo different socialization depending on events in their respective times. As a result, they have different expectations of work and leadership. Generation Y is a critical generation that questions everything and is referred to sometimes as generation "why." According to theory they expect to enjoy work, and value work-life balance (Zemke, Raines, & Filipczak, 2000). An additional change in societal values is the growing trend in individualization (Bissels et al., 2001). One of our interviewees stated that young employees with new values and expectations confront the old structures and

values of the organization (Daimler, personal communication, 2015, September 17). Consequently, companies have to cope with employees' diverse expectations regarding work and leadership.

All of these are factors that push companies to implement diversity management (Vedder, 2009), which can be a solution to deal with challenges that arise from these factors.

Diversity Theories

Several theories serve as the foundation for diversity management. The system theory approach explains the increase in diversity management as a necessary adaption to external changes because of globalization and demographic change. The classical diversity theory, Cox Jr.'s (2001) transformation theory, describes an organization's internal change process during the phases of transformation from a traditional to a multicultural organization.

System Theory

A system theoretical perspective views organizations as systems, certain parts of which interact with their environment. Even if the organization is not determined by its social environment, it is still influenced by it, such that organizations and their members are affected by the level of acceptance of diversity within the society. Efforts to achieve diversity in organizations can fail if the society does not accept, or opposes diversity actively (Aretz & Hansen, 2002). Thus, organizations must cope with diversity if social pressure from their environments becomes intense (Andelman, 1996). Economic pressure often indicates the need for change within the organization. If the conditions external to the organization change, then organizations must adapt to those changes (Hagemann & Vaudt, 2012). Valuing diversity or implementing diversity management entails creating a new organizational order (Gardenswartz & Rowe, 1998).

Organizational Transformation Theory

Cox Jr. developed the classical theory of the implementation of diversity management, which addresses the change from traditional organizations into multicultural organization (Cox & Blake, 1991). Organizational change can be implemented effectively if the following five key elements are achieved: leadership, research and measurement, education, alignment of the management system, and follow up (Cox Jr, 2001):
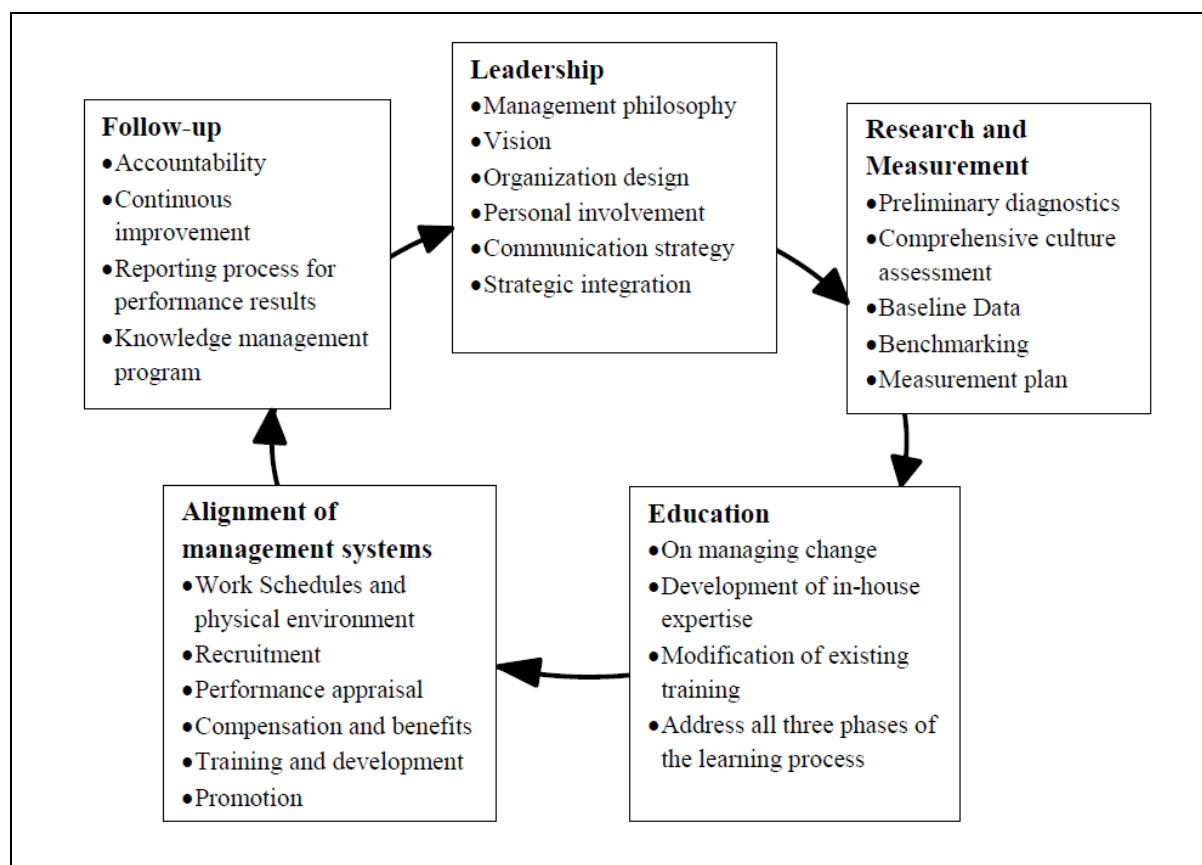
Figure 4 Change Model for Work on Diversity (Cox Jr., 2001)

Leadership. Diversity must start at the top. Top management must have a vision for change, define a structure to plan and coordinate it, and remain committed to it. Without commitment on the part of top management, no change will occur. Leadership is the most essential element of change. However, although top management's commitment is necessary for change, it is not sufficient. Many leaders on all levels must be involved, as they all represent role models. In addition, Cox recommended that a planning committee develop and lead diversity efforts. Ideally, this committee should consist of diverse members (Cox Jr, 2001).

Research and measurements. An analysis of the current state of diversity among employees and the diversity climate is necessary, as change has to be "data driven" (Cox Jr, 2001, p. 59). Thereafter, leadership should communicate the results within the organization to enhance commitment to promoting diversity. It is important to find measureable ways to track progress. From the business point of view, "You get what you measure" (Cox Jr, 2001, p. 70). This statement emphasizes the perceived importance of measureable results. In

general, any type of change causes resistance (Cox Jr, 2001). Lewin's classical theory of organizational change assumes that organizations tend to resist change and return to their original state after disruptive interventions. This outcome of this process is homeostasis (Lewin, 1951, cited in Allen & Montgomery, 2001). Constant communication and education are ways to react to and reduce resistance (Cox Jr, 2001).

Education. This component refers to information and convincing activities about diversity. Cox recommends that the first step is to define the content for education on diversity. Diversity training is an essential means to transfer the content (Cox Jr, 2001). Two types of training usually are conducted: awareness and skill-building training. The goal of awareness training is to create an understanding of the meaning of diversity and increase the awareness that diversity is essential. Skill-building training educates participants in the ways in which to respond to differences in the workplace and consequently, build cultural competency (Cox & Blake, 1991). It is important to have highly skilled facilitators who are able to cope with charged emotions that arise from prejudice and discrimination, controversial discussions, and personal issues (Cox Jr, 2001).

Alignment of management system. Any organizational policy, practice, rule, or procedure is part of the management system. The goal is to incorporate diversity in all management systems. There are three main categories to consider with respect to alignment : time, space, and people (Cox Jr, 2001). Time factors refer to the flexibility of working hours. Cox Jr. (2001) assumed that organizations with a more liberal time-off policy, such as paid or unpaid time off from work, are more able to "…attract, retain and motivate [a] diverse workforce" (p. 105). Space factors involve aspects of the physical work environment. In general, there is a tendency for social groups to divide into hierarchical groups defined by status. Status hierarchies can include, for example, gender, socioeconomic class, work specialization, and nationality (Cox Jr, 2001). Cox suggested avoiding or removing policies and practices that generate or strengthen the existence of hierarchies to promote a diversity friendly working environment. Employees should not feel that they are "second class" (Cox Jr, 2001, p. 107). To create a diverse workforce, it is important to include all types of people. People tend to have a similarity attraction bias that is in part subconscious, and leads them to feel attracted to others who are similar to themselves (Byrne, 1971). Consequently, recruiters often choose applicants who are similar to themselves or to existing employees of the organization. Therefore, recruiters with a mixed composition with respect to national origin,

age, and work specializations can broaden the types of applicants and employees (Cox Jr, 2001). Moreover, all human resources policies must be examined to ensure that they meet anti-discrimination and equality standards (Krell, 2008).

Follow-up. Follow-up activities refer to all other components listed, but are linked especially to research and measurements, as these address the measurements process in particular (Cox Jr, 2001). Follow-up involves monitoring change, evaluating results, and institutionalizing changes so that they become a regular part of the organization. Follow-up demonstrates that a control mechanism for diversity activities is needed to ensure lasting changes (Cox & Blake, 1991). Therefore, Cox Jr. (2001) recommended four specific actions: use a plan review, keep score, provide incentives for positive behavior, and manage knowledge retention and transfer. The first, "use a plan review" includes collecting data on not only gender, race, and nationality, but also noting what was done to improve their diversity. "Keep score" refers to "research and measurements" that measure actions and track changes. The action "provide incentives for positive behavior" addresses human motivation. Monetary rewards, personal or work group recognition, and opportunities for advancement enhance employees' motivation to act on diversity. The action "manage knowledge retention and transfer" is based on sharing information, experience, and knowledge by using multiple communication channels, for example, informational conferences or networks (Cox Jr, 2001).

Cox Jr. introduced each phase in an organization's transformation into a diverse workplace, and his model includes broad aspects of an organization. We must mention some critical features at this point. First, his model begins with leadership, but it is not clear how leaders are convinced or acquire their diversity vision. Next, this model does not distinguish the differences between each dimension of diversity sufficiently. The focus on different diversity dimensions results in different diversity actions. Moreover, this model includes the individual level only to a certain extent in its emphasis on leadership. However, individual employees at all levels are important to cultural change. Organizational change management targets the members of the organization in particular (Lauer, 2010). Individuals at all levels must accept cultural change to maintain it (Schein, 2010). Organizational action implies that individuals are acting (Weick, 1985). Therefore, a diversity model is needed that considers the organizational level, differences in the diversity dimensions, and all employees on the individual level.

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Research

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Research Questions

According to organizational change theory, external pressure initiates changes. As introduced in the "context of diversity management," both national factors and those such as globalization, exert external influences on an organization. Diversity management is necessary to address these factors and achieve a competitive advantage (Cox & Blake, 1991)). Diversity management represents an organizational cultural change at all levels, and such a change requires modification of existing processes and practices (Gilbert et al., 1999)). As discussed above, Cox Jr. (2001) created a model for the implementation of organizational cultural change that includes five key elements. However, organizations tend to resist changes (Lewin, 1951cited in Allen & Montgomery, 2001), and the goal is to implement a sustainable cultural change and prevent them from returning to their original state. Therefore, our research questions focused on implementation of sustainable diversity management. In addition, we assumed that diversity management should be considered both on the organizational and individual levels. Therefore, our two main research questions were:

1.) How do multinational companies in Germany implement diversity management?

    a. What factors influence companies to implement diversity management?

    b. How can companies define their field of action with respect to diversity management?

    c. How is diversity management implemented in existing organizational structures?

2.) What factors support the process of institutionalizing diversity management?

    a. How does one address the majority of the organization to achieve their commitment to diversity?

    b. How can employees be convinced of the value of diversity both on rational and emotional levels?

While the first question addresses the organizational level, the second focuses on employees on individual levels. Implementing diversity includes push factors in diversity management and integrating diversity management into existing organizational structures. Institutionalizing diversity management refers to the sustainable aspect of cultural change.

Institutionalization indicates that social and formal rules or norms exist, and these are internalized and influence behavior and perceptions (Giddens, 1984).

Empirical Methods

In article 1 we explained the empirical methods including expert interviews in details. The qualitative method is also applied for this article. Research in diversity management began in Germany in the mid-1990s (Vedder, 2006). The data collected in this study showed that 86 percent of the participating companies have worked actively on diversity management since 2005, and 36 percent began diversity management only after 2011 (all interviews, personal and written communications, 2015, April 24–December 18). This emphasizes that the practice of diversity management is a new field in Germany. Another reason why qualitative research is appropriate is that it considers the complexity (Flick, 2010) and unique reality of the research subject (Lamnek, 2010). Therefore, qualitative research considers the fact that each company has its own history and culture (Drew & Coulson-Thomas, 1996).

Benchmarking as a Research Approach

Benchmarking is described as a technique that measures the performance of existing processes, products, and services (Allan, 1993), and compares them with those of the competition or leaders in the industry (Shetty, 1993). Benchmarking can be understood as a method of learning (G. H. Watson, 1993), a technique for improvement (Bhutta & Huq, 1999), and as a method to promote awareness of the current state of the organization and increase awareness of new possibilities (Allan, 1993). Finally, benchmarking can help employees see their organization from a new perspective (Spendolini, 1992).

Benchmarking usually is a static view of the company, similar to a snapshot (Fernandez, McCarthy, & Rakotobe-Joel, 2001). It is important to be aware that a comparison of organizations does not necessarily succeed, and practices cannot be transferred exactly from one organization to another because organizations differ (Wareham & Gerrits, 1999). In addition, because of the rapidly changing environment, imitating other organizations' practices would take too much time (Hammer & Champy, 2009). Nevertheless, benchmarking can help organizations identify practices that they can change or at least ways to adapt to changes (Senge, 1990). Benchmarking provides practical knowledge and addresses organizations' needs (Yasin, 2002) because the concept offers best practices of

different organizations (Bhutta & Huq, 1999). The generative approach of benchmarking is future oriented and includes the idea of new, innovative solutions (Senge, 1990).

We chose the benchmarking approach to gain insight about the spread of diversity management in Germany. In Germany, diversity management was implemented later than in the US and thus, is still in its initial stages (Vedder, 2009). Benchmarking helps us understanding the process of implementing diversity in multinational companies in Germany. By comparing the implementation and institutionalization processes of these companies, we can identify common patterns. Our goal was to create a new model of the implementation of diversity management that represents both a snapshot of diversity management in Germany and recommendations about the ideal way to implement and institutionalize it.

Sampling

We explained in article 1 how to identify experts. For this article, we targeted diversity managers in multinational companies to address our research question, and defined companies as multinational if they have several locations abroad or a large number of customers of different nationalities. We identified the participating experts by their positions in their respective companies, and those who were responsible for diversity management in their professions qualified as interviewees. 33 diversity experts were contacted by email or phone to ask for their participation and arrange an appointment. Experts from 22 companies agreed to participate: Adidas, BMW, Bosch, Commerzbank, Daimler, Deutsche Bahn, Deutsche Post, Deutsche Telekom, E&Y, E.ON, Flughafen München GmbH, Ford, Google, HeidelbergCement, Lufthansa, Metro, Munich RE, RWE, SAP, Siemens, ThyssenKrupp, and Volkswagen.

Data Collection

Our interview guide included two parts. The first focused on general diversity management, the reason the company implemented it, and its development and establishment in the company's organizational structure. The second addressed cultural diversity more specifically, including which measurements were used, especially in recruiting international employees, whether they experienced resistance in implementing diversity management, how they dealt with that resistance, and how they enhanced acceptance of cultural diversity.

The next step was to conduct the interviews. We intended to conduct face-to-face interviews in the companies, because an interview in a familiar environment generates more trust so interviewees can respond honestly and open to the questions (Homburg, Kuester, & Krohmer, 2003; Pfadenhauer, 2009). 19 of the 22 interviews were conducted face-to-face in the companies. Two of the 22 interviewees filled out the questionnaire and sent it back via email, and we conducted one interview by phone. Most in-person interviews took approximately 45 minutes, while the phone interview took only 18 minutes. It is difficult to establish the same degree of comfort and trust in a phone interview (Lamnek, 2010). We asked all experts interviewed if we could record the interviews, and all agreed. The last step entailed transcribing all interviews recorded completely to prevent information loss (Dittmar, 2002).

Data Analysis

We show the way of data analysis in details in article 1. For this article, we show the analyzing steps with examples. The following table illustrates an example from our research data for creating main categories based on the guiding theory:

Main categories	Description
Diversity goals	Purpose and intention of diversity management
Organizational structure	Placement of diversity management in existing organizational structure

Table 6 Example 2 of own Content Analysis

The following table shows an example of specifying the main categories:

Main categories	Specificity (subcategories)
Diversity goals	- Internal goals - External goals
Organizational structure	- Establishment of diversity management in structure and processes - Report level - Committees - Top down vs. Bottom up - Headquarters vs. location abroad - Internal collaboration - External collaboration

Table 7 Example 3 of own Content Analysis

The following table demonstrates the analysis procedure with an example of a subcategory and paraphrasing, which was translated from German to English at this point:

Nr.	Category label	Definition	Coding Rules
6.2	**Establishment of diversity management in structures and processes.**	The ascription of diversity management into structures and processes	All indications of establishment of diversity management in organizational processes and structures that are mentioned by the interviewee

Example		Source	Generalization
"It is established in many processes, mainly in HR processes. That is how we want it and that is the way it is. I think this is the way to gain most acceptances [of employees] for the topic." "I am glad that we are embedded in HR development because we see it is embedded there well."		Name of the company	Embedded in many HR processes and therefore gaining acceptance.

Table 8 Example 4 of own Content Analysis

Results

By using Mayring's (2010) steps to analyze our 22 interviews, we identified a pattern of an ideal way to implement diversity management. The interviews helped us gain an overview of diversity management's emergence, development, and stabilization in Germany, and with this understanding, we created a model of the implementation of diversity management. The model included five phases and one additional discussion of the way in which future phases could be implemented. Moreover, this model emphasized a focus on only a few diversity dimensions at the beginning, the range of which may be extended later. According to the theory, organizational change must include both the organizational and individual levels, which this model considered. We introduce each phase in the following.
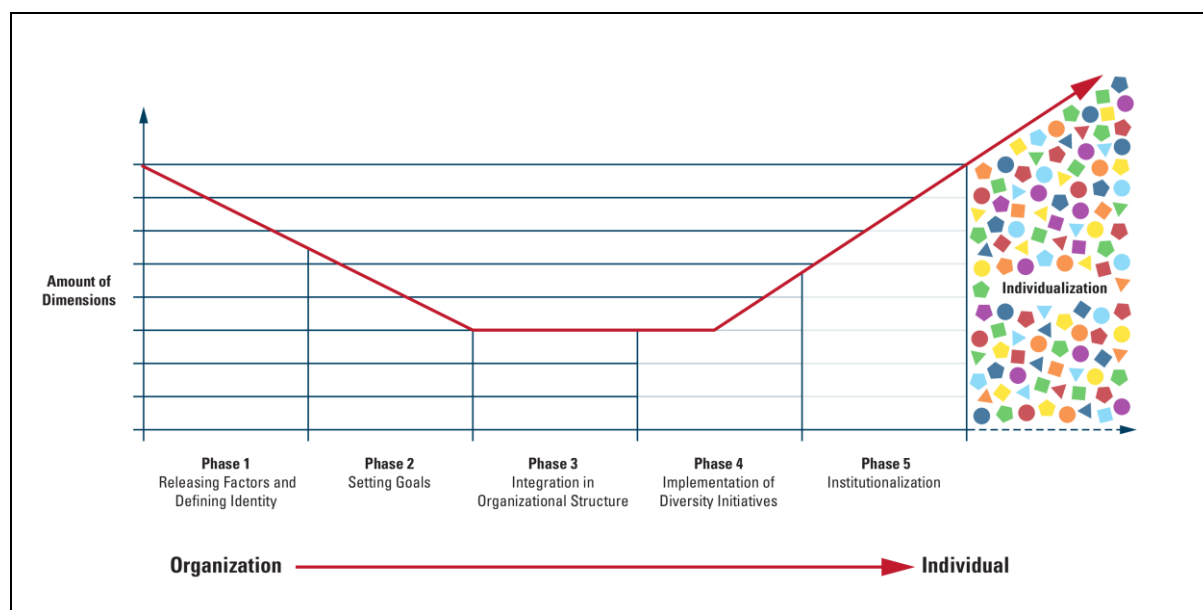
Figure 5 Five Phases Model of Implementing Diversity Management

Phase 1: Releasing factors and defining diversity identity

First, we identified the releasing factors in the emergence of diversity management. Several experts told us about a strong internal movement, such as industrial councils, corporate social responsibility movements, and women's movements (e.g., Commerzbank, personal communication, 2015, June 8; Deutsche Post, personal communication, 2015, June 15; Volkswagen, personal communication, 2015, September 4). An increasing number of women with higher education fill more responsible positions than before and demanded equal career opportunities in the 80s (Commerzbank, personal communication, 2015, June 8). Another internal push factor was close collaboration with US companies or if the company was an American company that had implemented diversity management in US (e.g., Ford, personal communication, 2015, July 22; Google, personal communication, 2015, August 7). Moreover, internal trend analyses of the personnel structure, such as increasing average age of employees, revealed the need for diversity management. On the other hand, external push factors, such as demographic changes and political influences affected the emergence of diversity management (e.g., Bosch, personal communication, 2015, June 18; RWE, personal communication, 2015, September 14; Deutsche Post, personal communication, 2015, June 15). In particular, discussions about quotas for women pushed the emergence of diversity management (e.g., Adidas, personal communication, 2015, August 27; BMW, personal communication, 2015, December 12; Flughafen München, GmbH, written communications,

2015, September 21). In addition, stakeholders or investors exert pressure on companies to have diversity initiatives (e.g., E.ON, personal communication, 2015, May 21; ThyssenKrupp, personal communication, 2015, September 7; Volkswagen, personal communication, 2015, September 4). The dependence of new international markets on culturally different customers also has motivated diversity management (e.g., HeidelbergCement, personal communication, 2015, April 24).

Overall, these push factors mentioned in the interviews are consistent with those introduced in general diversity research (see section diversity context of diversity management). Defining a diversity identity refers to finding an adequate way to address diversity and meet the company's needs. Each company has its own corporate culture (Drew & Coulson-Thomas, 1996), and they consider different dimensions of diversity important (Vedder, 2009). A personnel analysis helps identify the need for, and relevant diversity dimensions that a company should prioritize. Several companies mentioned that they prioritized the dimension of gender more urgently because of external pressure in particular (e.g., Deutsche Telekom, personal communication, 2015, June 11; Ford, personal communication, 2015, June 22; E.ON, personal communication, 2015, May 21). Another interviewee emphasized the importance of the dimension of nationality/different cultures, because this dimension was highly relevant to their business (e.g., HeidelbergCement, personal communication, 2015, April 24). Moreover, defining diversity identity includes a discussion about the direction required in diversity work. An interviewee told us about his company's experience, and stated that at the beginning, they had a committee from different areas and levels of the company that discussed the need for diversity management, and what kind of initiatives should be implemented (Ford, personal communication, 2015, June 22). Another interviewee explained that they were trying to define a diversity philosophy to formulate a strategy and argue what its benefits would be (Lufthansa, personal communication, 2015, August 27). The diversity identity should be consistent with the core of the company or matched to its core business; otherwise, it is difficult to convince employees of the benefits of diversity management (e.g., MunichRe, personal communication, 2015, September 25; HeidelbergCement, personal communication, 2015, April 24).

Phase 2: Setting Goals

The transition from phase 1 to 2 is smooth, as phase 2 consists of setting goals. Setting goals is a process of defining diversity identity, and setting the direction of the work needed to achieve diversity. Setting goals is necessary to be able to measure success (RWE, personal communication, 2015, September 14). The following table summarizes the internal and external goals for diversity management listed by interviewees.

Goals (internal)	Goals (external)
Creating an appreciative work culture (feel comfortable and respected; every employee should be able to identify her/himself with the concept of diversity)	Supplier and customer orientation
Creating open mind set	Reflection of customer
Gaining new perspectives, creativity, complementary teams	Meeting the requirement of, and pressure from stakeholders, investors
Permeability	Being an attractive employer
Increasing competitiveness	Becoming a global corporation
Making diversity known among employees	Gaining understanding of cross-cultural differences worldwide
Subsequently, diversity managers become no longer necessary	

Table 9 Diversity Goals

Precise goals must be formulated to accomplish diversity management, and each diversity dimension includes different goals. It also is necessary to set goals according to the diversity dimensions prioritized. The diversity dimension of *internationality* consists of goals that include recruiting and integrating foreign employees, and enhancing their mobility between different locations. The diversity dimension of *gender* includes aspects such as increasing the number of women in leadership positions and increasing girls' interest in technical fields of study and professions. The diversity dimension of *sexual orientation* is designed to create a work environment in which LGBT employees do not have to hide their sexual orientation and can apply their energy to their work instead. The diversity dimension of *age* includes, among other things, the exchange of knowledge between junior and senior employees. The diversity dimension of *disability* focuses on inclusion of the disabled and creating a disability-friendly workplace.

Setting goals allows the implementation of suitable diversity initiatives. After defining the diversity identity and setting goals, the diversity dimensions that need to be

prioritized should become clear. The diversity dimensions on which a company focuses depend on the context (Thomas Jr, 1992). Each company is different and therefore has a different perspective on diversity dimensions (Vedder, 2009). One interviewee explained the reasons for focusing on only a few diversity dimensions:

- The company can *identify and address* particular groups' *needs*. It is necessary to create categories initially to increase awareness of these groups' needs (Ernst & Young, written communication, 2015, September 10).

- *Clarification through focusing* is necessary, as the greater the number of diversity dimensions established, the more difficult it is to work on them (Lufthansa, personal communication, 2015, August 27).

- *Lack of capacity* is important, as diversity management departments consist of a small team and have the capacity to address only a certain number of topics (e.g. Deutsche Bahn, personal communication, 2015, December 18).

- The focus on certain diversity dimensions was led by *internal* or *external pressure*, such as trends that predict what will be important in future, legal regulations such as the women quota, or business-related necessities, for example an interviewee explained that there was a point when the German headquarters relied on local business abroad therefore the company focus on the diversity dimension internationality (e.g., Adidas, personal communication, 2015, August 27; HeidelbergCement, personal communication, 2015, April 24).

These examples show that it is necessary to focus on only a few diversity dimensions. The interviewees' work on diversity ranged from one to twelve dimensions, and most companies focused on three: gender, internationality, and age (all companies, personal and written communications, 2015, April 24-December 18).

Nonetheless, resistance to diversity can emerge at this point. The interviewees also explained the risks of focusing on a few diversity dimensions:

- Other employees could feel excluded if there are initiatives or workshops only for certain groups (e.g., Deutsche Telekom, personal communication, 2015, June 6).

- Initiatives for one diversity group can inspire other groups to wish to participate (Ford, personal communication, 2015, June 22).

- Stereotypical bias can occur; for example diversity was perceived as initiatives for women and to address mobbing issues (Ford, personal communication, 2015, June 22).

Phase 3: Integrating in Organizational Structures

After focusing on several diversity dimensions, it is necessary to integrate diversity management into the organizational structure and processes. Diversity management must not be considered in isolation from a company's structure and processes (Metro, personal communication, 2015, July 22). Thus, we analyzed the organizational structure, collaborations, and processes of diversity management.

Organizational Structure

An important diversity initiative is the creation of a diversity management position or department (Süß & Kleiner, 2006). In our study, 19 companies had a diversity management position or department and three had an employee who worked in part on diversity management. The diversity office largely was included in Human Resources (e.g., People Operations, Employer Branding, Human Resources Development), while diversity offices in some companies were included in the Strategy Department or Consulting. If the companies did not have a diversity office, then those tasks became solely the responsibility of leadership. The following table illustrates the differences between companies that did and did not have a diversity department (all companies, personal and written communications, 2015, April 24–December 18).

	Diversity department (19 companies	No Diversity department (3 companies)
Allocation of Tasks	Full-time work on diversity, e.g., creating goals, concepts, strategies, programs, projects; implementation of diversity initiatives; consulting experts about diversity issues for employees and foreign locations; enhancing the visibility of diversity	Diversity as part of HR or strategy department
Implementation of Diversity Management	E.g., responsible and has the capacity to implement initiatives; sensitizes leaders and employees	Is leaders' responsibility; they decide what they want to implement
Benefits	Higher capacity and visibility, direct contact person, enhances networks and employees	Embedded in all areas if successful

Table 10 Central Diversity Department vs. no Diversity Department

The companies interviewed developed a diversity strategy, such as a plan to implement diversity management until a certain year (e.g., ThyssenKrupp, personal communication, 2015, September 7; Metro, personal communication, 2015, July 22) or integrated diversity goals into the HR or corporate strategy (e.g., Commerzbank, personal communication, 2015, June 8; SAP, personal communication, 2015, August 27).

Overall, diversity management seemed to assume an important role, and the level of report supported this interpretation. Five companies reported their activities directly to the chairman of the board, and two reported to the chairman of the board via a council structure. Seven companies reported directly to the HR management board member. Only seven companies reported to the HR director, and one did not specify (all companies, personal and written communications, 2015, April 24-December 18).

Collaborations

To integrate diversity management into a company's structures, it is necessary to have a wide range of internal and external collaborations. The internal collaborations associated with Human Resources diversity management, for example, must be integrated into the entire Human Resources circle (Metro, personal communication, 2015, July22). Moreover,

collaborations in diversity management refer to further areas, such as public relations, communication, corporate social responsibility, health, strategy, political affairs, innovation (all companies, personal and written communications, 2015, April 24-December 18). The collaborations include exchanges between the diversity office in Germany and the company's foreign locations, and the interviewees explained that they usually have a contact person in foreign locations (e.g., MunichRE, personal communication, 2015, September 25; Bosch, personal communication, 2015, June 18). These foreign locations are influenced by the culture and social development of the country. Therefore, the diversity dimensions vary in importance between countries (E.ON, personal communication, 2015, May 21), and the companies consider these differences. An interviewee explained that the diversity office decides which diversity dimensions are relevant, but the foreign locations can decide for themselves what actions they will take (Bosch, personal communication, 2015, June 18). Another interviewee stated that 20 percent of diversity initiatives are applicable to the entire group worldwide, while 80 percent are implemented by each foreign location (E.ON, personal communication, 2015, May 21). Another company indicated that their diversity office serves the function of consulting. The diversity office sends suggestions to the foreign locations, but they can decide if they want to implement them (Metro, personal communication, 2015, July 22). In addition, one interviewee noted that the foreign locations have different challenges with cultural diversity, as they have greater cultural diversity. Thus, foreign locations may request cross-cultural training from the central diversity office at the headquarters in Germany (Commerzbank, personal communication, 2015, June 8).

Beyond internal collaboration, external collaborations with other companies, institutes, and associations are helpful. Collaborating with other companies has several advantages, such as obtaining new ideas (e.g., Adidas, personal communication, 2015, August 27), sharing knowledge (e.g., Deutsche Telekom, personal communication, 2015, June 11), or organizing a joint event, such as a Diversity Day (e.g., Deutsche Post, personal communication, 2015, June 15). An interviewee explained that companies in Germany began to address diversity at different times. Therefore, the interviewee stated that his company can learn from others that have more experience with diversity management (ThyssenKrupp, personal communication, 2015, September 7). These exchanges provide ideas for benchmarking (Lufthansa, personal communication, 2015, August 28). The fact that other companies have implemented diversity management helps convince other companies or their

leaders to implement similar initiatives. Board members also ask how other companies have implemented diversity management (e.g., Ford, personal communication, 2015, June 22). The interviewees were aware that companies differ and it is impossible to implement diversity management similarly in all companies. Therefore, it is important to adapt diversity initiatives to each company's structure and culture (e.g., Adidas, personal communication, 2015, August 27; Lufthansa, personal communication, 2015, August 28). Such collaborations led to the creation of several regional or national networks. Collaboration through networks builds trust among diversity experts (BMW, personal communication, 2015, December 12) that facilitates rapid, informal communication as well (E.ON, personal communication, 2015, May 21). Companies do not consider themselves competitors in the area of diversity management (Metro, personal communication, 2015, July 22), even if their companies compete in the same branch (e.g., RWE, personal communication, 2015, September 14). A special benefit of working together in a network is the larger scale of communication about diversity, as working together to organize a Diversity Day attracts greater media attention and communicates a stronger internal and external message than does organizing a small internal event (e.g., Deutsche Post, personal communication, 2015, June 15).

Processes

There are two approaches in implementing diversity management: Top down and bottom up, and both are important. As Cox Jr. (2001) explained in his model, diversity management begins at the top. The interviewees confirmed this approach. 19 of 22 companies had a board member who took the initiative to implement diversity management (all companies, personal and written communications, 2015, April 24–December 18). It is important that the board supports diversity management; for example, a board member insisted on giving the introduction for a LGBT event within the company (Metro, personal communication, 2015, July 22). They can be role models or implement sanctions, such as cutbacks in bonuses for leaders who do not achieve diversity goals (e.g., Daimler, personal communication, 2015, December 18). On the other hand, bottom up activities are important as well. A diversity office cannot meet all groups' needs, and different groups can express their needs through employees' networks on a volunteer basis (e.g., Adidas, personal communication, 2015, August 27). One interviewee explained that a LGBT network made a list of goals for equal standards and was able to achieve their specific goals within the company (Ford, personal communication, 2015, July 22). Another interviewee stated that

they have a program that helps extend the scale of diversity management. Every employee can participate in this program and implement a diversity initiative of interest to him/her (Google, personal communication, 2015, August 7).

Phase 4: Implementation of Diversity Initiatives

Phase 2 entails defining diversity goals, as each dimension has its own goals. In phase 4, diversity initiatives are implemented based on the goals defined in phase 2. When goals are defined, the initiatives' success can be evaluated. The interviewees explained that if the diversity initiatives do not achieve their goals, it is necessary to reevaluate and change them (e.g., Telekom, personal communication, 2015, June 6; Volkswagen, personal communication, 2015, September 4). The following table illustrates an example of defining goals, and implementing and evaluating initiatives. All interviewees listed the examples of initiatives (all companies, personal and written communications, 2015, April 24–December 18):

Goal	Initiatives	Evaluation
Recruiting foreign employees	- Sensitize recruiting and decision makers: • Unconscious bias training • Enhancing positive experiences, events • Transparency in recruiting decisions - Diversity shortlist - English as corporate language - Identify positions that offer an added value by having internationality - Adapt flexibly to international talents (flexibility in locations and form of working)	- Increase of key figures - Visible success

Table 11 Example of a Concrete Goal and Initiatives

This example refers to recruiting foreign employees, which is a means to increase diversity (Stuber, 2002). This example emphasizes the goal of recruiting employees from different cultures or countries. The companies interviewed had implemented several initiatives to achieve this goal, for example, by sensitizing employees and leaders who make recruiting decisions. For example, they received unconscious bias training, which was integrated in part in other training (e.g., Google, personal communication, 2015, August 7; E.ON, personal communication, 2015, May 21; E&Y, written communications, 2015,

September 10). In addition, it is also important that employees and leaders have positive experiences in international collaborations (ThyssenKrupp, personal communication, 2015, September 7). For example, some companies organized events about internationalization, such as providing a lounge to celebrate international holidays (SAP, personal communication, 2015, August 27), celebrating Diversity Day internationally in 26 countries (Daimler, personal communication, 2015, September 19), or having an international gathering of leaders (RWE, personal communication, 2015, September 14). Regarding acceptance on the part of German employees, it helps if the recruiting decision makers are able to communicate the decisions transparently and ensure that the international applicant is the best candidate for the position (HeidelbergCement, personal communication, 2015, April 24).

This example includes the idea of a diversity shortlist. An interviewee explained that they implemented a diversity shortlist that includes six diversity criteria that the pool of candidates should meet. One of these criteria entails having an international candidate among the applicants (Lufthansa, personal communication, 2015, August 28).

If the corporate language is English, it is easier to recruit an applicant from abroad who does not speak German. Therefore, the change from German to English as a corporate language is highly relevant to the internationalization process (HeidelbergCement, personal communication, 2015, April 24). If the corporate language has not yet changed to English, it is possible to integrate internationalization systematically. An interviewee explained that one of their initiatives entailed identifying positions within the company that could be filled by an English-speaking person who did not yet speak German, which added value by having an international employee (BMW, personal communication, 2015, December 8).

Another initiative involves adapting to the international applicants or talents. An interviewee stated that recruiting an applicant from abroad includes the fact that the applicant often brings her/his family. Therefore, it is important to provide an environment that also addresses the families' needs. For example, the interviewee's company founded an international school for children of international employees (Adidas, personal communication, 2015, August 27). Moreover, another interviewee explained that the best talents for a position in his company do not necessarily live in Germany, or are not necessarily willing to move to the city where the company is located. Therefore, the form of work has to adapt to the needs of the best talents abroad, such as remote work (MunichRE, personal communication, 2015, September 25).

As Cox's (2001) model illustrates, it is important that initiatives are measureable. Referring to this example, the interviewee listed the following examples of measurements, including tracking key figures after implementing an initiative, and found that they recruited more international employees than before the initiative was implemented (BMW, personal communication, 2015, December 8). Another interviewee noted that certain work became easier after a local international employee was placed in a certain position in the new market (HeidelbergCement, personal communication, 2015, April 24). However, the interviewees explained the difficulties in measuring initiatives. For example, they usually do not have a control group with which to compare, or causality is difficult to demonstrate (Adidas, personal communication, 2015, August 27). Another difficulty is that change in management is slow and it might take years before an improvement is visible (Google, personal communication, 2015, August 7).

This is an example of one goal in one diversity dimension. This method of analysis also can be applied to different diversity dimensions. The focus on a limited number of diversity dimensions in phase 2 helps to define a way of working on diversity management. The other diversity dimensions are set aside for the moment and can become the focus in future. Consequently, phases 2 and 4 recur for each new diversity dimension in focus. During phase 4, the focus on only a few dimensions can be relaxed.

Phase 5: Institutionalization of Diversity Management

At the beginning, and again in phase 3, this model focuses on the organization as it sets diversity goals and incorporates diversity management into the existing organizational structure. Implementing initiatives in phase 4 thus becomes largely people oriented. Phase 5 is designed to reach all employees. Therefore, phase 5 consists of reducing the focus on certain diversity dimensions. An interviewee explained that the focus on a few diversity dimensions helps address the needs of certain groups. However, successful diversity management in the long-term has to eliminate categories that contribute to stereotyping "otherness" such as "the" women (E & Y, written communications, 2015, September 10). Another interviewee pointed out that their goal is to implement diversity broadly within the company (Deutsche Bahn, personal communication, 2015, December 18), that every employee should be able to identify her/himself with diversity (Deutsche Telekom, personal communication, 2015, June 11).

The process of institutionalization refers to internalizing diversity as a natural element in the company. The companies interviewed accomplished convincing work among their employees to enhance diversity on the emotional and cognitive levels.

The interviewees indicated that the following initiatives enhanced diversity on the emotional level:

- Receiving support from higher hierarchical levels because the support of top management or board member sends a strong message to the employees (Metro, personal communication, 2015, July 22).

- Applying humane and emotional aspects, such as role models or success stories (e.g., Siemens, personal communication, 2015, May 26), as stories have a stronger effect than do facts (Lufthansa, personal communication, 2015 August 28).

- Engaging in individual dialog with leaders one by one, and informing them about their roles and tasks. It is necessary to avoid gatherings of a large group of leaders when discussing diversity, as this could establish its own dynamics and create resistance (MunichRe, personal communication, 2015 September 25).

- Enhancing positive experiences with diversity, generating enthusiasm, and enhancing the "aha" experience through activities or events (SAP, personal communication, 2015 August 27); encouraging employees to try diversity initiatives (MunichRe, personal communication, 2015 September 25) or projects, such as home office initiatives among leaders. These leaders had the opportunity to try out a home office as an initiative so that they could experience that a home office can work, and as a result, support their employees who wish to work from home (Bosch, personal communication, 2015 June 18).

On the other hand, the following initiatives listed emphasized the cognitive level:

- Emphasizing the added value of diversity (HeidelbergCement, personal communication, 2015, April 24).

- Informing through facts and numbers: the interviewees explained that using facts and numbers is an essential way of working in the company (e.g., Daimler, personal communication, 2015 September 17) because it emphasizes the added value, cost effectiveness, or specific business cases (HeidelbergCement, personal communication, 2015, April 24). Illustrating facts and numbers helps heighten employees' perceptions or eliminate myths, such as men have disadvantages now to get promoted as a woman would

be preferred to fill the women quota (e.g., BMW, personal communication, 2015, December 8).

- Creating transparency by explaining recruiting decisions: an interviewee stated that understanding that candidates are promoted because of their qualifications for that position, and not because of their diversity background helps employees accept diversity (HeidelbergCement, personal communication, 2015, April 24; Metro, personal communication, 2015, July 22).

- Creating awareness of our own biases: biases are often unconscious. These unconscious biases result in misleading judgments, for example in hiring situations that discriminate against minorities (Beattie & Johnson, 2012). To strive against the phenomena of unconscious bias, it is important to raise employees' consciousness of it (e.g., Daimler, personal communication, 2015, September 17; Deutsche Telekom, personal communication, 2015, June 11; E & Y, written communications, 2015, September 10; Google, personal communication, 2015, August 7)

Another aspect of convincing employees is communication. The interviewee explained that it is important to work continuously on diversity initiatives and communicate them to all employees (e.g., BMW, personal communication, 2015, December 8; 2015, HeidelbergCement, personal communication, 2015, April 24). These communications enhance the visibility of diversity management (Siemens, personal communication, 2015, May 26). The interviewees pointed out that there should be a balance between two kinds of communications: provocative and restrained (MunichRE, personal communication, 2015, September 25). On the one hand, communication about diversity has to take place continuously to increase awareness, for example, by creating a company diversity logo. On the other hand, communication should fit with the organization's way of working, such as letting employees from daily business speak about their own experiences, rather than having continuous communications on the part of Human Resources (e.g., Bosch, personal communication, 2015, June 18; MunichRE, personal communication, 2015, September 25).

In the diversity management literature, the internalization process is described as a process of awareness and change that occurs in four phases (Aretz & Hansen, 2002). This model is based on Anderson and Ackermann Anderson's (2001) change model, and Sepehri and Wagner's (2000) idea of creating awareness. The first phase consists of unconscious

incompetence about diversity, for example, acting inappropriately, putting someone at a disadvantage, or engaging in discrimination. Organizations that have not worked on diversity management before often are unaware of their own incompetence (Aretz & Hansen, 2002). The second phase is recognizing one's own unconscious incompetence with respect to diversity by implementing sensitizing initiatives, such as diversity training. The next phase is designed to transform incompetence into competence by teaching employees to act appropriately. This phase leads to a shift in thoughts and behavior (D. Anderson & Ackermann Anderson, 2001). The last phase entails internalizing the competence learnt and applying it in one's daily working life until it is automatic. At this point, competence should be unconscious and diversity management is no longer necessary (Aretz & Hansen, 2002).
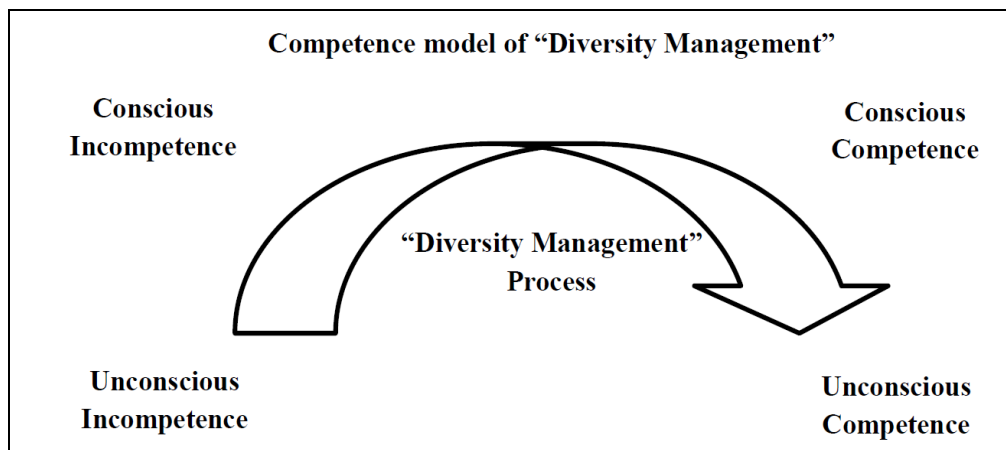
Figure 6 Diversity Management Process Competence Model (Aretz & Hansen, 2002 based on Anderson & Ackerman Anderson (2001))

Change in the future workplace through diversity

The five-phase model suggests an implementation of diversity management that includes the organization and all its employees. Because diversity is about people, the focus on employees is necessary and is based on social changes. There is a social trend in individualization (Commerzbank, personal communication, 2015, June 8). The interviewees pointed out that diversity acknowledges that each employee is different, unique, and treated according to her/his competences or strengths (Commerzbank, personal communication, 2015, June 8; E.ON, personal communication, 2015, May 21; E&Y, written communications, 2015, September 10). Diversity management entails changes that can be slow and take time (Google, personal communication, 2015, August 7). A new generation of younger employees

59

contributes to changing existing structures because they have different working values and expectations (Daimler, personal communication, 2015, September 17). Thus, new values meet old organizational structures. Nonetheless, the new generation can serve as a rapid push factor for diversity management (Daimler, personal communication, 2015, September 17). In summary, diversity management can contribute to change that values employees' individuality. An interviewee explained in a metaphorical sense that it is no longer possible for an employee to focus only on the firm and leave his personal life out during working hours. Today, an employee cannot leave his/her personality in the parking garage, but brings it to work instead (Deutsche Telekom, personal communication, 2015, June 11). The future workplace may involve even stronger individualization, such as focusing on individual needs, strengths, and personalities. Diversity management can introduce a future workplace in which an open organizational culture values individuality.

Summary and Recommendations

We created a model of the implementation of diversity management based on expert interviews. By comparison with Cox Jr.'s (2001) model of the process of transformation from a mono-cultural to a multicultural organization, we found commonalities and differences in our model. Both models emphasize the importance of leadership. Leaders should have a diversity vision, set goals, and support diversity activities. Diversity management requires this top down approach. Our model added a bottom up approach that includes all employees. Both models recommend making progress and initiatives measureable. Moreover, both recommend diversity training, integrating diversity management into existing processes, and working continuously on diversity topics.

Our model is strongly practice oriented and reflects companies' limited possibilities. Diversity management is a broad field, and our model indicates the different goals and challenges associated with each diversity dimension. Therefore, an initial focus on just a few diversity dimensions is necessary. Nonetheless, our model also suggests eliminating that narrow focus in future phases of diversity management to achieve acceptance on the part of all employees. The individual level is more relevant in our model, as, according to our argument, people are the primary element of cultural change. Consequently, diversity management can induce adaptation to the social trend of individualization in the working life of the future. In contrast, Cox Jr.'s (2001) model focuses on organizational change.

The analysis of the interviews gave an overview of diversity management. In the following, we summarize the recommendations for diversity activities as diversity success factors:

- Consider diversity management in its entirety from organizations to individuals
- Define diversity goals and philosophy
  - Accordingly, precise goals and initiatives can be set by defining needs and directions for diversity
  - Diversity goals should fit into the core of the organization
- Make diversity a part of the business and organizational strategy
  - Refer to the organization's economic success and daily business
  - Associate diversity with performance; understanding that diversity contributes to creativity and productivity
- Establish a diversity institution
  - Having a diversity institution, such as a diversity department, increases the visibility of the organization's diversity management, provides the capacity to work on diversity, and allow employees to have a direct contact person if they need to address their needs with respect to diversity
  - The diversity institution should be able to report its activities to board members or even the chairman of the board
- Allocation of tasks: headquarters versus foreign locations
  - Foreign locations have different needs and different focuses on diversity dimensions. Therefore, the work of headquarters and foreign locations may differ
- Top Leadership Commitment (top down)
  - Top management should serve as a role model, and be involved in defining diversity goals and communicating diversity visions within the organization
  - Impose sanctions for not reaching diversity goals: effects on performance evaluations and compensation
- Include employees (bottom up)
  - Every employee should be able to identify with diversity

- Enhance interest in diversity on the part of employees at all levels and encourage them to be proactive by implementing their own diversity ideas

- Sensitize

  - Raise awareness regarding unconscious bias, especially in recruiting decisions
  - Include diversity training or unconscious bias training
  - Convince employees about diversity based both on the rational (facts and numbers) and emotional levels (e.g., "Aha" experiences, individual dialog)

- Diversity work must be successful first, as negative experiences are remembered more strongly

- Recruiting

  - Consider diversity in all recruiting activities

- Communication

  - Internal diversity logo
  - Continuous communication about diversity activities, while finding a balance in appropriate ways to communicate that fit the organization

Discussion

Our results confirmed the diversity literature that indicates that internal and external pressures contribute to the emergence of diversity management in multinational companies. Many large companies implemented diversity initiatives or even created a diversity management department. Our model showed the implementation of diversity management on the organizational level, which involved integrating diversity in the organizational structure by setting goals and using both the top down and bottom up approaches in particular. Institutionalizing diversity management focused on the individual level and on involving all employees in diversity on the emotional and cognitive levels.

Qualitative expert interviews were the appropriate method to gain an overview of diversity management in Germany, as we gained a deep understanding of strategies used to implement diversity management on the part of several multinational companies in Germany. The weakness of this method is that the experts interviewed wished to represent their companies and illustrate their diversity activities positively in the course of external

communications. Therefore, we may not always have received honest answers about the difficulties involved in implementing diversity management, such as employees' resistance or failure of diversity initiatives.

Nonetheless, it is worthwhile to question at this point whether diversity management is simply a fashionable topic or if it will be long lasting. An interviewee explained that employees perceive easily that diversity management is a fashionable topic that may disappear in a few years (MunichRe, personal communication, 2015, September 25). Another interviewee pointed out that the term diversity management is fashionable, but it is not the topic. Many companies use the term diversity management today to refer to issues that have existed for years. This interviewee's company had implemented diversity initiatives in the 90s, but they did not label them as such at that time (HeidelbergCement, personal communication, 2015, April 24). This statement indicates that diversity management may be a new approach to an old topic (Vedder, 2009). The reason for this uncertainty is that diversity management is not a clear concept: "While diversity management is popularized in the literature as a necessary program for organizations desiring to remain competitive, the concept diversity management remains nebulous" (Gilbert et al., 1999, p. 61). Each company differs in its business, organizational culture, and workforce structure (Drew & Coulson-Thomas, 1996; Bosch, personal communication, 2015, June 18). One interviewee suggested that each leader should define the concept of diversity to the best as it fits his/her work (Siemens, personal communication, 2015, May 26). This statement emphasizes that there is no universal practice of diversity management, and companies have to adapt diversity management to their own needs and organizational cultures. Our model illustrated one possible way to make diversity management more concrete by focusing on only a few diversity dimensions and setting goals accordingly at the beginning.

Future research in this field should make the success of diversity initiatives measureable (Dick, 2003). Several studies have suggested using a diversity balance score card to measure diversity initiatives (Hubbard, 2004; Knouse & Stewart, 2003). Measurability is an important aspect of research, as companies only act if there is an economic benefit (Aretz, 2006). Therefore, the outcomes of diversity management must demonstrate such benefits. However, the experts in our research explained that it is difficult to prove the economic benefits of diversity management, or the fact that it takes time to see whether diversity initiatives were successful (e.g., Bosch, personal communication, 2015,

June 18; Google, personal communication, 2015, August 7). Thus, long-term studies would help determine whether diversity initiatives reach their goals to promote a more diverse workforce.

Article 3. Openness to Cultural Diversity – How Executives are making Recruiting Decisions

Abstract

Recruiting new employees is an important means to increase cultural diversity in an organization. However, if the new employees have similar backgrounds as the organization's pre-existing members, the workforce stays homogenous. This process is called homosocial reproduction. According to the similar-attraction paradigm or the attraction-selection-attrition model, applicants who are similar to the current members of the organization are favored. However, organizations' business relations are increasingly exceeding geographical borders. Members of the organization are facing international collaborations and challenges based on cultural differences. A culturally diverse work force could help to overcome these challenges.

We collected data for a large South German automotive enterprise, which has a global business but quite a culturally homogenous workforce. In this article, we study executives' recruiting decisions to hire or not to hire an applicant of a different cultural background. Our results show factors that enhance cultural openness among executives.

Introduction

As part of globalization, many companies in Germany are influenced by internationalization (Podsiadlowski, 2002). New markets in different countries emerge that increase cross-cultural collaboration. These collaborations with different cultures can be challenging. In order to understand the new markets and the cross-cultural collaborations, having employees from these countries in the German organization would be helpful (D. A. Thomas & Ely, 1996).

We conducted a study of a large German automotive company that has its headquarters in South Germany. This company has a high number of cross-cultural collaborations with different markets worldwide. However, at the headquarters, over 90 percent of the higher-level employees with an academic background own a German passport. The number of foreign employees, in particular, from culturally distant countries, is small. We interviewed 21 executives for our research. Our goal was to understand why executives recruit or do not recruit employees from different cultures. In our research design, we divided the participants into two groups: culturally opening and culturally closing departments. In the culturally opening department, there was a visible increase of culturally distant employees, while the culturally closing departments had a decrease of culturally distant employees within 2005-2014.

In our analysis, we considered different levels: individual, group and organizational (Stafsudd, 2006). Our results indicated that several factors enhance cultural openness and the decision to hire culturally distant employees. At the individual level, personal experience abroad played a major role. At the group level, task-related aspects such as the daily field of work and personal fit with the team influenced the recruiting decision. At an organizational level, executives took collaboration with different departments within the organization and the organizational openness toward cultural diversity into account.

Definitions

Diversity and diversity management was already defined in the previous article (see article 1). This article focuses on cultural diversity. We start with defining relevant terms for this article.

Culture

In this article, the focus will be put on the dimension of cultural diversity. The understanding of the term "culture" varies between different countries and languages (Trompenaars & Hampden-Turner, 2011). The different interpretations of the term "culture" illustrate that a general, uniform definition of culture is missing. The term "culture" is even ambiguous within one language. Over 60 years ago, Kroeber and Kluckhohn (1952) collected 164 definitions of culture, which they then published. The most cited definition from Kroeber and Kluckhohn (1952) is:

"Culture consists in patterned ways of thinking, feeling, and reacting acquired and is transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artefacts, the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values" (Kroeber & Kluckhohn, 1952, S. 86).

The authors define culture generally as "a historically derived system of explicit and implicit designs for living which tends to be shared by all or specially designated members of a group" (Kroeber & Kluckhohn, 1952, S. 54). Explicit culture refers to observable, manifested feature as art objects, institutions, laws, history or language. Implicit culture consists of latent, psychological attributes, for example, values, attitudes, norms and ideological beliefs (Kroeber & Kluckhohn, 1952). Implicit culture is in the center of interest for the discipline psychology. From psychological perspective culture is defined as a universal typical orientation system for a society, an organization and a group. Central characteristics of an orientation system are cultural standards that include all types of perceiving, thinking, classifying and acting. These cultural standards are considered as common, natural, typical and obliging by the majority of members of a certain culture. The cultural standards are internalized after successful socialization (A. Thomas, 1993)

Triandis summarized that there is an agreement among many researchers that the following three aspects are characteristics of culture (Triandis, 2007):

- Culture emerges in adaptive interactions between people and environment
- Culture consists of shared elements
- Culture is transmitted over time and generations

Considering these aspects, Fiske created a more recent definition of culture:

"A culture is a socially transmitted or socially constructed constellation consisting of such things as practices, competencies, ideas, schemas, symbols, values, norms, institutions,

goals, constitutive, rules, artifacts, and modification of the physical environment" (2002, S. 85).

As article 1 emphasized (see definition of dimension nationality/culture), we use nationality and culture synonymously.

Cultural Diversity

Diversity refers to demographic differences among people (McGrath, Berdahl, & Arrow, 1995). Thus, cultural diversity consists of a group of people who have different cultural backgrounds. Because of the socialization process, people from the same culture tend to share a cultural identity, which includes a certain world view (Jensen, 2003), norms, values and sociocultural heritage (Cox Jr, 1993). Nonetheless, we take into account that people from the same cultural background can be very different in all kinds of aspects (Jensen, 2003). Cultural identity is a complex and dynamic construct (Ely & Thomas, 2001). Despite the vague definition of what cultural identity exactly means, we believe that cultural identity has an impact at the workplace. Cultural identity is particularly salient if most or just few members in a group are from the same country of origin (Randel, 2003). Therefore, cultural diversity cannot be ignored. However, the degree of salience may depend on how different the cultures are or in other words how culturally distant they are from each other.

Cultural Distance

Cultural distance is a construct that shows the extent of similarities and differences from one culture to another (Shenkar, 2001). He explained that the construct of "cultural distance" is established by factors that are key characteristics of nations, such as religion, level of social and economic development (Boyacigiller, 1990), language (Buckley & Casson, 1976), and political stability or instability (Thunell, 1977). As mentioned before (see definition of culture), culture consists of shared values (Fiske, 2002). Therefore, the basic aspects of culture play an important role in indicating the differences (G. Chen, Kirkman, Kim, Farh, & Tangirala, 2010). These basic aspects consist of core values, beliefs, customs and rituals, for example (Adler & Gundersen, 2008; Hofstede, 1984). The national culture may have a strong effect on corporate culture (S. C. Schneider, 1988). Organizational culture can have its roots in national culture (Pothukuchi, Damanpour, Choi, Chen, & Park, 2002). One study even reported a higher performance by work units when the management culture represented national culture (Newman & Nollen, 1996). Considering the professional life,

culture has an impact on the way of working (Hofstede & Hofstede, 2012). A high cultural distance in cross-cultural collaborations may result in different expectations, less cohesive teams (Cartwright & Cooper, 1993), misunderstandings in communication due to different interpretations (Park & Ungson, 1997), and conflicts (Jehn, 1995). Considering an economic point of view, firms are less likely to invest in markets of high cultural distance (Shenkar, 2001). For our research, we define cultural distance by nationalities that are significantly different from Germany in terms of core values, language and way of working. We take geographic distance into account. However, we acknowledge that nationalities exist that are geographically distant but culturally closer to Germany. For example, the United States or Australia would be cultural closer to Germany, despite their geographical distance, than China.

Cultural Openness

Cultural openness is often associated with terms such as hybrid, fluid, diverse, global or cosmopolitan. These terms have a positive connotation (Ollivier, 2008). Cosmopolitanism is described as a specific form of openness to cultural diversity (Hannerz, 1990). An early definition of cosmopolitanism is being "at home in the cultures of other people as well as their own" (Konrád, 1984, p. 209). This definition entails the idea of valuing other cultures outside of someone's home culture (Hannerz, 1990), and involves the understanding of tolerance and acceptance (Skrbis & Woodward, 2007). A cosmopolitan is also someone who frequently travels and interacts with people of different cultures and places (Hannerz, 1990). This definition refers to mobility and assumes that cosmopolitanism and globalization are strongly intertwined (Skrbis & Woodward, 2007). This kind of mobility should be based on free choice by the cosmopolitan and is not undertaken by necessity, but by a conscious decision (Hannerz, 1990). A cosmopolitan individual is characterized by a "willingness to engage with other" (Hannerz, 1990, p. 240). This understanding of cosmopolitan shows an intentional act and refers to an attitude such as tolerance or acceptance (Skrbis & Woodward, 2007). In addition, a main quality of cosmopolitanism is cultural competencies. These include receptive and reflexive skills to cultural impressions (Savage, Bagnall, & Longhurst, 2004; Skrbis & Woodward, 2007). A cosmopolitan individual possesses knowledge of different cultural codes and understands the cultural context (Hannerz, 1990).

Based on the assumption that openness to cultural diversity can be acquired or at least enhanced through experience (Pascarella, Edison, Nora, Hagedorn, & Terenzini, 1996),

70

several studies showed the importance of higher education and experience abroad (Black, 1990; Douglas & Jones-Rikkers, 2001; Pascarella et al., 1996). Another indication for the possibility to acquire openness is supported by the results of an empirical study that openness to cultural diversity was increased among students in an advanced year of college in comparison to students just beginning college (Pascarella et al., 1996). Cultural openness was enhanced by study-abroad programs, in particular (Douglas & Jones-Rikkers, 2001). A long-term stay has a stronger effect in terms of gaining cultural sensitivity than a short-term stay of two weeks (P. H. Anderson, Lawton, Rexeisen, & Hubbard, 2006). Dwyer (2004) suggested to stay a full academic year abroad, since the results of her study showed that the effect on students were more significant and long lasting when they stayed for this duration. It is important that the duration of staying abroad should allow individuals to be actively engaged with the country's setting and to get familiar with its local people, objects and places (Skrbis & Woodward, 2007). The experience abroad should go beyond the superficial tourist impressions (Hannerz, 1990). Moreover, it is important to include the aspects of cultural distance at this place. The results of an empirical study showed that the greater the cultural differences are between the students home country and host country, the greater would be the increase of so-called "worldmindedness" (Douglas & Jones-Rikkers, 2001). The term worldmindedness is conform to our understanding of cultural openness.

Cultural openness may be also enhanced through the presence of bicultural individuals. Shenkar (2001) suggested that the presence of bicultural individuals in a company would weaken cultural distance because they are familiar with both cultures and can bring two countries together. We believe that individuals, who have international characteristics such as being bicultural or from a different culture, or simply having international experience, would enhance cultural openness among employees. In this regard, we consider foreign interns, employees from abroad who stay short and long term in Germany, employees with a migration background, and German employees who returned from their expatriate stays abroad as facilitators of cultural openness. We call them "representatives of internationalization."

Homosocial Reproduction

The concept of homosocial reproduction represents the opposite of cultural openness. Homosocial reproduction means that applicants are recruited who are similar to the members of the hiring organization. Kanter (1977) referred to a practice that reproduces the power of

males in a corporation and excludes women from manager positions. For our article, we use a more general definition: by selecting candidates who share the same characteristics as the existing workforce, the organization reproduces itself and therefore remains homogenous (Kanter, 1977). In the following section, we illustrate the theory of this phenomenon.

Theories

In this section, we present the underlying theories of our research and link the previous definitions to the theories.

The Similarity-Attraction Paradigm

Byrne (1971) and Bescheid and Walster (1978) postulated that the more similar individuals are in terms of attitude, values or demographical variables, the more attractive they perceive each other. The demographical variables are mostly visible traits such as ethnicity or age (Milliken & Martins, 1996). The similarity-attraction paradigm explains that the visible traits are connected to invisible traits such as values or beliefs (McGrath et al., 1995). Individuals who have similar traits might also share similar values or life experiences, which make it easier to interact and connect with each other (Williams & O'Reilly III, 1998). Due to these similarities, it is assumed these individuals feel more comfortable working together (Pitts & Jarry, 2009). An empirical study showed that research participants choose a person similar to themselves, if they have to choose one person to interact with (Lincoln & Miller, 1979). Based on the similarity-attraction paradigm, we assume that high cultural distance between people shows less similarity and results in less attraction to each other.

Theory of Social Categorization

The social categorizing theory by Tajfel (1981) and Turner (1987) argues that individuals attempt to achieve/retain high self-esteem by comparing themselves with others. They go through a process of categorizing of themselves and others in order to compare. The categories are created by salient characteristics such as age, ethnicity or gender (Messick & Mackie, 1989). By doing so, individuals are creating a social identity as a member of a social group, which can be divided into an in-group and out-group (Hogg & Terry, 2000). Membership in an in-group is considered as positive, while members of an out-group are devalued (Pitts & Jarry, 2009). In consequence, members of the out-group can perceived as

less trustworthy, less cooperative and more dishonest than members of the in-group (Tajfel, 2010). Recruiters may categorize themselves and the employees, especially the leaders and the applicants, in certain social groups. They may select applicants who are more similar to the leaders of the organization (Stafsudd, 2006). Considering our research, we assume applicants of high cultural distance may be less often classified into the same categories as the executives of the organization, which reduces their chances of being selected.

The Attraction-Selection-Attrition Model

Schneider (1987) explains the attraction-selection-attribution model from the interactional-psychology point of view. The idea of the model is that applicants are attracted to organizations whose employees seem to be similar to them. In consequence, the applicants seek to become members of these organizations. In the same way, the current members of the organization feel attracted to the applicants who are similar to them, which increases the probability of the applicants getting hired (B. Schneider, 1987).

The next step consists of interactions between the new members who just entered the organization and the existing members of the organization. By getting to know each other better, the new members will be accepted if they are found to be similar to the existing members. On the other hand, new members who are found to be dissimilar to the existing members of the organization will be pushed to leave the organization (B. Schneider, 1987). Referring to our research, we assume that interactions between individuals of similar cultural backgrounds are preferred by older members of an organization.

All three theories involve a selection process. We focus on the selection decision process of leaders. In the following, we introduce our theory based on the definitions and theories above.

The Selection Decision Model

Openness factors / Levels	Conditions	Cognitive Dimension	Affective Dimension	Behavior
Organizational	Corporate culture, organizational values, procedure, organizational structure, role models from higher levels	Reflection of the conditions such as corporate culture	Internalized corporate cultures or values	Recruitment based on the organizational point of view
Group (department)	Cultural experience of the department	What are the members of my department thinking about cultural diversity?	How do the members of my department feel regarding cultural diversity?	What recruiting decision would the members of my department make?
Individual (executive of the department)	Personal background	What am I thinking about cultural diversity?	How do I feel regarding cultural diversity?	What recruiting decision did I make? Why did I decide this way?

Figure 7 The Selection Description Model

We developed the selection decision model to show the different factors that influence the recruiting decision regarding cultural diversity. The nature of our model is theoretical and hypothetical and represents the foundation of our empirical research. The recruiting process has to be examined on different levels in order to understand the different implications of homogeneity (Stafsudd, 2006). Stafsudd (2006) suggested examining recruiter level, top management level and organization level. We agree to the importance of involving different levels since the interactive nature within an organization goes beyond one level. Although we acknowledge the importance of recruiter level, we examine the executive level, group level and organizational level from the executive's perspective instead. Because we believe if the applicant reaches the final round of the recruiting process, he/she excelled beyond the recruiter level and his/her hiring depends only on the future supervisor. Therefore, we focus on the last step of the selection process, which is the head of a department making a choice to hire or not to hire an applicant of a different cultural background for his/her department. Regarding the management level, we look at the head of the department, which is not a member of the top management team in a big organization, but an executive in a management position. Since a top management team is defined as a high hierarchical team that has an impact on the organization and its strategy (Carpenter, Geletkanycz, & Sanders, 2004), we assume that the top management does not make new-entry recruiting decision on an individual level. Therefore, we focus on a lower level, which is the head of a department,

because the head of a department has to make an active decision regarding hiring the members of his/her department and leading this department. We created a three-level model consisting of individual, group and organizational levels. The executive is classified into the individual level. The executive's department represents the group level. Beyond the group level, the organizational level is located. The organizational level describes the overall picture of the organization including its people; members of other departments; or, in general, members of the organization and organizational factors, such as the core of the organizational identity or corporate culture, which influence employees' behavior, values and way of thinking (Glisson & James, 2002).

We believe that each level has an impact on the recruiting decision of the executive. On an individual level, the executive's own attitude towards cultural diversity has an influence on his/her recruiting decisions. The attitude is shaped by personal experience with cultural diversity (Focali, 2012). As described in the chapter on cultural openness, some researchers indicated that cultural openness can be acquired through cosmopolitan experience (Douglas & Jones-Rikkers, 2001; Pascarella et al., 1996). We assume that executives who have been exposed to different cultural environments and who are rated high on cultural openness are more willing to hire employees of different cultural backgrounds than executives with low cultural openness. In addition, both emotional and cognitive aspects have an impact on the recruiting decision. On one hand, people's behaviors are highly connected to their emotions (Lodato, Highhouse, & Brooks, 2011). On the other hand, executives make decisions based on their cognitive reflections (Hambrick & Mason, 1984). In sum, on an individual level, an executive's own attitude towards and previous experience with cultural diversity play a role in his/her recruiting decisions.

On a group level, executives are the heads of their departments. They are interested in leading their team to perform at the highest level. The work of a team aims to result in efficiency, productivity and to a profitable outcome for its organization (Drew & Coulson-Thomas, 1996). A homogenous team can be more cohesive (O'Reilly III, Caldwell, & Barnett, 1989), have a better operating communication and a stronger integration of team members (Elron, 1998). Similarly, a heterogeneous team can cause more conflicts (Jehn, Northcraft, & Neale, 1999) and higher coordination costs (D. C. Thomas, 1999). However, as we discussed in article 2, diversity within a team can lead to creativity, innovation, and bring a variance of information and decisions alternatives (Cox Jr, 1993; Jackson, May, & Whitney, 1995). According to the person-group fit theory, which is defined as "compatibility

75

between individuals and work groups" (Kristof, 1996, p. 7), it would be in the executive's interest to recruit an applicant who is compatible to the existing group. Therefore, we assume that executives are taking the previous experience of their group members with cultural diversity and their attitude toward cultural diversity into consideration when they are hiring a new team member. On the other hand, future-orientated executives have strategical competences and vision (Ireland & Hitt, 1999). Executives may consider the advantage of diversity, which can contribute to the high performance of the team. The strategic competence of executives may lead to recruiting decisions based on their vision of what their department's tasks will be in the future, and what the course of internationalization could be, and prepare accordingly by hiring a diverse workforce.

On an organizational level, in line with the personal-group fit theory, the personal-organization fit theory similarly refers to the compatibility between individuals and the entire organization (Jansen & Kristof-Brown, 2006; Kristof, 1996). Since employees have social interactions within the organization beyond their departments (C.-J. Chen & Huang, 2007), it is important also to consider the organizational level regarding recruiting decisions. Therefore, executives may be aware the fact that his/her team has to interact with different departments within the organization and may consider in his/her recruiting decision that the new member of the team should be able to interact within the organization. Organizational culture is a strong predictor if an individual fits into an organization (O'Reilly, Chatman, & Caldwell, 1991; Schein, 2010). Since organizations are embedded in a larger society (Pothukuchi et al., 2002), the national or even regional culture of the located organization has an impact on the organizational culture (Sadri & Lees, 2001). There is a wide range of definitions of organizational culture (S. Sackmann, 2002). In sum, organizational culture is usually defined as a complex set of values, beliefs and symbols that define the way of behavior, interaction and conducting business (Barney, 1986). Organizational culture is strongly intertwined with organizational identity and organizational image (Hatch & Schultz, 1997). In addition, organizational culture has also an influence on the recruiting process, because organizations tend to select applicants who share their values (B. Schneider, 1987). A corporate culture being deeply embedded within the organization indicates that organizational culture has a historical foundation and development, reaches all organizational levels, and involves all members of the organization (Hatch & Schultz, 1997).

An applicant of cultural distance may have different cultural values than the majority of the organization. If the individual values differ highly from the organizational culture, it is

very likely that the individual will leave the organization (Vandenberghe, 1999). Executives may consider the possibly difficulties an applicant of cultural distance may have fitting into the organization. All three levels have an influence on the executive's recruiting decision in theory.

Research

Research Questions

The research question is based on the theoretical frame. The study is guided by mainly one question, which is divided into sub-questions:

Which factors are influencing executives' recruiting decisions to hire applicants of different cultures?

1.) Individual level

    a. Which previous cultural experience did executives have, e.g. in college or working life?

    b. How do previous experiences influence recruiting decisions?

2.) Group level/department level

    a. How do executives involve their department in their recruiting decision in terms of cultural diversity?

    b. Which advantages and disadvantages of cultural diversity in his/her department do executives consider in their recruiting decision?

3.) Organizational level

    a. Which aspects of the organization do executives consider when they hire a culturally distant employee?

    b. How culturally open do executives perceive the organization to be?

    c. What changes has to be made within the organization to be more culturally open?

    d. How do representatives of internationalization contribute to cultural openness of the organization?

Empirical Methods

We conducted a mixture of quantitative and qualitative methods to address the research question. For that matter, we created an interview guideline and a short survey. The interview guideline was divided into three parts: individual, group and organizational level.

The questions explored the previous experience of executives with cultural diversity and experience abroad on an individual level. The aim was to understand if the previous experience of the executives has an impact on cultural openness and on their hiring decisions. The interview guideline includes the question of what the motivation was to go abroad. This question supported the assumption that cultural openness is based on willingness and choice to go abroad (Hannerz, 1990).

On the group level, each executive was asked what experience his/her department had with cultural diversity, if the department was open for a new employee of a different cultural background, and if the department was willing to speak English at the beginning if the new employer cannot speak German at the beginning. In addition, each executive was asked if he/she had to convince his/her department in favor of cultural diversity and what he/she did or could do to enhance the openness of the department. Considering the executive's recruiting decision, he/she was asked for what reasons an employee of a different cultural background was hired. In order to gain better insight of the reasons, we gave them predefined response possibilities, with the option to name different reasons. The predefined reasons were based on the diversity approach theory, which explains why diversity management is implemented (Ely & Thomas, 2001). Moreover, the executives were asked if they considered their department in their recruiting decision; in particular, if they have ensured the new employee contributes to the team's diversity or complements the team. Referring to the department's daily business, the executives were asked under which framework conditions they would hire an employee from a different cultural background and which criteria they have.

Eventually, executives were asked about the organizational level, if they received motivating suggestions from a higher hierarchical level to support cultural diversity, and what barriers exist for culturally distant applicants to be hired within the organization.

The short survey consisted of, among others, items that have been tested by authors who researched cultural openness such as experience abroad, a willingness to learn a foreign language or a willingness to learn from a different culture (Caligiuri, Jacobs, & Farr, 2000; Pascarella et al., 1996). In addition, we included the theory in the survey if the executives have engaged with the culture and the locals when they were abroad to see if this has an impact on cultural openness (Hannerz, 1990; Skrbis & Woodward, 2007). We also included a section asking about the frequency of executives' and his/her departments' interaction with the representatives of internationalization. For testing the emotional and cognitive attitude towards cultural diversity, we used items that contained either emotional or cognitive terms

78

referring to cultural diversity. In the last part of the short survey, the executives were asked to mark the same statements about emotional and cognitive attitude in a way they believe their department, other executives of the same level and the whole organization would respond.

We applied the short survey within the interview. The participants received an introduction that advised when to fill out the short survey during the interviews. We used the mixed method for several reasons. The short survey should measure cultural openness and activate memories for the participants with cultural diversity, which they can talk about during the interviews. The possibility to switch between a short survey and an interview allowed us to gain a deeper insight into the executives' cultural openness by asking questions according to the answers in the short survey. In addition, the questions regarding cultural openness on emotional and cognitive level help us to get an idea if there is an open corporate culture toward cultural diversity.

Beyond the content-related aspect to gain a better understanding of cultural openness, the mixed methods had a methodical function. We believed that the mixed method would mitigate the effect of social desirability. The risks of social desirability are that actual issues are not mentioned or are shaded. The effect of social desirability occurs, for example, if the respondents are concerned about the consequences of uncomfortable questions (R. Schnell, P. B. Hill, & E. Esser, 2005). Questions regarding cultural openness may lead to politically correct answers instead of reflecting the actual attitude. However, if the participants have filled out certain parts of the short survey first by marking it instinctively, we might mitigate the effect of social desirability. We believe if they have taken the first step of expressing their actual attitude toward cultural diversity in the short survey, they would continue articulating the actual attitude when asked in the interview why they have marked certain items. The participants may want to stay consistent with their responses on the short survey, voicing their actual concerns regarding cultural diversity in the interview, in order to remain authentic.

Research Design

First, we gain an overview of the applicants and employees data to identify the need. We analyzed the employee structure at AUDI AG by receiving data about the nationality of each employee in every department of the organization between 2005 and 2014. We focused on the academic level, since we asked about study abroad experience and all executives have an academic background. From the data, we include those departments in our research that

have hired international employees, ideally from cultural distant countries. Then we identified a pattern that allowed us to divide the departments into two groups. In the first group, in the culturally opening group there is an increase in employees of different cultures within the past ten years. The second group, the culturally closing group consisted of departments that showed a decrease in employees of different cultures. These two groups served as the basis to study the factors of enhancing cultural openness. We interviewed the head of these departments, who could tell us about their experience with culturally distant employees, cultural diversity, and the thoughts behind their decisions to hire or not to hire a culturally distant employee. The sample consisted of 21 departments, of which 11 were culturally opening departments and 10 were culturally closing departments. One of the closing departments served as test interview, which we conducted first to see if our interview questions were clear and if the mixed methods were accepted. The head of the HR department sent an email to the heads of the respective departments to ask them to join our research. All the contacted executives agreed to participate in our study. The interviews were conducted between May 2015 and October 2015. Two departments that we categorized as closing departments based on the employees' data between 2004 and 2014 hired several culturally distant employees after 2014, but before our interviews took place. Therefore, we had to shift two departments from the category of culturally closing departments to the category of culturally open departments. As a consequence, we had 13 culturally opening departments and 8 culturally closing departments. In the light of the shift, the sample of culturally closing departments became smaller. However, it is worth mentioning at this stage that the culturally closing departments, since they had experience with cultural diversity, were still more culturally open than those departments at the organization that had never hired any employees from different cultures. Therefore, we call the closing departments instead of closed departments. Consequently, the variance of our sample was quite small. In addition, 19 of the 21 departments were confronted with an international tasks field in their daily work. The two departments that did not show an international tasks field were in the culturally closing group.

Data Analysis

After transcribing the interviews, we analyzed the data by applying Mayring's content analysis (Mayring, 2010). In addition, we analyzed the short survey with SPSS.

Results

According to our research questions, we divided the results into three levels: individual, group and organization. Since we did qualitative interviews with executives, the results on all three levels are shown from their point of views.

Individual Level

The first question under the individual level was what previous cultural experience did executives make, such as in college or working life? In regards to experience abroad, 15% of the interviewed executives spent time abroad before they turned 18 years old, 38% of the executives went abroad during college and 52% of the executives went abroad for a longer period during their working life. Ninety percent of all executives went abroad for a short business trip. The figure below shows their experience abroad.
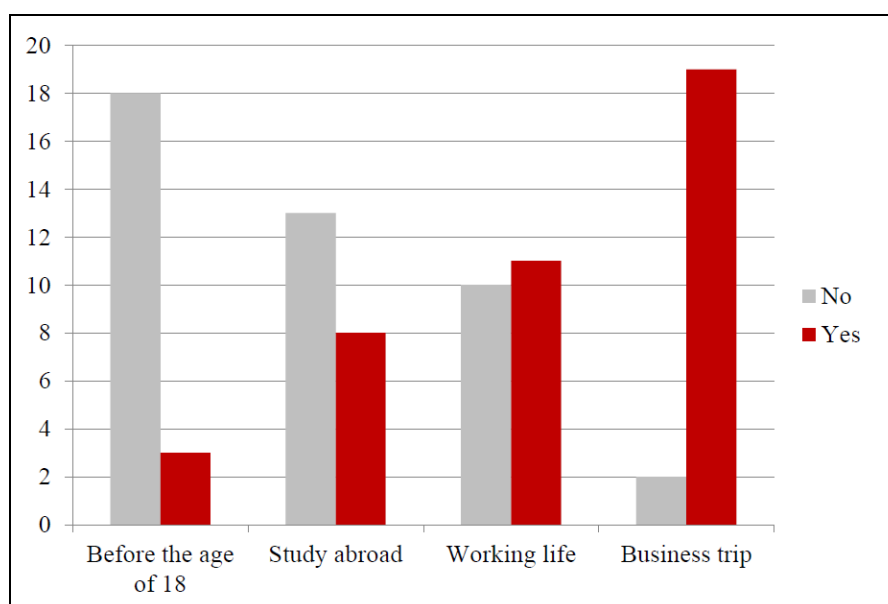
Figure 8 Executives' Experience Abroad

The way one experiences life or work abroad depends on the type of staying abroad. Executives, who went abroad *before the age of 18*, when they went to high school, said that they strongly tried to adapt to the environment of the foreign country (e.g., Executive 6, personal communication, 2015, July 23; Executive 9, personal communication, 2015, July 19). An interviewee explained that his parents made the choice to go abroad and he had to join. Thus, going abroad at this young age would not be based on his/her own willingness or openness (Executive 6, personal communication, 2015, July 23).

Those executives who went *abroad during college* describe their experience abroad as fun and full of parties (Executive 2, personal communication, 2015, September 11), and that it was enriching to have a wild mix of different cultures (Executive 19, personal communication, 2015, July 3), as it pushed them in their personal development and to become independent (Executive 12, personal communication, 2015, August 28). In general, they refer study abroad rather as positive experience. On the contrary, executives who went *abroad during their working life* did not only have positive, but also reported many negative experiences. The negative experiences involved communication difficulties, which resulted in misunderstandings (Executive 14, personal communication, 2015, September 10), language issues when communicating in a non-native language (Executive 7, personal communication, 2015, July 24), a different way of working (Executive 16, personal communication, 2015, September 3), and unsatisfied results (Executive 5, personal communication, 2015, August 17; Executive 17, personal communication, 2015, September 9). The executives gave examples of difficult collaborations with suppliers abroad or international business partners; often they experienced receiving different results than were initially defined or not on time. They explained that the unsatisfactory results were based on misunderstandings due to language difficulties and culture differences. For example, when they were in Japan or China, they explained what kind of technical measurements or products they were expecting and they asked if their suppliers could provide the output within a certain timeframe. The collaboration partners in Japan and China always said "yes." However, later was revealed that they said "yes" even if they did not understand exactly what was expected or if it was impossible to deliver it on time (e.g., Executive 1, personal communication, 2015, May 29; Executive 17; personal communication, 2015, September 9). Other interviewees emphasized that beyond the cross-cultural misunderstandings, language issues played a major role in misunderstandings. One of the executives could not communicate with the engineers in Japan directly, but had to talk solely with their head of department instead, because the engineers did not speak English (Executive 17, personal communication, 2015, September 9). In addition, neither the interviewed executives nor their international collaboration partners speak English as a native language. Thus, the communication level decreased sharply (e.g., Executive 7, personal communication, 2015, July 24; Executive 16, personal communication, 2015, September 3).

On the other hand, the positive experiences consisted of seeing different ways of working among different cultures (e.g. Executive 3, personal communication, 2015, August

6; Executive 4, personal communication, 2015, September 8; Executive 10, personal communication, 2015, June 3), having interesting and inspiring experiences abroad such as witnessing the innovative atmosphere of Silicon Valley (Executive 13, personal communication, 2015, September 29), and getting along and succeeding in a different cultural setting (e.g., Executive 1, personal communication, 2015, May 29; Executive 11, personal communication, 2015, October 6; Executive 20, personal communication, 2015, October 1). One of the executives explained that seeing a different way of working made him reflect about his own values and of his way of working in Germany (Executive 13, personal communication, 2015, September 29). Other executives told about their learning experiences in a new cultural setting, for example, dealing with the feeling of uncertainty and tension because of the new environment in a different country (Executive 3, personal communication, 2015, August 6), understanding the different mentality and how the business relations work and behaving accordingly (Executive 1, personal communication, 2015, May 29; Executive 4, personal communication, 2015, September 8) adapting to the culture of the host country instead of pushing the German way of working (Executive 20, personal communication, 2015, October 1).

In our study, there was a tendency that executives underwent more negative experiences when going on a short business trip than when staying abroad for work for a longer time. Several executives who stayed abroad for a longer time said that in the beginning working abroad was very difficult because the different working atmosphere was new (Executive 1, personal communication, 2015, May 29), which involved the uncertainty of how to behave (Executive 1, personal communication, 2015, May 29; Executive 3, personal communication, 2015, August 6); two worlds clashing (Executive 16, personal communication, 2015, September 3); and they had a German approach to work, which did not always work (Executive 12, personal communication, 2015, August 28). Another interviewee added to this point that the beginning demanded a reorientation to adapt to a new culture, to learn the rules and to connect with people of the host country (Executive 11, personal communication, 2015, October 6; Executive 20, personal communication, 2015, October 1). Those statements show that successful work abroad needed time, in particular (e.g. Executive 11, personal communication, 2015, October 6). A short business trip lacks time. Executives pointed out they do not have the time during business trips to invest in personal relations, which is necessary in China or to negotiate a better result (e.g., Executive

14, personal communication, 2015, September 10; Executive 17, personal communication, 2015, September 9).

The second question under the individual level is how do previous experiences influence executives' recruiting decisions?

We assume that the experiences abroad have an impact on recruiting decisions, in consideration of our results, which show that executives in cultural opening departments have more, different kinds of experiences abroad, while executives in cultural closing departments have only business-trip types of experiences. The figure below presents the different kinds of experiences abroad had by the executives of cultural opening and cultural closing departments.

Being abroad for a longer period may enhance one's openness for cultural diversity. An executive explained that he learned abroad not to judge anything before experiencing those things himself. Thus, he understands exactly how a new employee from abroad feels, because he went through the same thing somewhere else, and he knows what to do to support the new employee at the beginning (Executive 3, personal communication, 2015, August 6).

This indicates that executives with experience abroad for a longer period are more likely to recruit a culturally diverse employee. It seems that executives from cultural opening departments are able to associate their experience abroad with positive memories, while executives from cultural closing departments associate culturally diverse applicants with negative memories they made on business trips.

At this point, we have to mention empirical issues. Our sample is small. Therefore, we can only find tendency but not statistical significance in our results. In addition, the causal relationship between experience abroad and cultural openness is unclear. Either the executives have been abroad because they are culturally open or they gained cultural openness by their experience abroad.
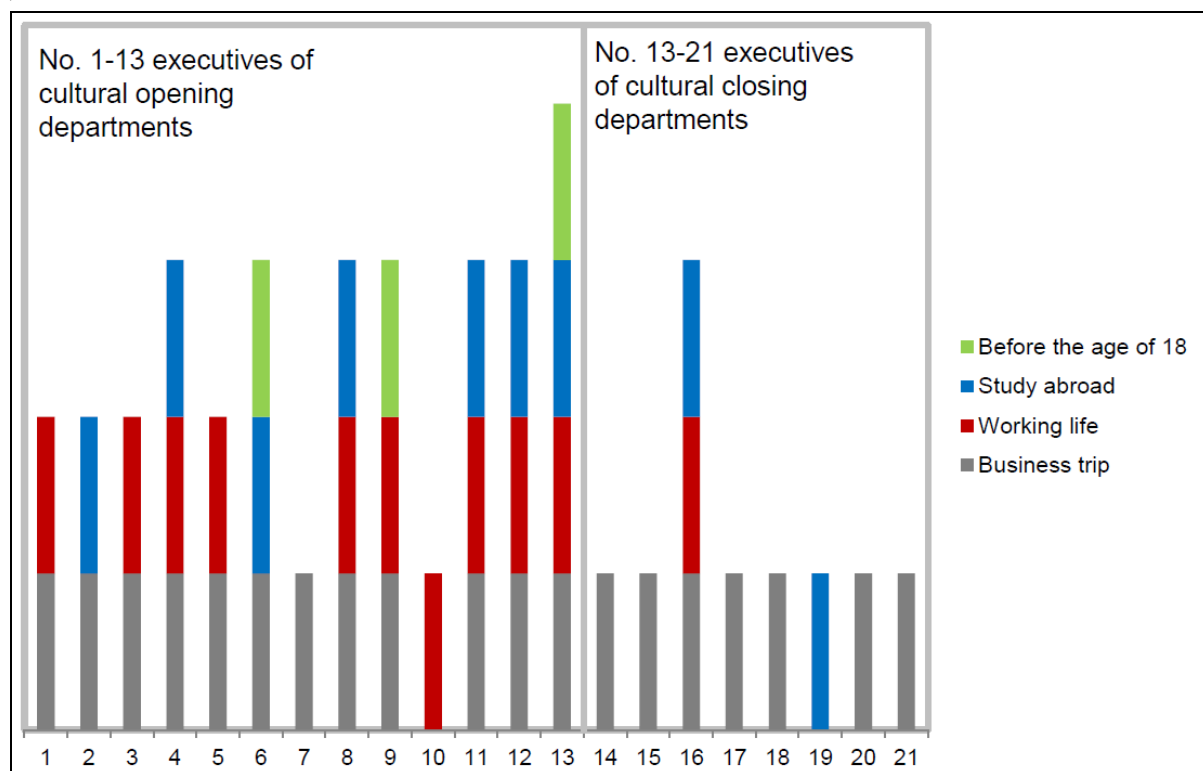
Figure 9 Types of Experience Abroad by Executives of Cultural Opening and Closing Departments

Group Level

Our first research question regarding the group level is: How do executives involve their departments in their recruiting decision to have a more or less culturally diverse team?

According to our theory, we assume that the previous interaction of the department with culturally diverse employees has an impact on the executive's recruiting decision. As shown in the figure above, executive number 16 in the cultural closing group had a negative experience before with an employee who stayed short-term from a culturally distant country in his department. He explained that this employee spoke rarely German, was not integrated into the team and his department was glad when he left the department after completing the expatriate period (Executive 16, personal communication, 2015, September 3). This example shows that negative experience may have an impact on future recruiting decisions. The same interview emphasized another reason why the executive is not recruiting culturally distant employees: His team does not need international employees to fulfill departmental tasks. They have international tasks, but the way of working through them is the same around the world. Therefore, the executive is convinced he does not need cultural diversity or innovation

to get the work done in his department (Executive 16, personal communication, 2015, September 3).

Other executives highlighted that the recruiting decision is highly task-related (e.g., Executive 1, personal communication, 2015, May 29; Executive 2, personal communication, 2015, September 11; Executive 5, personal communication, 2015, August 17; Executive 12; personal communication, 2015, August 28). They explained that their daily work involves international contacts or even collaborations with culturally distant countries such as China. Therefore, they need local employees from those culturally distant countries in their offices in Germany to be able to get the department's daily work done (e.g. Executive 1, personal communication, 2015, May 29; Executive 12, personal communication, 2015, August 28). The executives are aware that the employees from these countries have a better understanding of cultural situations and speak the native language. In consequence, they can open doors abroad, build bridges between the locations abroad, gain the trust of the collaboration partners abroad more quickly and solve potential problems faster (Executive 1, personal communication, 2015, May 29; Executive 2, personal communication, 2015, September 11; Executive 12, personal communication, 2015, August 28). One of the executives explained that his department has suppliers around the world and he matched the cultural backgrounds of his employees with the suppliers (Executive 2, personal communication, 2015, September 11). Another executive hired a Chinese employee for the local contacts he has in China (Executive 5, personal communication, 2015, August 17). These examples show that having employees of countries with which the departments have a business relationship contributes to the success of the departments.

The focus on task-related hiring is also emphasized by the statement that professional qualifications are the most important criterion when hiring new employees (e.g., Executive 1, personal communication, 2015, May 29; Executive 4, personal communication, 2015, September 8; Executive 6, personal communication, 2015, July 23; Executive 8, personal communication, 2015, September 1; Executive 13, personal communication, 2015, September 29; Executive 18, personal communication, 2015, September 24).

We asked in the interviews if they hired culturally distant employees to increase diversity or to enhance creativity and innovation. Most of the interviewees stated that they did not intend to increase cultural diversity when hiring but facilitate diverse perspectives, qualifications or gender diversity. They also denied that they considered creativity or innovation when hiring a new employee. Some executives elaborated by saying they simply

want the best and most qualified candidate for the open position (e.g. Executive 6, personal communication, 2015, July 23; Executive 7, personal communication, 2015, July 24; Executive 9, personal communication, 2015, July 19). In consequence, having the best employees would increase creativity and innovation by itself (Executive 6, personal communication, 2015, July 23; Executive 12, personal communication, 2015, August 28). Another interviewee explained they do not need innovation to fulfill their tasks (Executive 16, personal communication, 2015, September 3). This statement makes it clear there is a difference in the perception of cultural diversity: some viewing it as necessary and some as just "nice to have."

Nineteen of our 21 departments possess an international daily business. Some executives explained they really need international employees from certain countries to fulfill their daily business demands, because they need the cultural and local knowledge and language skills of the international employees (e.g. Executive 2, personal communication, 2015, September 11; Executive 3, personal communication, 2015, August 6; Executive 12, personal communication, 2015, August 28). Some other executives explained they do not really need international employees to fulfill their daily business needs successfully (e.g. Executive 14, personal communication, 2015, September 10; Executive 16, personal communication, 2015, September 3; Executive 17, personal communication, 2015, September 9). They did not experience a situation in which they really would have needed an employee from a different country (Executive 17, personal communication, 2015, September 9). Diversity would be just a side effect when hiring a new employee (Executive 14, personal communication, 2015, September 10). In sum, it seems there is a higher chance that culturally distant employees are hired when their cultural background is necessary, instead of just a "nice to have" situation of cultural diversity.

Beyond the task-related hiring decision, we asked the executives directly if they involved their department in their decisions when they hire a new employee. Three executives asked the opinions of their departments when hiring new employees from abroad. One of these departments refused to have a new employee from China. Therefore, the applicant from China did not get hired. Eighteen of the 21 executives interviewed do not involve their department actively when they hire a new employee. Most of them added that their departments would not have a problem with (indeed, many would welcome) employees from abroad. However, 16 of the 21 interviewees consider if the new applicant fits with the team. The executives also explained that hiring a new employee was often based on gut

feelings or that sympathy for the applicant play a major role (e.g., Executive 3, personal communication, 2015, August 6; Executive 4, personal communication, 2015, September 8; Executive 6, personal communication, 2015, July 23; Executive 7, personal communication, 2015, July 24; Executive 9, personal communication, 2015, July 19; Executive 11, personal communication, 2015, October 6

Executive 12, personal communication, 2015, August 28; Executive 13, personal communication, 2015, September 29; Executive 17, personal communication, 2015, September 9; Executive 20, personal communication, 2015, October 1). In consideration to the theory of the similarity-attraction paradigm that people feel attracted to people who are similar to them (Byrne, 1971), executives may have positive gut feelings and sympathy for applicants who are similar to them. The statement that executives consider in their hiring decision if the applicant fits with the team conforms to the person-fit group theory and also to the similarity-attraction paradigm, or the theory of social categorization. Culturally distant applicants are more likely considered to be different from the team or the department or may be less often considered a good fit with the existing team.

Our second question at the group level focuses on which advantages and disadvantages of cultural diversity in their department do executives consider in their recruiting decision. We sum up their arguments in a table.

Pro arguments	Contra arguments
Highly costomer-orientated approach to understanding markets worldwide, having experts on the locations and in headquarters	Too much diversity may lead to chaos or cultural conflicts
Multiple languages especially native language of a market abroad	Language barriers in German, other departments may not speak English, collaborations suffer
Cultural bridges, international employees help understand different cultures and way of working abroad	Trust issues: assumption of knowledge drain to the country of origin where the international employee is coming from
New interesting working atmosphere	Perceived risks of not being able to predict the behavior/ output of the new employee from a different culture; culturally distant employee may not fulfill the standard an employee in a German company
Having new perspective, learn from each other	International employee may not stay long-term
More knowledge in sum due to different backgrounds	Executives have to make more effort to understand language or culture to avoid misunderstandings

Table 12 Pro and Contra Arguments of Cultural Diversity

This table shows that executives balance the advantages and disadvantages when making hiring decision regarding applicants of different cultures. As mentioned above, executives placed importance on qualifications when they hire a new employee. One of the executives said that cultural background is last thing he is looking at on the application (Executive 8, personal communication, 2015, September 1). Another executive explained that it is difficult in his specialized field to receive eligible applications for open vacancies in his department. Therefore, he hired the best applicants for this position from all over the world. In this case, the best applicants did not come from Germany (Executive 9, personal communication, 2015, July 19). The executives also emphasized that language skills play a major role in their recruiting decision. The corporate language is German. Although most departments are willing to speak English until the new employee has learned German, it would be more difficult for a non-native German speaking person with an accent to be integrated to and accepted by the organization (Executive 19, personal communication, 2015, July 3). If two applicants have the same qualifications, the one with the higher level of German language skills will be selected (Executive 9, personal communication, 2015, July 19).

With regards to team compositions in terms of cultural diversity, the executives explained that they balance the amount of cultural diversity. They emphasized the mixing of team members in terms of cultural diversity (e.g. Executive 4, personal communication, 2015, September 8; Executive 9, personal communication, 2015, July 19; Executive 12, personal communication, 2015, August 28; Executive 19, personal communication, 2015, July 3). However, they said they need some familiar people in their team and that the existing system should not break apart (Executive 2, personal communication, 2015, September 11; Executive 3, personal communication, 2015, August 6). They elaborated that the team should not consist of more than 25% of people of different cultural backgrounds to maintain the efficiency of the team and the German mentality of working (Executive 1, personal communication, 2015, May 29; Executive 2, personal communication, 2015, September 11; Executive 4, personal communication, 2015, September 8). Some executives added that they probably would not feel comfortable if the team was strongly culturally diverse or if they were in the cultural minority (Executive 5, personal communication, 2015, August 17; Executive 9, personal communication, 2015, July 19; Executive 13, personal communication, 2015, September 29; Executive 18, personal communication, 2015, September 24). In

reverse, the culturally distant employee at the German company would always be in the minority.

Organizational Level

The first question on an organizational level is which aspects of the organization executives consider when they hire a new employee. Our result indicates that they consider the interactions of employees within the organization. As mentioned above in the group level, from the executives' points of view, the departments beyond their departments may not speak English and do not accept employees who speak German with an accent. Some executives explained that therefore it would be difficult for culturally distant employees without German language skills to collaborate beyond their own department (e.g. Executive 3, personal communication, 2015, August 6; Executive 19, personal communication, 2015, July 3). Therefore, one of the executives did not send an employee who does not speak German to another department for a business meeting. Instead only employees who speak German participate in a business meeting with different departments (Executive 3, personal communication, 2015, August 6). Another executive elaborated that in the production area in particular employees speak a Southern German dialect, which is very difficult for non-native German employees to understand (Executive 19, personal communication, 2015, July 3). In addition, executives stated they also consider if the new employee fits into the organization regarding other characteristics, such as passion for the product, loyalty to the company and certain personal traits (e.g., Executive 2, personal communication, 2015, September 11; Executive 4, personal communication, 2015, September 8; Executive 6, personal communication, 2015, July 23; Executive 11, personal communication, 2015, October 6; Executive 12, personal communication, 2015, August 28; Executive 13, personal communication, 2015, September 29¸ Executive 14, personal communication, 2015, September 10; Executive 15, personal communication, 2015, August 20; Executive 20, personal communication, 2015, October 1).

The second question on an organizational level is how culturally open executives perceive the organization. The interviews showed that the executives think the company represents the Southern German culture, which is Bavarian. Several statements emphasized this impression: In certain areas, employees speak "ancient Bavarian"; it is a Bavarian working atmosphere; there are many real Bavarians here; and most employees come from this region, even though this company is one of the most attractive employers in Germany

(Executive 9, personal communication, 2015, July 19; Executive 17, personal communication, 2015, September 9; Executive 19, personal communication, 2015, July 3; Executive 21, personal communication, 2015, May 4). The following statement indicates that the Bavarian culture in the organization is not enhancing cultural openness: "We are a Bavarian company. If you listen about the daily conversations in the canteen, people here are not talking about their Australian vacation but about their purchase in the bakery here in this area instead (Executive 16, personal communication, 2015, September 3)." Another executive said that he is coming from a different area of Germany and he was asked once why this company hires so many people from other regions and if there are not enough good people in this region (Executive 3, personal communication, 2015, August 6). Besides the qualitative interviews, our survey confirmed that the executives perceive the organization as less culturally open. While they perceive themselves, their departments and other executives at the same level culturally more open, there is a tendency that they consider the organization in its entirety as less culturally open.

The third question on an organizational level is what the organization has to change from the executives' points of view to be more culturally open, and if the representatives of internationalization can contribute to that change, to enhance cultural openness. The executives suggested balancing internationalization and the national roots of the company. The company is increasingly international, involved in different markets worldwide (Executive 2, personal communication, 2015, September 11; Executive 5, personal communication, 2015, August 17). In sum, they suggested two things to adapt to internationalization: a change of mindset and a change of the corporate language. They explained that some departments fear contact within international business and try to avoid international collaboration, especially with China (Executive 1, personal communication, 2015, May 29; Executive 12, personal communication, 2015, August 28). The change of mindset can be enhanced by cultural confrontation, such as job rotation to different locations abroad, using cross-cultural trainings, being prepared to go abroad, enhancing exchanges with different locations, having more expats from abroad in Germany, and having a role model who sets an example of working internationally or hiring employees who have experience with different cultures (e.g. Executive 1, personal communication, 2015, May 29; Executive 2, personal communication, 2015, September 11; Executive 5, personal communication, 2015, August 17; Executive 10, personal communication, 2015, June 3; Executive 18, personal communication, 2015, September 24; Executive 19, personal communication, 2015,

July 3; Executive 20, personal communication, 2015, October 1). Another suggestion for organizational change is that the top management should clearly express the necessity of cultural diversity and supports it (Executive 21, personal communication, 2015, May 4). Only 5 of the 21 interviewees received encouragement from representatives at a higher level to support cultural diversity (all interviews, personal communication, 2015, May 4-October6).

The change of corporate language from German to English would help applicants from abroad to get a job at this company. English as corporate language would also improve international collaboration because the English language skills of employees would be higher than their English language skills at this point. Moreover, if the corporate language is English, this would remind the employees during their daily business conduct that this company is an international and diverse company (e.g., Executive 7, personal communication, 2015, July 24; Executive 9, personal communication, 2015, July 19; Executive 15, personal communication, 2015, August 20; Executive 20, personal communication, 2015, October 1).

On the other hand, the executives highlighted the German roots of the company. The product is made in Germany of high quality and the system in the company is German. They emphasized that it is difficult to change the whole system at once and it should not change rapidly. Otherwise, the system would break apart. The customers from different cultures also want a German product. Therefore, the origin of the company should remain German (e.g. Executive 3, personal communication, 2015, August 6; Executive 4, personal communication, 2015, September 8; Executive 14, personal communication, 2015, September 10; Executive 15, personal communication, 2015, August 20).

Our last question referred to the representatives of internationalization and if they can contribute to enhancing cultural openness. The representatives of internationalization consist of foreign interns, employees from abroad who stay short-term or long-term in Germany, employees with a migration background and German employees who returned from their expatriate stay abroad. The executives explained that the presence of these representatives of internationalization makes it clear that foreign employees are needed in the company, increases awareness of different cultures and different ways of working, and reduces stereotypes of different cultures (Executive 1, personal communication, 2015, May 29; Executive 4, personal communication, 2015, September 8; Executive 16, personal communication, 2015, September 3; Executive 19, personal communication, 2015, July 3; Executive 21, personal communication, 2015, May 4). In addition, these representatives

increase diversity. The company becomes visibly more diverse. For example, these representatives speak different languages in the canteen and the organization gains an international flair (Executive 2, personal communication, 2015, September 11; Executive 10, personal communication, 2015, June 3). Consequently, employees at this organization start to talk about diversity and internationalization and returned expats tell about their experience abroad (Executive 10, personal communication, 2015, June 3; Executive 12, personal communication, 2015, August 28). The executives emphasized that the residents of the Bavarian city receive binoculars to the world through the interactions with the representatives of internationalization, and that the local people would have been much less culturally open if these representatives were not in this organization (Executive 3, personal communication, 2015, August 6; Executive 20, personal communication, 2015, October 1). The statements of the interviewees confirmed our assumption that the representatives of internationalization enhance cultural openness.

Summary and Recommendations

The results of our study show that the recruiting decisions of executives to hire culturally distant employees are influenced by the following factors:

On the individual (executive) level

- The type of experience abroad

  - Experiences abroad in adolescent life or during college are perceived more positively than short business trips during working life

  - Cross-cultural collaborations with members of culturally distant countries seem to be more difficult (e.g. China) than with members of culturally closer countries (e.g. Europe, U.S.)

- Gut feeling and sympathy

  - Executives involve affective factors such as gut feelings and sympathy for their applicants in their hiring decision

We recommend recruiting employees who went abroad to culturally distant countries during college. Consequently, they may have or gained cultural openness. Regarding the gut feelings and sympathy, an unconscious-bias seminar would help the executives become aware of these influences on their recruiting decisions. As the similar-attraction theory indicated, people feel attracted to people who are similar to themselves (Berscheid &

Walster, 1978; Byrne, 1971). This may have an influence on the recruiting decision to hire people who are similar.

On the group (department) level

- Task-related aspect

  - If the department has a strong collaboration with countries of distant cultures, the more likely executives would be to hire employees from these cultures based on their competencies (e.g. contacts to locals, native language skills, gaining the trust of a collaboration partner, able to build bridges between cultures)

  - If the department does not need employees from culturally distant countries to fulfill the department's tasks or if it is just "nice to have" option, then the executives would rather not hire employees of culturally distant countries

  - The executives balance the advantages and disadvantages of culturally employees in their department when making their hiring decisions

  - Fit with the group

  - Executives usually do not involve the members of the department in their hiring decision, but indirectly they consider if the applicant would fit with the department

The results at the group level show that task-related aspects such as work tasks or content play a major role in the recruiting decision. Eventually, on rational point of view, the work has to be done at the end of the day. Therefore, it should be emphasized that cultural diversity is necessary to have successful results. Cultural diversity should be connected to business. In addition, as suggested in article 2, it would be helpful to identify positions that can be filled with English speaking employees who cannot speak German.

On a group level, many executives explained that the new applicant has to fit with the department. It is possible that this decision also based on the bias to recruit similar members to the executives and to the team members.

On the organizational level

- Organizational collaboration

  - High collaborations with other departments within the organization reduce the likelihood to hire employees from culturally distant countries, because the executives consider the language issue (other departments may not speak English or do not accept employees who speak German with an accent) a major barrier

  - Organizational openness

- The organization is perceived as Bavarian and less culturally open for employees of culturally distant countries

On an organizational level, we recommend adopting English as the corporate language, from a long-term perspective. This would enhance an open corporate culture and an integration of culturally distant employees to the organization.

Regarding recruiting decisions, the attraction-attrition-selection model consists of the theory that current organization members recruit applicants who are similar to them as, in turn, the applicants feel attracted to the organization that is similar to them. The local corporate culture is internalized and may be subconscious. Therefore, sensitizing work to address unconscious bias is also important at this place. Recruiting employees of a similar cultural background can have its practical reasons. Executives search for loyal employees who stay at the organization for a longer period (Executive 16, personal communication, 2015, September 3), and they may consider that the applicant should also fit with other departments within the organization so he/she has a chance to change to another department at some point. This example shows that cultural openness has to be considered from the perspective of the organization as an entity, because the different levels are intertwined. A corporate cultural change needs time and is enhanced by several factors (see article 2). One important factor to enhance an open corporate culture is top management taking action (Cox Jr, 2001).

Discussion

Regarding our empirical methods, we used qualitative interviews to identify factors of cultural openness in hiring decisions. This was the appropriate method for our research questions because of the explorative approach of qualitative interviews. Our results show a tendency for a connection between experience abroad and cultural openness, but not a significant correlation due to the small sample of our study. Future research can examine the correlations of our factors with cultural openness in a quantitative study with a bigger sample. Our research questions have to deal with the risk of socially desirable responses, because being culturally open can be associated with being politically correct. We conducted our study during the high inflow of refugees in 2015 in Germany. This seemed to be a sensitive time, when people were careful what they said about foreigners, because they did not want to be perceived as racists.

We applied quantitative research as part of our study to mitigate the effect of social desirability to respond in a politically correct manner. The combination of qualitative and quantitative research helped us to receive actual answers concerning their attitudes towards cultural diversity. As soon as they marked in the survey where they ranked their comfort or discomfort with cultural diversity, they continued to respond according to their mark. Therefore, if they marked that they experienced discomfort with a culturally diverse working atmosphere, then they would elaborate their discomforts when we asked why they made a mark there. Future research can study further the method of combining qualitative and quantitative research to mitigate socially desirable responses.

Another methodical issue is the small variance in our study. All departments that we interviewed had experience with culturally distant employees. Therefore, they are probably culturally more open than those departments that never had an employee of a different cultural background.

Based on our data, we described the Bavarian culture as an obstacle to cultural openness. The Bavarian culture, especially the dialect, seems to build a barrier between the locals and employees from regions outside of Bavaria. However, we cannot leave out the fact that there may be elements in the Bavarian culture that are open to other cultures, for example, the beer garden culture. Bavarian culture does not necessarily mean closeness. While we suggested to sensitize, so as to not fall into stereotyping behavior toward different cultures, it is also important not to stereotype or to generalize the Bavarian culture.

The term "culture" includes the definition that culture is transmitted over time and generation and emerges in social interaction (Triandis, 2007). We emphasized the difficulties in cultural distance. However, there may be also difficulties in cultures which are more similar to the own culture. In the course of globalization, there is an increase in social interactions with people of different cultural backgrounds. One interviewee observed a change in cultural distance, which existed to a stronger degree 20 or 30 years ago, but weakened nowadays. Cultural characteristics on the surface level among different countries converge due globalization. Young people around the world use the same media and Internet. At first appearance, social interactions and products seem familiar, especially with culturally closer countries, but on a deeper level in terms of perceptions and interpretations, these interactions or conversations are still different (Executive 20, personal communication, 2015, October 1). The challenge is that people do not expect any differences in cultures that are

relatively similar to their own cultures (O'Grady & Lane, 1996). Nonetheless, the definition of culture and this example show that culture is rigid and changeable at the same time.

Our results may give the impression that the automotive company is not very open to cultural diversity. However, Diez (2012) explained automotive industry just seems to lag behind in terms of social and innovative trends, it simply has its own evolutionary development, which includes the long-term perspective. Therefore, there is a chance that initiatives on cultural diversity can be implemented and long lasting if they are defined as strategically necessary for the future.

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Appendix I

Interviewleitfaden: Diversity Dimension Alter

I. <u>Fakten</u>
1.) Anteil der Mitarbeiter im Unternehmen aus folgender Gruppe:
   a. Wirtschaftswundergeneration (geb. 1946-1955)
   b. Baby Boomer Generation (geb. 1956-1965)
   c. Generation Golf (geb. 1966-1980)
   d. Internetgeneration (geb. ab ca. 1981)
2.) Haben Sie eine Altersstrukturanalyse durchgeführt? Nach welchen Kriterien haben Sie ausgewertet? In welchen Abständen wird die Analyse wiederholt?

II. <u>Struktur</u>
3.) Wo ist das Thema Demographie in der Organisationsstruktur angesiedelt? (z.B. Bereich, Berichtsebene)
4.) Von welcher Ebene kam der Auftrag, gibt es einen Machtpromotor?
5.) Welche Abteilungen beschäftigen sich mit dem Thema Demographie?
6.) Wie viele Mitarbeiter sind mit dem Thema beauftragt?

III. <u>Entwicklung</u>
7.) Seit wann wird das Thema Demographie bei Audi bearbeitet? Beschreiben Sie bitte die Entwicklung des Themas.
8.) Welchen Stellenwert bzw. Wichtigkeit hat das Thema Demographie bei Audi?
9.) Warum wurde das Thema Demographie eingeführt?
10.) Welche Schwerpunkte/ Aufgaben fallen unter Demographie?
11.) Welche Ziele sollen mit dem Thema verfolgt werden?

IV. <u>Maßnahmen</u>
12.) Welche Maßnahmen wurden eingeführt?
13.) Welche Maßnahmen liefen erfolgreich, welche weniger?
14.) Konnten Sie Verbesserungen erkennen? Wie waren die Verbesserungen ersichtlich?
15.) Werden die Maßnahmen nachhaltig durchgeführt? Wird sichergestellt, dass die Maßnahmen eingehalten werden? Wie wird die Einhaltung kontrolliert?

<u>Handlungsfelder</u>

16.) Was wird bei folgenden Handlungsfelder unternommen:
   a. Wissensmanagement (Wissenstransfer)
   b. Lebenslanges Lernen, unterschiedliche Lernformen, Weiterbildung
   c. Flexible Arbeitszeitmodelle
   d. Lebensphasenbezogene Arbeitsplatzgestaltung
   e. Karriereplanung (z.B. persönliche/ fachliche Entwicklung, horizontale Karriere)
   f. Sicherheits- und Gesundheitsvorsorge
   g. Bildung altersgemischter Teams

Rekrutierung

17.)   Spielt das Thema Demographie im Zuge der „war for talents" eine Rolle? Sind Engpässe bereits spürbar oder ist eine Tendenz zu erkennen?

18.)   Wurden Maßnahmen eingeführt zur bewussten Rekrutierung junger oder älterer Mitarbeiter?

Herausforderungen/ Widerstände

19.)   Welche Herausforderungen, Schwierigkeiten hatten Sie bei der Einführung, Umsetzung der Maßnahmen?

20.)   Gibt/ gab es Widerstände gegenüber der Maßnahmen? Wie wird mit Widerstand umgegangen?

21.)   Wie werden Kritiker überzeugt?

V. Kommunikation

22.)   Wie wird das Thema Demographie intern kommuniziert (z.B. Inhalte, Kommunikationskanäle)?

23.)   Welches Feedback erhalten Sie (z.B. von Zielgruppe, Führungskräfte, Unternehmen)?

24.)   Gibt es eine institutionalisierte Berichterstattung über die Aktivitäten/ Entwicklung? An wen richtet sich die Berichterstattung? Was wird im Anschluss aus den Ergebnissen gemacht?

Interviewleitfaden: Diversity Dimension Behinderung

I. <u>Fakten</u>

1. Verständnis: Wie wird Behinderung bei Audi definiert?
2. Anteil der Mitarbeiter im Unternehmen aus folgender Gruppe:
   a. Behinderten insgesamt
   b. Behinderten Akademiker/innen
   c. Behinderten Mitarbeitern im Management
   d. Schwerbehinderten (wird 5% Quote erfüllt)
3. Welchen Stellenwert bzw. Wichtigkeit hat das Thema Behinderung bei Audi (organisatorisch, Kapazität, Budget, Berichtsebene, Handlungsfeld, gibt es eine Stelle dafür oder ein Zusatzthema)?
4. Warum wurde das Thema Behinderung eingeführt? Erzählen Sie von der Entwicklung des Themas.
5. Welche Schwerpunkte/ Aufgaben fallen unter Behinderung?
6. Welche Ziele sollen mit dem Thema verfolgt werden?

II. <u>Maßnahmen</u>

7. Welche Maßnahmen wurden eingeführt?
8. Welche Maßnahmen liefen erfolgreich, welche weniger?
9. Konnten Sie Verbesserungen erkennen? Wie waren die Verbesserungen ersichtlich?
10. Werden die Maßnahmen nachhaltig durchgeführt? Wird sichergestellt, dass die Maßnahmen eingehalten werden? Wie wird die Einhaltung kontrolliert?

Handlungsfelder

11. Was wird bei folgenden Handlungsfelder unternommen:
    a. Barrierefreie Zugänge
    b. Flexible Arbeitszeiten
    c. Sensibilisierung von Mitarbeitern
    d. Integration von behinderten Mitarbeitern

Rekrutierung

12. Inwiefern spielt Behinderung eine Rolle in der Rekrutierung?
13. Wurden Kompetenzen von behinderten Mitarbeitern gezielt für bestimmte Aufgaben eingesetzt? (z.B. Autisten im IT Bereich bei SAP)

<u>Herausforderungen/ Widerstände</u>

14. Welche Herausforderungen, Schwierigkeiten hatten Sie bei der Einführung, Umsetzung der Maßnahmen?
15. Gibt/ gab es Widerstände gegenüber der Maßnahmen? Wie wird mit Widerstand umgegangen?
16. Wie werden Kritiker überzeugt?

III.<u>Kommunikation</u>

17. Wie wird das Thema Behinderung intern kommuniziert (z.B. Inhalte, Kommunikationskanäle)?
18. Wie wird das Thema Behinderung extern kommuniziert?
19. Welches Feedback erhalten Sie (z.B. von Zielgruppe, Führungskräfte, Unternehmen)?
20. Gibt es eine institutionalisierte Berichterstattung über die Aktivitäten/ Entwicklung? An wen richtet sich die Berichterstattung? Was wird im Anschluss aus den Ergebnissen gemacht?

Interviewleitfaden: Diversity Dimension Geschlecht

I.   **Fakten**
    1.)   Anteil der Mitarbeiter im Unternehmen aus folgender Gruppe:
        a. Frauen insgesamt (Akademiker)
        b. Frauen im Management
        c. Bewerbungen von weiblichen Absolventen
            i. Technische Fächer
            ii. Nicht-technische Fächer
    2.)   Welchen Stellenwert bzw. Wichtigkeit hat das Thema Frauen als Handlungsfeld bei Audi (Ansiedlung in der Organisationsstruktur, Kapazität, Budget, Berichtsebene, gibt es eine Stelle dafür oder ein Zusatzthema)?
    3.)   Warum wurde das Thema Frauen eingeführt? Erzählen Sie von der Entwicklung des Themas.
    4.)   Welche Schwerpunkte/ Aufgaben fallen unter Frauen/ Geschlecht?
    5.)   Welche Ziele sollen mit dem Thema verfolgt werden?

II.   **Maßnahmen**
    6.)   Welche Maßnahmen wurden eingeführt?
    7.)   Welche Maßnahmen liefen erfolgreich, welche weniger?
    8.)   Konnten Sie Verbesserungen erkennen? Wie waren die Verbesserungen ersichtlich?
    9.)   Werden die Maßnahmen nachhaltig durchgeführt? Wird sichergestellt, dass die Maßnahmen eingehalten werden? Wie wird die Einhaltung kontrolliert?

Handlungsfelder

    10.) Was wird bei folgenden Handlungsfelder unternommen:
        a. Verbesserungen der Kinderbetreuung
        b. Teilzeitarbeit
        c. Elternzeit und Berufsrückkehr
        d. Fort- und Weiterbildung
        e. In Schulen Mädchen für technische Fächer begeistern
        f. Programme für StudentINNEN, Girls Day
        g. Mentoring
        h. Erhöhung des Frauenanteils in Führungspositionen
        i. (Anreize für Männer)
        j. Sensibilisierung von Mitarbeiter und Führungskräfte

Rekrutierung

    11.) Spielt das Thema Frauen/Geschlecht im Zuge der „war for talents" eine Rolle? Sind Engpässe bereits spürbar oder ist eine Tendenz zu erkennen?
    12.) Wurden Maßnahmen eingeführt zur bewussten Rekrutierung von Frauen?

<u>Herausforderungen/ Widerstände</u>

13.) Welche Herausforderungen, Schwierigkeiten hatten Sie bei der Einführung, Umsetzung der Maßnahmen?

14.) Gibt/ gab es Widerstände gegenüber der Maßnahmen? Wie wird mit Widerstand umgegangen?

15.) Wie werden Kritiker überzeugt?

III. <u>Kommunikation</u>

16.) Wie wird das Thema Frauen/ Geschlecht intern kommuniziert (z.B. Inhalte, Kommunikationskanäle)?

17.) Wie wird das Thema Frauen/ Geschlecht extern kommuniziert?

18.) Welches Feedback erhalten Sie (z.B. von Zielgruppe, Führungskräfte, Unternehmen)? Wird es eingefordert?

19.) Gibt es eine institutionalisierte Berichterstattung über die Aktivitäten/ Entwicklung? An wen richtet sich die Berichterstattung? Was wird im Anschluss aus den Ergebnissen gemacht?

Interviewleitfaden: Diversity Dimension Nationalität/ Internationalität

I. <u>Fakten</u>
1.) Welchen Stellenwert bzw. Wichtigkeit hat das Thema Internationalität bei Audi (organisatorisch, Kapazität, Budget, Berichtsebene, Handlungsfeld, gibt es eine Stelle dafür oder ein Zusatzthema)?

2.) Warum wurde das Thema Internationalität eingeführt? Erzählen Sie von der Entwicklung des Themas. Erzählen Sie von der Entwicklung des Themas.
3.) Welche Schwerpunkte/ Aufgaben fallen unter Internationalität?
4.) Welche Ziele sollen mit dem Thema verfolgt werden?
5.) Bisher ist es nicht möglich die internationale Diversität zu verfolgen, wäre es notwendig bei Audi die Vielfalt zu erfassen? Welchen Nutzen hätte das?

II. <u>Maßnahmen</u>
6.) Welche Maßnahmen wurden eingeführt?
7.) Welche Maßnahmen liefen erfolgreich, welche weniger?
8.) Konnten Sie Verbesserungen erkennen? Wie waren die Verbesserungen ersichtlich?
9.) Werden die Maßnahmen nachhaltig durchgeführt? Wird sichergestellt, dass die Maßnahmen eingehalten werden? Wie wird die Einhaltung kontrolliert?

<u>Handlungsfelder</u>

10.) Was wird bei folgenden Handlungsfelder unternommen:
   a. Internationale Unternehmensstrategie/ S-Strategie
   b. Erweiterung der Impats/ Expats Aktivitäten
   c. Integration von Impats und ausländische Mitarbeiter
   d. Gründung von Netzwerken für Impats und ausländische Mitarbeiter
   e. Sprachangebote
   f. Sensibilisierungstrainings von Mitarbeitern
   g. Nutzung des Know-hows von Impats/ zurückgekehrten Expats/ ausländischer Mitarbeiter
   h. Auslandsstandorte, lokale MA einstellen (Rekrutieren & entwickeln)

<u>Rekrutierung</u>

11.) Spielt das Thema Internationalität im Zuge der „war for talents" eine Rolle? Sind Engpässe bereits spürbar oder ist eine Tendenz zu erkennen?
12.) Wurden Maßnahmen eingeführt zur gezielten Rekrutierung von ausländischen Absolventen?

<u>Herausforderungen/ Widerstände</u>

13.) Welche Herausforderungen, Schwierigkeiten hatten Sie bei der Einführung,
      Umsetzung der Maßnahmen?
14.) Gibt/ gab es Widerstände gegenüber der Maßnahmen? Wie wird mit Widerstand
      umgegangen?
15.) Wie werden Kritiker überzeugt?

III.Kommunikation
16.) Wie wird das Thema Internationalität intern kommuniziert (z.B. Inhalte,
      Kommunikationskanäle)?
17.) Wie wird das Thema Internationalität extern kommuniziert?
18.) Welches Feedback erhalten Sie (z.B. von Zielgruppe, Führungskräfte, Unternehmen)?
19.) Gibt es eine institutionalisierte Berichterstattung über die Aktivitäten/ Entwicklung?
      An wen richtet sich die Berichterstattung? Was wird im Anschluss aus den Ergebnissen
      gemacht?
20.) Welche Fragen sollen unbedingt in die Benchmarkstudie mit aufgenommen werden?

Interviewleitfaden: Interkulturelles Training

1.) Welche Arten von Diversity Trainings werden angeboten?
2.) Wie sieht ein Diversity Training aus? (Kogntiv, emotional)
3.) Erzählen Sie bitte von der Entwicklung des Diversity Trainings bei Audi, von der Einführung bis Umsetzung. Wurde von einem Bedarf berichtet und dann eingeführt?
4.) Wer sind die Teilnehmer (z.B. Führungskräfte, ausländische MA)
5.) Wie viele Teilnehmer?
6.) Sind auch Teilnehmer darunter, die eine Abwehrhaltung gegenüber Diversity haben?
7.) Führen Sie vor/nach den Trainings Evaluationen durch?
8.) Welches Feedback erhalten Sie von den Teilnehmern?
9.) Was sind die größten Probleme für die Akzeptanz von Diversity?
10.) Was müsste sich bei Audi verändern, damit Diversity akzeptiert wird?
11.) Wie kann sich das Unternehmen für Diversity öffnen?

Example of Category System for Article 1

Nr.	Kategorienbezeichnung	Definition	Codierregel
3	Diversity Gründe	Auslösende Faktoren zur Bearbeiung der Maßnahmen, Sinn der Implementierung	Aussagen, die erklären, warum Maßnahmen zur Diversity Dimension implementiert wurden
Beispiele		**Quelle**	**Generalisierung**
Es gibt bestimmte Bereiche an Auszubildenden, Vorgaben, wie viele einzustellen hat bis hin von einer leichten Bevorzugung, wird ganz genau hingeschaut, 5-10 pro Jahr, die man letztendlich tatsächlich findet, ausbildet und auch wieder übernimmt. #00:10:56-6# Da spielt auch soziale Verantwortung an dieser Stelle eine Rolle		Behinderung I	Vorgaben Soziale Verantwortung
Das Soziale dabei ist nun, dass die älteren Mitarbeiter nicht vergessen werden, wenn sie Probleme bekommen, sondern, dass wir jetzt handfeste Antworten haben und nicht nur empathisch, mache hier einfach mal ein paar Tage Urlaub oder bleib mal länger krank. Das ist nicht gut, denn es löst das Problem nicht und es ist teuer. Sondern wir schaffen echte Lösungen, die attraktiv sind. Wir schätzen Lebensleistung wert, denn wenn jemand 20-30 Jahren am Band gearbeitet hat, dann ist das sehr respektabel, denn das ist nicht einfach und wenn er jetzt eine Tätigkeit hat, die ihn körperlich entlastet, dann ist das auch eine Würdigung von Lebensleistung, eine Danke schön und wir vermeiden soziale Härtefälle. Denn im Extremfall, kann die Beeinträchtigung soweit gehen, dass er arbeitslos wird und dann nehmen wir im Vorfeld raus und hoffen dann, dass er bis 65 Jahre arbeiten kann bis Arbeitszeitende.		Behinderung II	Ältere Mitarbeiter nicht vergessen werden Nach 20-30 Jahren respektabel, Würdigung der Lebensleistung, danke schön, Vermeidung sozialer Härtefälle
Zwei Generationen treffen aufeinander. Wertschätzung für beide Gruppen müssen entgegen gebracht werden. Die Älteren möchten Wertschätzung für ihre Erfahrung und möchten gefragt werden. Die Jüngeren möchten auch Wertschätzung und gefragt werden. Sie haben einen leichteren Zugang zu neuen Technologien und Informationen. Im Führungsleitbild findet sich Wertschätzung wider. Hier ist ein Generationsmanagement gefragt, wie eine Zusammenarbeit gut funktionieren kann und sich die einzelnen Mitarbeiter ergänzen können. rum wurde das Thema Demographie eingeführt? Offiziell: Auf Situation reagieren, z.B. Fertigung optimieren, wenn Bewerbung aufgrund des Alters eingeschränkt wird und auf zukünftige Schwierigkeiten agieren. Ansprüche an Arbeitszeiten ändern sich. Bewusstsein für persönliches Altern, das sind auch Lebenszeiten. Werte und Normen verändern sich. Wir agieren und reagieren nicht" (Frassek) Demografie ist ein soziologisches Thema mit unterschiedlichen Facetten. Das Bewusstsein fürs persönliche Altern muss geschärft werden und wird in Zukunft stärker ins Berufsleben einfließen. Werte und Normen sind in ständigem Wandel. Handfeste Punkte sind die altersgerechte Fertigung,		Alter	Unterschiedliche Generationen treffen aufeinander, Erfahrung vs. Neue Technologie, Wertschätzung Demografie, reagieren auf verändernde Normen und Werte Vorstandsinitiative

KKP-Maßnahmen „es wird dauernd optimiert Inoffiziell: damaliger Personalvorstand war der Treiber und persönlich begeistert von dem Thema.		
Dadurch würden den älteren Mitarbeiter Wertschätzung entgegen gebracht, denn sie würden nicht schlagartig in Rente geschickt werden. Darüber hinaus würde das Know-How, das die älteren Mitarbeiter in ihrem Arbeitsleben angesammelt haben, nicht plötzlich verschwinden.	Seniorconsulting	Wertschätzung
Ja, also ich glaube, ein wesentlicher Punkt war, dass das Thema zu viel geworden ist, um es nur nebenbei zu machen. Dafür ist das Thema zu wichtig und dafür zu vielschichtig, das glaube ich. Das funktioniert nicht, es nur nebenher laufen zu lassen und vor allem es darum geht, welche Maßnahmen möchte man anbieten und Audi hat sich da festgelegt auf die Mitarbeiter, die schon da sind, die auch weiter zu entwickeln im Unternehmen, weil wir bestimmte Zielrichtungen haben, mehr den Frauenanteil in Führungsebene generell zu erhöhen, aber auch den Frauenanteil auf bestimmten Ebenen zu erhöhen von Azubis bis hin zum Top Management. Da haben wir uns im Herbst 2011 Ziele gesetzt im Rahmen einer freiwilligen Selbstverpflichtung wie auch viele andere Unternehmen. Auch Dax30, Ziele die wir erreichen wollen und auch zu sehen wie sich das sich entwickelt, wo wir stehen. Deswegen liefern wir auch alle 3 Monate unsere Zahlen, um auch auf dem aktuellen Stand zu sein und schauen uns an der Stelle auch an, wie unser Einstellungsverhalten ist. Wenn wir kein strukturelles Ungleichgewicht hätten, dann würden wir diese Programme nicht brauchen und es wäre schön, wenn sie irgendwann von selbst sich erledigen, aber erster Anschluss, muss man das mal tun, um Dinge auch ins Rollen zu bringen und auch eine Veränderung herbei zu führen.	Gender	Vielschichtiges Thema geht nicht nebenbei Strukturelles Ungleichgewicht Programme um Veränderungen zu bewirken
würde ich anfangen mit der Strategie 2020 mit der Oberziel Premiummarke Nr.1, d.h. wir sind sehr stark auf Wachstum ausgerichtet sind, der nicht in Deutschland stattfindet. Wenn man sich die weltweite Entwicklung anschaut, haben wir mittlerweile eine starke Säule in China, in Deutschland und sie gerade dabei die Nordamerika Säule als dritte Säule da hochzuziehen. Wenn wir das ernst meinen Premiummarke Nr. 1, aufgrund von der Tatsache, wo Wachstum stattfinden wird, wo emerging markets, dann ist extrem stark Internationalisierung oder Internationalität, grenzüberschreitendes Arbeiten verbunden. Begründung: Internationale Menschen sind meist kreativer, andere Blickwinkel, neue Ideen, waren auch schon in verschiedenen Ländern	Internationalität	Premiummarke als Ziel, Wachstum stark außerhalb Deutschland, emerging markets, Internationalisierung und Internationalität muss ernst genommen werden, grenzüberschreitendes Arbeiten Internationale Menschen sind meist kreativer, anderer Blickwinkel, neue Ideen, waren in verschied. Ländern (Rekrutierung)

Appendix II

Interviewleitfaden Benchmarkstudie

I. Allgemein Diversity

Definition
1.) Wie definieren Sie Diversity Management?
2.) Welche Diversity Dimensionen sind in Ihrem Unternehmen relevant (Rangfolge)?

Historie/ Entwicklung
3.) Seit wann gibt es DiM in Ihrem Unternehmen? Beschreiben Sie die Entwicklung von DiM in Ihrem Unternehmen.
4.) Warum wurde DiM eingeführt? Was waren die Auslöser?
5.) Was sind die Ziele von DiM? Ist Diversity Management in der Unternehmensstrategie verankert?

Struktur
6.) Wo ist DiM in der Organisationsstruktur angesiedelt? Berichtebene, Bereich
7.) Von welcher Ebene kam der Auftrag, gibt es einen Machtpromotor?
8.) Welche Abteilungen beschäftigen sich mit DiM?
9.) Wie viele Mitarbeiter beschäftigen sich mit dem Thema und wie verteilen sich diese auf die Kerndimensionen? Was sind deren jeweiligen Kernaufgaben (zentral, dezentral, Gesamtkoordination)?

Austausch
10.) Mit welchen Unternehmen sind Sie zum Thema DIM in Kontakt? Inwiefern konnten Sie/das Unternehmen von dem Austausch profitieren?

II. Fokus auf Dimension Nationalität/ Internationalität

Maßnahmen
11.) Welche Maßnahmen wurden in Zusammenhang mit nationale bzw. kulturelle Diversität eingeführt? Nennen Sie bitte die wichtigsten/erfolgreichsten Maßnahmen.
12.) Welche Maßnahmen hatten keinen Erfolg und wurden wieder eingestellt?
13.) Gab es Verbesserungen durch die Maßnahmen in Ihrem Unternehmen? Wie waren die Verbesserungen ersichtlich?
14.) Spielt das Thema Internationalität im Zuge der „war for talents" eine Rolle? Sind Engpässe bereits spürbar oder ist eine Tendenz zu erkennen?
15.) Wurden Maßnahmen eingeführt zur gezielten Rekrutierung von ausländischen Absolventen?
16.) Inwiefern werden die Vorteile der ausländischen Mitarbeiter für das Unternehmen genutzt?

Widerstände
17.) Welche Herausforderungen, Schwierigkeiten hatten Sie bei der Einführung, Umsetzung der Maßnahmen?
18.) Gibt/ gab es Widerstände gegenüber Internationalisierung der Belegschaft/ Diversity/ Vielfalt? Wie wird mit Widerstand umgegangen?

19.) Wie können Kritiker überzeugt werden? Wie konnte Akzeptanz erzeugt werden? Was hat ein Umdenken möglich gemacht?

Example of Category System for Article 2

Nr.	Kategorienbezeichnung	Definition	Codierregel
1	Diversity Dimension	Merkmalsausprägung zur Unterscheidung oder Gemeinsamkeit	Umfasst alle Nennungen, die zur einer Dimension zusammengefasst werden können und die von den Interviewten als Dimension wahrgenommen wird sowie Schwerpunkt

Beispiele		Quelle	Generalisierung
Gender, Generation, Nationalität/ races		Adidas	**Gender**, Generation, Nationalität/ races
Fokus, Gender, Culture und kultureller Hintergrund. Daneben haben wir noch andere Dimensionen, die bei uns eine Rolle spielen, Religion, Behinderung, sexuelle Orientierung, wobei ich diese nicht aktiv bearbeite.		BMW	Gender, Culture, kultureller Hintergrund, nicht aktiv Religion, Behinderung und sexuelle Orientierung
Geschlecht, Generationen, Internationalität und Arbeitskultur.		Bosch	Geschlecht, **Generationen,** Internationalität und Arbeitskultur.
Da speziell Chancengleichheit für Frauen, das ist historisch auch begründet im Unternehmen. Das Thema Generationen, altersgemischte Teams, Zusammenarbeit über Generationen hinaus, das Thema Herkunft, Nationalität ist nicht so stark, zumindest in Deutschland nicht so stark vertreten. Das erkläre ich gerne nochmal in Zusammenhang mit den anderen Fragen. wie sexuelle Orientierung, ich habe bereits erwähnt, dass wir das größte LGBT Netzwerk aller Unternehmen in Deutschland.		Commerzbank	**Gender, Generation,** sexuelle Orientierung, Nationalität (aber schwächer in Deutschland)
Also so wie es gerade sage, es geht nicht darum zu schauen, ob jemand Frau oder Mann ist, das Thema gender, jung oder alt, was immer das in der Definition bedeutet, ist die Herkunft ansehbar oder nicht. Ich denke, Gender ist schon unser Handlungsschwerpunkt mit dem wir auch gestartet sind als Global Diversity Office. Wir haben das Thema Generationsmanagement, insbesondere das Thema Generationsvielfalt, Internationalisierung und working culture, darunter verstehen wir alles flexibles Arbeiten, Schwangerschaft, Elternzeit, Pflege, Familienzeit, diese Themen. Das sind unsere vier Handlungsschwerpunkte. Wir haben zwei Themen, die wir auch durchaus intensiv bearbeiten, die wir nicht als offizielle Handlungschwerpunkte thematisieren, das sind die Themen LBGT und das Thema Inklusion		Daimler	**Gender, Generation, Internationalisierung und working culture** (flexibles Arbeiten, Schwangerschaft, Elternzeit, Pflege, Familienzeit), nicht aktiv LGBT und Inklusion
Sie kennen sicherlich das Rad für Diversity, die 6 Schlüsseldimensionen werden bei uns im Konzern bearbeitet, allerdings konzentrieren wir uns in der Abteilung auf Geschlecht, Generation und kulturelle Herkunft und ziehen dabei Religion mit ein und wir tun auch relativ auch viel für sexuelle Orientierung bzw. LGBTI. Psychische, physische Fähigkeiten kümmert sich die Bahn auch stark darum, aber das macht ein anderer Bereich.		Deutsche Bahn	Diversity 6 Schlüsseldimensionen: **Geschlecht, Generation, kulturelle Herkunft,** Religion, sexuelle Orientierung, psychische/physische Fähigkeiten
unsere Mitarbeiterpopulation aussieht vor dem Hintergrund demographischer Hintergrund,		Deutsche Post	**Generation** (wird sich entwickeln), **Geschlecht** und

Geschlechter, Behinderung. Alle möglichen Dimensionen, um zu gucken, wie ist die Mitarbeiterstruktur aufgestellt.		Behinderung
Wie gesagt, ganzheitlich. Das ist uns wichtig, wir fokussieren halt auch immer, zum Beispiel Frauenquote 2010 war ein ganz massives Thema, dann Generationen im Jahr darauf, dann Familie und Beruf. Jetzt die Integration, also wie kriegen wir Menschen unterschiedlicher Herkunft, die Potenzialen, die in den Heimen sitzen und nicht arbeiten können, in irgendeiner Form nutzbar machen oder in Kontakt treten. Wir fokussieren alle Themen, sexuelle Orientierung, Religion. Das sind solche Themen, die brauchen wir im Grundrauschen, da erwarten wir absolute Akzeptanz.	Deutsche Telekom	**Gender** (in diesem Jahr), unterschiedliche Herkunft, sexuelle Orientierung, Religion, ganzheitlicher Aspekt trotz allem
einzelne Dimensionen, sondern uns ist wichtig, dass sich jeder Mitarbeiter und Mitarbeiterin bei Diversity Management wiederfinden kann. die sich freiwillig Ziele setzen zu den Frauanteil. Natürlich bekommt das etwas mehr Unterstützung, weil das gerade ein Thema ist, das sehr dringend ist. Aber grundsätzlich haben wir keine Reihenfolge.	Ford	Grundsätzlich sollen alle Dimension, **Gender** gerade dringend
Ja, bei uns, das wird sich wahrscheinlich sehr häufig in ihren Antworten widerspiegeln. Die klassischen 3 Fokusthemen sind Gender, bedingt durch gesetzliche Rahmenbedingungen, aber auch im Vorfeld durch gesellschaftliche Fokussierung, gender, gender, gender. Dann definieren wir bei E.ON Generationen und Internationalität, im Sinne von gemischte Teams, ethnische Durchmischung, wobei man sagen muss, dass Ethnie ein Randthema, was wir nicht im Fokus haben. Wir versuchen es nicht zu benachteiligen wie die anderen Dimensionen Behinderung, sexuelle Orientierung, sie haben alle den gleichen Stellenwert, bearbeitet wird, aber fokussiert werden die ersten 3 Themen	E.ON	**Gender, Generationen, Internationalität,** Behinderung, sexuelle Orientierung
Merkmale wie Geschlecht, Alter oder Hautfarbe, aber auch nicht-sichtbare Facetten wie Berufserfahrung, sexuelle Identität, Familienstand, Religion, aber auch Arbeitsstil, Humor und so weiter. Schwerpunkte sind daher Gender, LGBT, Familienfreundlichkeit/Vereinbarkeit, Disability Management, kulturelle Vielfalt	E&Y	Gender, Alter, Hautfarbe , Berufserfahrung, sexuelle Identität, Familienstand, Religion, Arbeitsstil, Humor Schwerpunkt **Gender, LGBT, Familienfreundlichkeit/ Vereinbarkeit, Behinderung, kulturelle Diversität**
Die relevantesten Dimensionen und ihre Reihenfolge sind 1. Nationalitäten 2. Gender 3. Demografie 4. Physische Fähigkeiten/Handicap 5. Religion/Weltanschauung 6. Sexuelle Orientierung	Flughafen München GmbH	**1. Nationalitäten 2. Gender 3. Demografie** 4. Physische Fähigkeiten/Handicap 5. Religion/Weltanschauung 6. Sexuelle Orientierung
women and disabilities and then sexual orientations to certain extent. Expand diversity to thoughts, perspective, education, socio economic background, age, function, all of the other characteristics that people also bring to the workplace	Google	Gender, Disabilities, sexual orientation, thoughts, perspective, ethnic, education, socio economic background, age, function, all of the other characteristics that people also

		bring to the workplace
Internationalität und komplementäre Teamzusammensetzung im Sinne von unterschiedlichen Ausbildungen und Erfahrungshintergrund hat klare, also vor dem Thema Alter und Geschlecht hat der größte Vorrang, weil wir glauben, der größte Unterschied bei der Vielfalt bringt a. die Ausbildung und b. die berufliche Erfahrung.	HeidelbergCement	**Internationalität,** unterschiedliche Erfahrungshintergrund, Alter, Geschlecht
Gender Diversity, die weiteren Säulen Internationalität, Alter Diversity, zum Thema Rotationen über verschiedene Einheiten hinweg, verschiedene Bereichen wechselt und genauso zwischen den Funktionen zu wechseln.	Lufthansa	Gender, Internationalität, Alter, Rotation
Im unserem Diversity Training beziehen wir uns auf das berühmte Eisbergmodel von Freud. So möchten wir das Thema Diversity behandeln. Das breite Spektrum an Vielfaltmerkmale, die bestehen können. Natürlich gibt es immer die "wichtigen" Dimensionen. Wenn ich mich auf die EU-Richtlinie beziehe, gibt es 6 Diversity Dimensionen, obwohl ich das Wort "wichtig" nicht mag, spricht Nationalität, Geschlecht, Alter, Behinderung, sexuelle Orientierung, Religion. Dafür gab es vergangenen Juni dieses Jahres	Metro	Nationalität, Geschlecht, Alter, Behinderung, sexuelle Orientierung, Religion
Internationalität auf Basis unseres Geschäftsmodell, das zweite Thema ist das Genderthema und das dritte Thema ist age & generation, die verschiedenen Gnerationen, die zusammen arbeiten, aber auch die Attraktivität des Arbeitsgebers auf die verschiedenen Generationen in Verbindung mit Work Life Balance und so weiter definiert wurde	Münchener Rück	**Internationalität (1), Gender (2), Generation & age**
Das eine ist Gender Intelligence, unter anderem gehört das Ziel dazu, 25% Frauen in Führungspositionen 2017, wo auch die Idee dahinter ist ein cultural shift hinzukriegen und ein Umdenken. Integration. Dann auch die Zusammenarbeit der Generationen untereinander. Der dritte Bereich ist Culture and Identity. Da geht es zum einen um das Thema Kulturen, Das nächste ist Identity, sexual identity, LGBTI, da ist es so, dass wir dieses Jahr den ersten Truck in Berlin hatten und in San Francisco. Da ist Handlungsbedarf, um da auch eine bessere Durchmischung zu haben.	SAP	**Gender Intelligence, Generation,** Culture & Identity, Sexual Identity
Aufjedenfall wir sind auch sehr aktiv in LGBT Aktivitäten. Da sind wir eingebunden in verschiedenen Events. Zum Beispiel, Christopher Street Days, 24/7 Awards, Sensibility, wir streben nach Auszeichnungen. Wir haben 500 Mitarbeiter in Deutschland, die behindert sind. Das ist eine Zielgruppe, die wir zwar nicht betreuen, aber betrachten und uns auch fragen, was können wir da machen. Bei uns engagement und Management definieren wir diversity als vielfältige Belegschaft. Vielfalt definieren wir ja, also, wir reden auf Englisch diversity of thinking. Vielfalt von Gedanken. Das ist nicht nur im klassischen Sinne von Alter, Gender und so weiter. Natürlich sind diese Diversity auf lokale Ebene, aber auf globaler Ebene meinen wir Vielfalt von Erfahrung, Vielfalt von	Siemens	LGBT, **Gender** (dieses Jahr, ansonsten alle Dimensionen gleich wichtig), Alter, Diversity of thinking, Erfahrung, Expertise, Global, Behinderung (nicht direkt betreuen)

Expertise und die Vielfalt von Thinking, Denkweisen. Wir haben ganz klar keine Rangfolge. Alle Dimensionen sind für uns wichtig. Natürlich in Deutschland, 6. März als das Gesetz eingeführt worden ist, ist das Thema Gender für uns sehr wichtig. In anderen Ländern sind andere Dimensionen auch sehr wichtig. wir haben bewusst keine Rangfolge gemacht.		
Ich würde das mal so sagen. Wir sind auf einer Reise, wir haben drei Fokusbereiche. Gender, Internationalität und Alter und als Überbau mit dem Ziel der Inklusion.	RWE	**Gender,** Internationalität, Alter
Nein, wir hatten ein Initialprojekt, was sozusagen den deep dive in Zahlen, Fakten, Daten gemacht haben und jede Dimension auch analysiert haben, in soweit es möglich ist. Dadurch haben sich die vier Felder bei ThyssenKrupp entwickelt, das sind die klassischen Dimensionen, die auch die meisten nutzen. Unsere Themen sind das Thema Gender, Internationalität, Kompetenzen und Alter. Das sind die vier Dimensionen,	ThyssenKrupp	**Gender, Internationalität,** Kompetenzen und Alter
Frauen	Volkswagen	**Gender**

Appendix III

Kulturelle Diversität

Erklärung: Kulturelle Diversität, d.h. kulturelle Vielfalt bezieht sich an dieser Stelle auf ausländische Mitarbeiter/innen (Akademiker) der AUDI AG. Mitarbeiter aus verschiedenen Ländern weisen unterschiedliche kulturelle Hintergründe auf. Dabei unterscheide sich zum Beispiel ein Mitarbeiter aus Österreich weniger von der deutschen Kultur als ein Mitarbeiter von einem anderem Kontinent. Kulturelle Diversität bedeutet, wenn Mitarbeiter unterschiedlicher Kulturen aufeinandertreffen.

Vielen Dank, dass Sie an meiner Studie teilnehmen. Die Studie ist anonym. Ich werde

Notizen während des Interviews machen. Das Interview besteht aus einem Fragebogen und

einem Interviewleitfaden. An bestimmten Stellen des Interviews werde ich Sie bitten den

Fragebogen auszufüllen, denn die Fragen im Interview beziehen sich teilweise auf die Fragen

im Fragebogen. Der Interviewleitfaden besteht aus 23 Fragen und ist in drei Teile gegliedert:

- Ihre persönliche Erfahrung mit Internationalität
- Die Erfahrung Ihrer Abteilung
- AUDI AG

Abschließend werden Sie in dem Fragebogen nach Ihrer Einschätzung zu den drei Teilen gefragt.

Zur Person

1.) Bitte geben Sie Ihre Fremdsprachenkenntnisse in dem Fragebogen auf Seite 1 an.

Sprache	Verhandlungs-sicher	Fließend	Gute Kenntnisse	Grund-kenntnisse	Keine Kenntnisse
Englisch					

Auslandserfahrung

2.) Auslandsaufenthalt vor dem 18. Lebensjahr   Ja ☐   Nein ☐

3.) Auslandsaufenthalt während des Studiums   Ja ☐   Nein ☐

4.) Auslandsaufenthalte während des Arbeitslebens   Ja ☐   Nein ☐

     a. Welche besonderen Erfahrungen haben Sie im Ausland gesammelt?

Wenn Frage 2, 3 oder 4 mit Ja beantwortet wurde, dann folgt Frage 4d. Ansonsten folgt Frage 5. Frage 4d ist im Fragebogen als Punkt 2 auszufüllen

4d.) Kreuzen Sie bitte jeweils das Zutreffende an:
trifft zu (1), trifft eher zu (2), teils-teils (3), trifft eher nicht zu (4), trifft nicht zu (5)

	1	2	3	4	5
Ich war hoch motiviert ins Ausland zu gehen					
Ich hatte während meines Auslandsaufenthaltes häufig Kontakt mit Locals					
Ich habe mich gut auf die Kultur des Landes einlassen können					
Ich habe mich sehr für die Kultur des Landes interessiert					
Ich habe mich bemüht die Sprache des Landes zu lernen					
Ich habe über die Gemeinsamkeiten und Unterschiede zwischen Kulturen reflektieren können					

Interkulturelle Zusammenarbeit
5.) Bitte füllen Sie im Fragebogen die Tabelle 3 auf Seite 2 aus.

Ich habe häufig mit folgenden Mitarbeitern bei Audi zusammengearbeitet:
Kreuzen Sie bitte jeweils das Zutreffende an:
nie (1), selten (2), gelegentlich (3), häufig (4), sehr häufig (5)

	1	2	3	4	5
Ausländische Mitarbeiter (Festeinstellung in IN oder NEC), Impats					
Ausländische Praktikanten					
Kollegen an ausländischen Standorten (z.B. Dienstreisen)					
Kollegen mit Auslandserfahrung					
Mitarbeiter mit Migrationshintergrund					

   a. Tragen diese Gruppen (aus Tabelle 3) zur Offenheit gegenüber kultureller Diversität bei? Woran haben Sie das gemerkt?

   b. Wie verlief die Zusammenarbeit mit ausländischen Kollegen? Gab es anfängliche Schwierigkeiten? Wie konnten Sie diese überwinden?

   c. Was konnten Sie in der Zusammenarbeit mit ausländischen Kollegen lernen?

<u>Erweiterung kultureller Diversität</u>

6.) Was spricht für ausländische Mitarbeiter in Ihrem Geschäftsbereich? Welche dagegen?

7.) Welche Erfahrung haben Sie gemacht, dass Sie kulturelle Diversität befürworten oder ablehnen? Gab es besondere Schlüsselerlebnisse?

8.) Gab es Schlüsselerlebnisse, die dazu führten, dass mehr ausländische Mitarbeiter eingestellt oder nicht mehr eingestellt wurden?

Diese Fragen bezogen sich auf Sie, jetzt stelle ich Ihnen einige Fragen zur Ihrer Abteilung.

Eigene Abteilung

9.) Ist das Aufgabenfeld Ihrer Abteilung international ausgerichtet? Ist das Tagesgeschäft Ihrer Abteilung von Internationalität betroffen?
    a. Falls ja, inwiefern (z.B. internationaler Austausch mit ausländischen Standorten)?

10.) Bitte füllen Sie die Seite 3 im Fragebogen aus.
    Fremdsprachenkenntnisse Ihrer Abteilung:

Verhandlungs-sicher	Fließend	Gute Kenntnisse	Grund-kenntnisse	Keine

11.) Die Abteilung hat mit folgenden Mitarbeitern bei Audi zusammenarbeitet
Kreuzen Sie bitte jeweils das Zutreffende an:
nie (1), selten (2), gelegentlich (3), häufig (4), sehr häufig (5)

	1	2	3	4	5
Ausländische Mitarbeiter (Festeinstellung in IN oder NEC), Impats					
Ausländische Praktikanten					
Kollegen an ausländischen Standorten (z.B. Dienstreisen)					
Kollegen mit Auslandserfahrung					
Mitarbeiter mit Migrationshintergrund					

<u>Erfahrung der Abteilung mit kultureller Diversität</u>

12.) Welche Erfahrungen hat Ihre Abteilung mit kultureller Diversität gemacht? Wird kulturelle Diversität eher gewünscht oder abgelehnt?

13.) Wie schätzen Sie die Bereitschaft Ihrer Abteilung ein sich mit dem neuen ausländischen Mitarbeiter am Anfang oder dauerhaft auf Englisch oder einer anderen Sprache zu unterhalten?

14.) Hat Ihre Abteilung bestimmte Befürchtungen gegenüber kultureller Diversität? Wenn ja, welche?

15.) Wie konnten Sie Ihre Abteilung für kulturelle Diversität überzeugen? Welche Argumente überzeugen Ihre Abteilungen?

16.) Was konnten/ könnten Sie tun, damit Ihre Abteilung offener für kulturelle Diversität wird?

Rekrutierung

17.) Haben Sie ausländische Mitarbeiter in Ihrer Abteilung eingestellt? Falls ja, aus welchen Gründen
   a. *Gleiche oder bessere fachliche Eignung wie deutsche Bewerber*
   b. *Zugang zu neuen Märkten: lokales Wissen über neue Märkte, Auslandskontakte*
   c. *Durch Erhöhung der Diversität/ Vielfalt: neue Perspektiven, erhöhte Kreativität, zusätzliche Problemlösekompetenz*
   d. *Sonstiges*

18.) Haben Sie bei der Rekrutierung darauf geachtet, dass der/die neue Mitarbeiter/in
   a. Zur Diversität in Ihrer Abteilung beiträgt
   b. Mit seinen Kompetenzen und Persönlichkeit das Team ergänzt

19.) Unter welchen Rahmenbedingungen (z.B. Aufgabeninhalt, Aufgabenkomplexität, Abteilungsstruktur) würden Sie eher einen ausländischen Mitarbeiter einstellen?

Die letzten Fragen beziehen sich nun auf Audi insgesamt.

Zur Organisation: AUDI AG

20.) Bekommen Sie Impulse von höherer Ebene (Führungskräfte, Bereichsleiter) sich für kulturelle Diversität einzusetzen?

21.) Gibt es Barrieren für ausländische Bewerber bei der Rekrutierung? Wenn ja, welche? (von Seiten der Bewerber, Abteilung, Unternehmen, sonstiges)

22.) Was müsste sich im Unternehmen ändern, damit sich das Unternehmen für kulturelle Diversität öffnet?

23.) Wie sehen Sie die internationale Entwicklung von Audi, insbesondere bezüglich des Bedarfs ausländische Mitarbeiter einzustellen? Wie schätzen Sie den Bedarf Ihrer Abteilung ein?

Bitte füllen Sie den letzten Teil im Fragebogen ab Seite 3 aus.

Kurzfragebogen

1.) Bitte geben Sie Ihre Fremdsprachenkenntnisse an.

Sprache	Verhandlungs-sicher	Fließend	Gute Kenntnisse	Grund-kenntnisse	Keine Kenntnisse
Englisch					

2.) Kreuzen Sie bitte jeweils das Zutreffende an:
trifft zu (1), trifft eher zu (2), teils-teils (3), trifft eher nicht zu (4), trifft nicht zu (5)

	1	2	3	4	5
Ich war hoch motiviert ins Ausland zu gehen					
Ich hatte während meines Auslandsaufenthaltes häufig Kontakt mit Locals					
Ich habe mich gut auf die Kultur des Landes einlassen können					
Ich habe mich sehr für die Kultur des Landes interessiert					
Ich habe mich bemüht die Sprache des Landes zu lernen					
Ich habe über die Gemeinsamkeiten und Unterschiede zwischen Kulturen reflektieren können					

3.) Ich habe häufig mit folgenden Mitarbeitern bei Audi zusammenarbeitet:
Kreuzen Sie bitte jeweils das Zutreffende an:
nie (1), selten (2), gelegentlich (3), häufig (4), sehr häufig (5)

	1	2	3	4	5
Ausländische Mitarbeiter (Festeinstellung in IN oder NEC), Impats					
Ausländische Praktikanten					
Kollegen an ausländischen Standorten (z.B. Dienstreisen)					
Kollegen mit Auslandserfahrung					
Mitarbeiter mit Migrationshintergrund					

4.) Englischsprachkenntnisse Ihrer Abteilung: Bitte geben Sie den Anteil (%) Ihrer Abteilung an.

Verhandlungs-sicher	Fließend	Gute Kenntnisse	Grund-kenntnisse	Keine

5.) Die Abteilung hat mit folgenden Mitarbeitern bei Audi zusammenarbeitet
Kreuzen Sie bitte jeweils das Zutreffende an:
nie (1), selten (2), gelegentlich (3), häufig (4), sehr häufig (5)

	1	2	3	4	5
Ausländische Mitarbeiter (Festeinstellung in IN oder NEC), Impats					
Ausländische Praktikanten					
Kollegen an ausländischen Standorten (z.B. Dienstreisen)					
Kollegen mit Auslandserfahrung					
Mitarbeiter mit Migrationshintergrund					

Eigene Einstellung/ Haltung gegenüber Diversity

6.) Kreuzen Sie bitte jeweils das Zutreffende auf der 5-stufigen Skala an, wo Sie sich positionieren:

Kulturelle Diversität ist…	Notwendig					Nicht notwenig
Kulturelle Diversität ist…	Sinnvoll					Sinnlos
Kulturelle Diversität hat…	mehr Vorteile					mehr Nachteile
Gegenüber kultureller Diversität habe ich...	keine Bedenken					Bedenken
In einer kulturell diversen Arbeitsatmosphäre fühle ich mich...	Wohl					unwohl
Kulturelle Diversität in meinem Arbeitsleben ist von mir...	Erwünscht					unerwünscht
Mein Bauchgefühl gegenüber kultureller Diversität ist insgesamt	positiv					negativ
Kultureller Diversität gegenüber bin ich...	aufgeschlossen					ablehnend

Kollegen/ andere Führungskräfte

7.) Einstellung/ Haltung gegenüber Diversity aus Sicht Ihrer Kollegen/ andere Führungskräfte

Kreuzen Sie bitte jeweils das Zutreffende an, so wie Sie glauben, dass Ihre Kollegen/ andere Führungskräfte antworten würden.

Kulturelle Diversität ist..	Notwendig					Nicht notwenig
Kulturelle Diversität ist..	sinnvoll					Sinnlos
Kulturelle Diversität hat..	mehr Vorteile					mehr Nachteile
Gegenüber kultureller Diversität haben andere Kollegen	keine Bedenken					Bedenken
In einer kulturell diversen Arbeitsatmosphäre fühlen sie sich	wohl					unwohl
Kulturelle Diversität in ihren Arbeitsleben ist	erwünscht					unerwünscht
Das Bauchgefühl meiner Kollegen gegenüber kultureller Diversität ist insgesamt	Positiv					negativ
Kultureller Diversität gegenüber sind Ihre Kollegen	aufgeschlossen					ablehnend

Einstellung/ Haltung der Abteilung

8.) Kreuzen Sie bitte jeweils das Zutreffende an, so wie Sie glauben, <u>dass die Mehrheit Ihrer Abteilung antworten würden</u>

Kulturelle Diversität ist..	notwendig					Nicht notwenig
Kulturelle Diversität ist..	sinnvoll					Sinnlos
Kulturelle Diversität hat..	mehr Vorteile					mehr Nachteile
Gegenüber kultureller Diversität hat die Abteilung	keine Bedenken					Bedenken
In einer kulturell diversen Arbeitsatmosphäre fühlt sich die Abteilung	wohl					unwohl
Kulturelle Diversität im Arbeitsleben der Abteilung ist	erwünscht					unerwünscht
Das Bauchgefühl gegenüber kultureller Diversität ist insgesamt	positiv					negativ
Kultureller Diversität gegenüber ist die Abteilung	aufgeschlossen					ablehnend

Einstellung/ Haltung der Organisation

9.) Kreuzen Sie bitte jeweils das Zutreffende auf der 5-stufigen Skala an, was Sie glauben,
    wie die Mehrheit des Unternehmens gegenüber kultureller Diversität eingestellt ist:

Kulturelle Diversität ist..	notwendig						Nicht notwendig
Kulturelle Diversität ist..	sinnvoll						Sinnlos
Kulturelle Diversität hat..	mehr Vorteile						mehr Nachteile
Gegenüber kultureller Diversität hat das Unternehmen	keine Bedenken						Bedenken
In einer kulturell diversen Arbeitsatmosphäre fühlt sich das Unternehmen	wohl						unwohl
Kulturelle Diversität im Arbeitsleben des Unternehmens ist	erwünscht						unerwünscht
Das Bauchgefühl gegenüber kultureller Diversität ist insgesamt	positiv						negativ
Kultureller Diversität gegenüber ist das Unternehmen	aufgeschlossen						ablehnend

Output of executives' openness to cultural diversity (IDiversity) in comparison with their colleagues (KDiversity) and with the organization (UDiversity)

Deskriptive Statistik

			Statistik	Standardfehler
IDiversity	Mittelwert		4,5000	,07906
	95 % Konfidenzintervall für Mittelwert	Untergrenze	4,3351	
		Obergrenze	4,6649	
	5% getrimmter Mittelwert		4,5132	
	Median		4,5000	
	Varianz		,131	
	Standardabweichung		,36228	
	Minimum		3,75	
	Maximum		5,00	
	Bereich		1,25	
	Interquartilbereich		,56	
	Schiefe		-,272	,501
	Kurtosis		-,729	,972
KDiversity	Mittelwert		3,4286	,12398
	95 % Konfidenzintervall für Mittelwert	Untergrenze	3,1700	
		Obergrenze	3,6872	
	5% getrimmter Mittelwert		3,3816	
	Median		3,5000	
	Varianz		,323	
	Standardabweichung		,56813	
	Minimum		2,75	
	Maximum		5,00	
	Bereich		2,25	
	Interquartilbereich		,94	
	Schiefe		,938	,501
	Kurtosis		1,251	,972
ADiversity	Mittelwert		4,2381	,13745
	95 % Konfidenzintervall für Mittelwert	Untergrenze	3,9514	
		Obergrenze	4,5248	
	5% getrimmter Mittelwert		4,2768	
	Median		4,2500	
	Varianz		,397	

	Standardabweichung		,62986	
	Minimum		2,75	
	Maximum		5,00	
	Bereich		2,25	
	Interquartilbereich		1,13	
	Schiefe		-,457	,501
	Kurtosis		-,078	,972
UDiversity	Mittelwert		3,1071	,16167
	95 % Konfidenzintervall für Mittelwert	Untergrenze	2,7699	
		Obergrenze	3,4444	
	5% getrimmter Mittelwert		3,1323	
	Median		3,1250	
	Varianz		,549	
	Standardabweichung		,74087	
	Minimum		1,25	
	Maximum		4,50	
	Bereich		3,25	
	Interquartilbereich		,94	
	Schiefe		-,532	,501
	Kurtosis		,858	,972

Example of Category System for Article 3

Nr.	Kategorienbezeichnung	Definition	Codierregel
	Gewinn ausländische Mitarbeiter	Vorteile von ausländischen Mitarbeiter/innen in der Abteilung	Genannte Vorteile, durch ausländische Mitarbeiter/innen
Beispiele		**Quelle**	**Generalisierung**
Zum Beispiel im Lokalisierungsgeschäft ist es, dass in der Kommunikation mit China würde es ohne muttersprachliche Mitarbeiter hier, nicht gut oder schlechter funktionieren. Das ist ganz klar Dadurch sind sie auch wertvoll. Das ist natürlich auch so, ich sag mal, was Deutschland, Europa und auch Audi ausmacht, ist unter anderem eine hohe Qualität und diese Werte, auch, wenn das pauschal klingt, deutsche Wertarbeit, deutsche Gründlichkeit und unter diesen Begriffen kennt man das.		1	Lokalisierungsgeschäft in China: chinesische MA in der Abteilung wichtig, Kommunikation in der Muttersprache
Ja schon. Dadurch dass die Lieferanten aus allen Erdteilen hier haben, habe ich schon versucht die Mitarbeiter möglichst da einzusetzen und entsprechend ihre Fähigkeiten zu nutzen, sei das sprachlich oder kulturell. Das merkt man schon. Ja, der Draht zu den Lieferanten war anders, es ging schneller, die Vertrauensbasis war anders, die Partnerschaft konnte schneller aufgebaut werden. Auch wenn es Probleme gab, konnten die Mitarbeiter sich schneller einigen, auch in einer ganz anderen Art und Weise als ein Deutscher Mitarbeiter das würde. Die Chinesen werden da extrem laut aufeinmal. So dass man sich fragt, um Gottes Willen, was machen die gerade am Tisch und schreien sich an für kurze Zeit und dann läuft es. Dann funktioniert es. Da sitzt erstmal ein Deutscher und ist verwirrt, was da passiert. Es wird unterschiedlich mit Konflikten umgegangen und sie wurden da sehr deutlich angesprochen und schon funktioniert es. Das sind so kleine Beispiele. Diese Mitarbeiter sind international deutlich besser vernetzter. Es sind so die Kleinigkeit, vor allem so bei den Jungen hat man das Gefühl, dass es da viel weniger Beschränkungen oder Grenzen sich global zu vernetzen, sei es das Internet oder mit den Kollegen. Desto weiter sie herumgekommen sind, desto vernetzter sind sie. Desto einfacher finden sie sich in solchen Strukturen rein. Das schauen wir schon gezielt. Wenn wir Aktivitäten in China haben, da habe ich eine Chinesin, die eine Sonderaufgabe hat, möglichst Locals mit Locals zusammen zu bringen, um da die Kommunikation zu fördern, wenn das Personal vorhanden ist. Ich habe drei Mitarbeiter, die spanisch sprechen und sie so eingesetzt, dass sie mit den Verantwortlichen in Mexiko Kontakt haben, auch mit der Lieferantenschaft, die da vor Ort sitzt. Wir haben schon versucht auch möglichst, die lokale Sprache Mexikos, spricht spanisch, möglichst zu verbinden.		2	Lieferanten aus der ganzen Welt: ausländische Mitarbeiter dementsprechend eingesetzt, Locals mit Locals oder Sprachkenntnisse (China, Mexiko)

Anderer Draht, Vertrauensbasis, angepasster Konfliktumgang, international deutlich besser vernetzt, finden sich leichter in Strukturen rein |
| Weil er ein Themengebiet übernommen hat mit dem Hintergrund Kontakt zum chinesischen Markt zu bekommen. | | 5 | Kontakt zum lokalen (chinesischen) Markt |

Ich habe zum Beispiel immer viele Praktikanten aus dem Ausland genommen. Ich habe zum Beispiel einen koreanischen Praktikant. Es ist super. Eine andere Kultur, eine ganz andere Idee von unserer Firma. Das ist phantastisch. Besonders das koreanische jetzt. Sie sind sehr gut gerade in Kreativität. A new generation, sehr guter Geschmack, Technologie, schnell zu arbeiten, Methologie. Sie sind wie die Japaner vergangener Jahren, aber jetzt mit einem Geschmack ein Schritt mehr.	8	Ausländische Praktikanten, andere Kultur, andere Vorstellung von Audi, für Kreativität bringt z.B. koreanischer Praktikant Technologie und anderen Geschmack
Da bin ich ehrlich, ich habe in Brüssel einen Expat vor Ort, der ist Franzose. Das ist ein Selbstläufer, er läuft natürlich in Brüssel mit der Sprache auch alle Türen offen ein. Er spricht aber auch fließend deutsch, von daher ist natürlich eine Idealbesetzung. Wir hatten in Ungarn, hatten wir in Summe vier Mitarbeiter stationiert, haben das nach Projektende ein Stück reduziert. Er war auch Ungare, er kann mit seinen Kollegen in Ungarn anders reden, auf ungarisch. Anders ein deutscher Kollege, das ist in meiner Situation, in meinem Verantwortungsbereich natürlich Gold wert, dass ich Leute habe, die beides fließend sprechen und nicht nur die Sprache, auch die Kultur kennen und auch die Unterschiede. Die Kollegen haben da schon gesagt, wir haben Steuerkreis, da diskutiert man das. Beim rausgehen fallen noch ein paar ungarische Worte, die kann man nicht einordnen und dann kommt ein Kollege her und sagt, Du weisst schon, dass sie das ganz doof fanden, obwohl sie zugestimmt haben. Das sind Situationen, auch Leute zu haben, die in Sprache und Kulturkreis sich auch auskennen.	9	Sprachlich entsprechend eingesetzt, das ist ein Selbstläufer, öffnen Türen Situationen, in denen sprachliche Kompetenz und Kenntnisse des Kulturkreises gut sind
weil ich denke, dass es wichtig ist, sie in das Unternehmen zu holen. Wirklich mit einem anderen Fokus, mit einem anderen kulturellen Hintergrund, weil wir glauben, dass wir Audi damit unterstützen können. Wo sich eine Fachabteilung sich manchmal schwerer tut, tuen wir uns einfach leichter, jemanden reinzunehmen und dass wir das auch unterstützen und nicht nur wir, sondern da spreche ich für ganz Personalmarketing, dass wir dem Thema sehr offen sind und da versuchen bewusst Leute in das Unternehmen zu kriegen, die keine Deutschen sind. Auch da vielleicht, Trainees als Beispiel, die wir hier reinholen, wo wir einfach merken, sie beleben unseren Alltag nochmal, weil sie Dinge anders angehen, anders denken, anders sehen, sie haben einen anderen kulturellen Hintergrund. Sie sind komischerweise anders erzogen, also wirklich machen viel mehr für einen Job, für eine Karriere, sie weg von zu Hause, von Familie. Ich glaube schon, das spricht schon dafür solche Leute reinzuholen in das Unternehmen, weil ich glaube, wir brauchen solche. Wir brauchen auch so einen Gegenpol. Da habe ich schon Bedenken, ob das so abgebildet werden kann, was ich erwarte von einem Referenten, aber er bringt sicherlich viel positive andere Sachen mit, wo das wieder ausgleichen kann. Ich glaube schon, dass wir schon mehr ausländische	10	Beleben den Alltag, anderen Blickwinkel durch anderen kulturellen Hintergrund, Fachkräftemangel für bestimmte Kompetenzen

Mitarbeiter brauchen, weil wir teilweise auch nicht die Kompetenzen finden.		
Diese Leute helfen uns von hier uns, auch dort vor Ort eine Kommunikationsbrücke zu sein, eine Hilfe zur Verständigung, auch zum Verständnis der Kultur. So wie ich das vorhin gesagt habe, wenn eine Situation kommt, in der wir feststellen, dass es nicht geht, dann kann ich nachfragen, warum das nicht geht. Dann sagt er mir: Das kann doch gar nicht gehen, weil der Chef das kommuniziert hat, gibt es keine Möglichkeit mehr wegzugehen. Wenn da müssen wir versuchen zu tricksen und bauen irgendwie hinterrum nochmal auf. Dabei helfen natürlich die Mitarbeiter mit dem kulturellen Verständnis. Ich glaube, dass sie bei uns, also die Mitarbeiter in unserer Abteilung, vergleichsweise für Audi ein gutes Verständnis der chinesischen Kultur haben, weil wir mit den Kollegen zusammen arbeiten, aber auch weil wir die Mitarbeiter haben, mit denen wir enger sind, die uns etwas von der Kultur vermitteln. Sachlich, Brücke, aber auch so ein Ausstrahleffekt würde ich sagen Nein, man muss eins sagen. Dass wir chinesische Mitarbeiter eingestellt haben, war per se keine Schlüsselerlebnisse, aber hat die Erkenntnis bestärkt, dass es der richtige Weg ist. Ich bin felsenfest davon überzeugt, dass es richtig ist, dass ein gewisser Anteil meiner Mitarbeiter chinesischer Abstammung ist. Ich bin auch froh, dass wir den Weg gegangen sind auch über die Sprache. Also, das ist der zweite Punkte. Sprache ist der Schlüssel zum Erfolg. Das gilt für China, aber auch für die lateinamerikanischen Länder, wo ganz schlecht Englisch gesprochen wird und wir über Sprache sehr viel besser adressieren können. Ich sage es nochmal, obwohl es flach ist, auch mentalitätsbedingt, auch weil die Kollegen sich durch ihre Vorprägung besser reinfühlen können in die Gegenseite. Bei den Schlüsselerlebnisse ganz klar, bei Eskalation in China hilft ein Mitarbeiter, der die Kultur gut kennt und versteht einen Konflikt zu erläutern, zu entschärfen, dazu beizutragen, dass sie nicht weiter eskalieren. Meine Mitarbeiter, die ich habe, helfen aufjedenfall, sie tragen dazu bei, durch Ihre gute Leistung, Vorurteile abzubauen und auch über den Austausch. Ich frage auch mal meinen chinesischen Mitarbeiter, wenn ich etwas nicht verstehe, warum ist das in China so, dass das und das nicht funktioniert oder das oder das funktioniert. Auch alleine über den Dialog, die Schilderung der Wahrnehmung oder ich frage mal, warum sind Deutsche und Chinesen an dieser Stelle unterschiedlich. Allein über diesen Austausch lernt man doch einiges oder viel über die Kultur.	12	Kommunikationsbrücke Mitarbeiter bekommen ein Verständnis der chinesischen Kultur durch die chinesischen Mitarbeiter Ausstrahleffekt Sprache (insbesondere China), Kulturverständnis trägt zur Deseskalation bei, Verständnisfragen zum kulturellen Verhalten geben chinesischen Fragen Erklärungen
Da merkt man einfach durch die unterschiedliche Kultur, sie arbeiten anders und man muss sich auch etwas an die anderen Arbeitsweisen einstellen, die für unser Grundverständnis überraschend oder verwunderlich ist. Das ist auch mit der Historie und auch mit der Kultur des Landes verknüpft, warum	13	

Menschen in ihrer Art und Weise agieren. Wenn wir jetzt international agieren, an verschiedenen Produktionsstandorte sind, Vertrieb. Da ist es wichtig, dass wir die Integration von ausländischen Mitarbeiter, diese Kultur, dieses Verständnis für die Regionen in das Unternehmen zu bringen.		
Normalerweise schreiben die Leute mich auf Englisch an. Manchmal sind da spanische Mails, die da weitergeleitet werden und oben steht etwas auf Englisch und spanische Mails kann ich doch nicht so gut lesen und dann ist es hilfreich einen Spanier zu haben.	14	Sprachliche Fähigkeiten
Sie bringen auch einen Druck rein, mehr und mehr auf Englisch zu machen Er kommt aus Japan. Er ist interessanter Weise auch noch ein Holländer, also ein Holländer, der nach Japan gegangen ist und jetzt in Deutschland arbeitet. Er hat auch viele Dinge, wo wir ihn auch miteinbeziehen und nutzen. In den Projekten bringt er auch all seine Erfahrung mit rein. Da erzählt er auch, was in Japan nicht so geht. Klar, die Projekte werden an sich schon im Land gemacht, aber es sind auch Projekte, die in der Zentrale entstehen. Auf beiden Seiten werden Projekte gemacht und in dem Moment, wo er hier ist, in dieser Schlüsselfunktion, kann er auch natürlich auch gut als Filter tätig werden. Er kann dann sagen, was ich hier gesehen haben in der Abteilung, was sie auch wollen, dass es nach Japan oder Korea kommt, das funktioniert so vielleicht nicht. Das ist genau das, was er tut. Das ist gut	15	Sie bringen Druck auf Englisch zu kommunizieren Kenntnisse über Strukturen anderer Ländern, können schon früh sagen, was nicht funktioniert, als Filter tätig
Aber wenn er schon mal da war, kann er das Wissen zurücktragen. #00:26:55-5# Richtig. Die Termineinhaltung ist wichtig. Ich sage ja nicht, dass er herkommt musst, um die deutsche Kultur zu verstehen. Er kann genauso wenig die deutsche Kultur verstehen, wie unser eins die japanische Kultur verstehen würde. Nie im Leben. Die Arbeitsweisen haben zwar auch etwas mit der Kultur zu tun, aber er soll wissen wie das funktioniert. Ich sag mal, zum globalen Verständnis oder Denken reinzubekommen.	16	Ausländische MA können die deutsche Arbeitsweise kennenlernen. Wenn sie zurückgehen, kennen sie das und ist gewinnbringend für die Zusammenarbeit
Der Nutzen, der damit verbunden war, das war ein Konzernnutzen. Die Idee dahinter, dass die S. ein paar Jahre bei uns ist und dann zurückgeht und da auch wirklich ihren Weg machen kann, vielleicht auch in eine Führungsposition gehen kann und hier einfach die entsprechende Kontakte hat und und dort in Ungarn entsprechend weiterhelfen kann, so als Brückenkopf auch zu uns hin.	21	Entsprechende Kontakt aufbauen, Brückenkopf

Ausführliche deutsche Zusammenfassung der Dissertation

Bedarfsanalyse und Implementierung von Diversity Management in internationalen Unternehmen

(1)   Artikel I: Diversity Dimensionen Alter, Behinderung, Gender und Nationalität in Theorie und Praxis

Diversity Management hat seine Wurzeln in den USA im Zuge der Bürgerrechtsbewegung im Kampf gegen Diskriminierung aufgrund von Hautfarbe, Geschlecht, Religion oder nationaler Herkunft. Daraufhin wurden gesetzliche Maßnahmen zur Förderung der Chancengleichheit eingeführt (Vedder, 2006). Die Veröffentlichung des Berichts „Workforce 2000" prognostizierte aufgrund des Rückgangs der weißen Männer in der Erwerbsbevölkerung einen Fachkräftemangel. Dementsprechend würde die Rekrutierung aus den verschiedenen Minderheitsgruppen zunehmen müssen (Johnston & Packer, 1987). Aus der Entwicklung von Diversity Management sind zwei Lager zu erkennen: die Equity Perspektive und die Business Perspektive. Die Equity Perspektive beruht auf Werten wie Fairness, Toleranz und Respekt und die Business Perspektive betont die wirtschaftliche Komponente, in der Diversity Management einen ökonomischen Nutzen bringt (Vedder, 2006). In Deutschland wird Diversity Management seit Mitte der 90er Jahre wissenschaftlich aufgegriffen (Krell, 1996). Parallel dazu beschäftigten sich amerikanische Firmen in Deutschland, und im Jahre 2000 das erste deutsche Unternehmen, mit Diversity Management (Vedder, 2006).

„Diversity" wird definiert als Andersartigkeit, Vielfalt sowie Unterschiedlichkeit (Aretz & Hansen, 2003; Loden & Rosener, 1991). Eine allgemeine Diversity Definition besagt, dass Diversity sich auf jede Eigenschaft bezieht, die die Unterschiede oder Gemeinsamkeiten zwischen Menschen festlegt (R. R. Thomas, 1996). Diese Definition zeigt, dass Diversity ein sehr breites Forschungsfeld darstellt. Zur Begrenzung des Forschungsfeldes wird in der deutschsprachigen Literatur auf sechs Kerndimensionen von Diversity hingewiesen, die aus Alter, Behinderung, Gender, Nationalität/Ethnizität/Kultur, sexuelle Orientierung und Religion besteht (Stuber, 2002). In der vorliegenden Arbeit wird auf vier dieser Kerndimensionen fokussiert: Alter, Behinderung, Gender und Nationalität/Ethnizität/Kultur, die nach einer Erstanalyse in einem süddeutschen Automobilunternehmen als Schwerpunkte identifiziert wurden. In dieser Studie werden die einzelnen Diversity Dimensionen untersucht am Beispiel des süddeutschen Automobilunternehmens. Dem Diversity Management liegt die Annahme zugrunde, dass eine Organisation mono-kulturell ist und eine dominante Gruppe existiert, die aus weißen, deutschen, gutausgebildeten Männern mittleren Alters besteht (Krell, 1996; Vedder, 2009).

Diese üben einen wesentlichen Einfluss auf die Werte, Regeln und Kultur in der Organisation aus (Krell, 2004). Angesichts dessen verfolgt Diversity Management einen ganzheitlichen Ansatz, der alle Mitarbeiter und die gesamte Organisation miteinschließt (Gilbert, Stead, & Ivancevich, 1999; Thomas Jr, 1992). Der Wandel von einer mono-kulturellen Organisation hin zu einer multikulturellen Organisation ist das Ziel von Diversity Management (Cox Jr, 1991). Zudem kann Diversity Management als ein strategisches Mittel gesehen werden, das die Vielfalt der Belegschaft nutzt, um zum Unternehmenserfolg beizutragen (Aretz & Hansen, 2002; Arredondo, 1996).

Thomas und Ely (1996) haben die Theorie der Diversity-Management-Paradigmen entworfen, die Erklärungsansätze aufzeigen, warum Diversity Management eingeführt wird. Diese Ansätze bestehen aus Fairness-, Marktzutritts- sowie aus Lern- und Effektivitätsansatz. Der Fairnessansatz beruht auf dem moralischen Aspekt und zielt auf Gleichstellung und Antidiskriminierung ab. Der Marktzutrittsansatz verfolgt den strategischen Ansatz, mit Diversity Management neue Absatzmärkte und neue Kunden zu gewinnen. Der Lern- und Effektivitätsansatz legt den Schwerpunkt auf langfristige Lerneffekte durch eine vielfältige Belegschaft, die voneinander lernen kann. Dass und Parker (1999) haben die drei Ansätze um einen Resistenzansatz erweitert, der auf dem Status quo und auf der Monokultur beharrt.

Ziele der Studie und Forschungsfragen

Das Ziel der vorliegenden Studie ist es, die Unterschiede zwischen den einzelnen Diversity Dimensionen und die Betonung von Diversity als ökonomischen Gewinn aufzuzeigen. Mittels qualitativer Expertengespräche werden folgende allgemeine Forschungsfragen beantwortet:

(1) Welche Maßnahmen wurden zu den Diversity Dimensionen Alter, Behinderung, Gender und Nationalität am Beispiel eines süddeutschen Automobilunternehmens eingeführt?

(2) Was waren die Best-Practice-Beispiele in anderen Unternehmen?

(3) Wie lassen sich die Ergebnisse in die Theorie der Diversity-Management-Paradigmen einordnen?

Auf Grundlage der Theorie der Diversity-Management-Paradigmen wird zur Beantwortung der Forschungsfrage (1) und (2) nach den Implementierungsgründen und

Widerständen gegenüber den Maßnahmen gefragt, um Forschungsfrage (3) entsprechend zu beantworten.

Beschreibung der Stichprobe und des Ablaufs

In der aktuellen Studie wurde eine qualitative Forschungsmethode verwendet, um explorativ ein neues Forschungsfeld umfassend und tief zu untersuchen sowie die spezifische Realität des Forschungsobjekts zu berücksichtigen (Diekmann, 2002; Lamnek, 2010). Mittels qualitativer Interviews wurden die jeweiligen Experten im süddeutschen Automobilunternehmen, die sich operativ mit den Dimensionen Alter, Behinderung, Gender und Nationalität/-Kultur beschäftigen, befragt. Zudem wurden weitere Experten aus anderen Bereichen interviewt, die aufgrund ihrer Funktion an der Arbeit dieser Dimensionen mitwirken: Rekrutierung, Change Management, Personalreferat, Interkulturelles Training, Demografie Projekt, Corporate Social Responsibility und Strategieentwicklung. Zu diesem Thema wurden 11 Interviews durchgeführt. Zusätzlich wurden Experteninterviews mit den Diversity Manager/innen oder Beauftragte/n aus 22 Unternehmen in Deutschland durchgeführt. Experten werden als Personen betrachtet, die aufgrund ihrer Tätigkeit spezielles Wissen in einem bestimmten Feld aufweisen (Bogner & Menz, 2002; Meuser & Nagel, 2009). Experteninterviews stellen ein Mittel dar, um ihr Wissen zu einem Forschungsfeld zu erfassen (Gläser & Laudel, 2010).

(1) Es wurden mehrere Interviewleitfäden entworfen, die sich an den Inhalt der jeweiligen Diversity Dimension anpassten. Je kompetenter der/die Interviewer/in bezüglich des Forschungsgebiets auftritt und das Vorwissen kommunizieren kann, desto detaillierter und präziser wird die/der Expert/in das eigene Wissen preisgeben (Pfadenhauer, 2009). Es wurde nach den Gründen für die Auseinandersetzung mit der Dimension, Entwicklung, Maßnahmenimplementierung sowie Widerständen gegenüber den Maßnahmen gefragt. Die Interviews fanden, wenn möglich in den Büros der Interviewpartner statt, damit sie in ihren vertrauten Umgebungen offen auf die Fragen eingehen können (Homburg, Kuester, & Krohmer, 2003).

(2) Im Anschluss an die Experteninterviews in dem süddeutschen Automobilunternehmen, wurde ein allgemeiner Interviewleitfaden für die Benchmarkstudie entwickelt, der ebenfalls unter anderem die Gründungsmotive, Entwicklung und

Maßnahmenimplementierung von Diversity Management beinhaltet. Der Interviewleitfaden berücksichtigte die Erkenntnisse, die in den ersten Interviews im süddeutschen Automobilunternehmen und durch eine ausführliche Literaturrecherche gewonnen wurden. In der Kontaktaufnahme per Email und Telefon wurde die Studie erläutert, auf die Anonymität verwiesen und der Interviewleitfaden mitgeschickt. 19 der 22 Interviews fanden in den Büros der Interviewpartner statt. Zwei Teilnehmer/innen füllten den Interviewleitfaden aus und schickten ihn zurück. Ein/e Teilnehmer/in nahm an einem Telefoninterview teil.

Datenanalyse- und Datenauswertung

Die Daten bestehen aus verbalen Informationen, die zur Vermeidung von Informationsverlust transkribiert wurden (Dittmar, 2002). Die Auswertung erfolgt durch die Inhaltsanalyse nach Mayring (2010). In der qualitativen Analyse werden die erhobenen Daten systematisch analysiert und interpretiert. Ein zentrales Element der Textinterpretation ist die systematische Erstellung von Kategorien (Mayring, 2010). Er empfiehlt ein 9-stufiges Auswertungsverfahren:

1. Festlegung des Materials

2. Analyse der Entstehungssituation

3. Formale Charakterisierung des Materials

4. Richtung der Analyse

5. Theoriegeleitete Differenzierung der Fragestellung

6. Bestimmung der Analyseeinheiten

7. Definition der Analyseeinheiten

8. Analyse des Materials

9. Interpretation

Die ersten drei Schritte dienen zur Aufbereitung des Datenmaterials. Der vierte Schritt legt die Richtung der Analyse fest und setzt sich mit der Frage auseinander, welche Inhalte aus dem Datenmaterial interpretiert werden sollen. Der fünfte Schritt besteht aus der theoriegeleiteten Verknüpfung mit der Fragestellung. Im sechsten Schritt wird die Analysetechnik bestimmt, die aus *Zusammenfassung, Explikation* und *Strukturierung* besteht.

Es werden vier Formen der *Strukturierung* unterschieden: formale (Herausfiltern der inneren Struktur nach formalen Kriterien), inhaltliche (Extrahierung und Zusammenfassung von bestimmten Inhaltsbereichen), typisierende (Beschreibung von markanten Ausprägungen im Material) sowie skalierende (Einschätzung des Materials nach Dimensionen in Form von Skalen). Im siebten Schritt werden die Textteile bestimmt, die ausgewertet werden sollen. Im achten und neunten Schritt wird ein Kategoriensystem aufgestellt. Für die Daten der vorliegenden Studie haben wir die inhaltliche Strukturierung als Analysetechnik verwendet, die insbesondere zur Reduktion der Daten diente. Wir haben die Auswertung mithilfe des Programms MAXQDA durchgeführt.

Zusammenfassung und wichtigste Ergebnisse

Unsere Studie zeigt deskriptiv die Unterschiede zwischen den Diversity Dimensionen auf.

(1) Die Diversity Dimension *Alter* ist eng verknüpft mit Themen, die sich auf Gesundheit und auf Ergonomie beziehen. Die Verantwortlichen der Dimension Alter versuchen auch auf die Bedürfnisse verschiedener Lebensphasen einzugehen und dementsprechend angepasste Arbeitsmodelle individuell den Mitarbeiter/innen anzubieten. Darüber hinaus spielen Generationsmanagement und Wissensmanagement eine große Rolle. Junge und ältere Mitarbeiter bringen verschiedene Kompetenzen mit, so dass sie voneinander lernen können. Zudem gilt es, einen Wissensverlust zu verhindern, wenn ältere Mitarbeiter, insbesondere die Baby- Boom-Generation in Rente geht.

Die Diversity Dimension *Behinderung* unterliegt der gesetzlichen Quote, dass bei einer Unternehmensgröße ab 20 Mitarbeiter/innen mindestens 5% der Belegschaft aus schwerbehinderten Mitarbeiter/innen bestehen muss. Bei dieser Dimension werden soziale Verantwortung und Maßnahmen zur Integration und Inklusion betont. Mit Maßnahmen zur Ergonomie wird verhindert, dass Behinderung durch die Tätigkeit mit zunehmendem Alter überhaupt entsteht.

Die Diversity Dimension *Gender* setzt sich vorwiegend mit der strukturellen Ungleichheit in der Belegschaft auseinander. Die Maßnahmen zielen auf die Erhöhung des bisher niedrigen Frauenanteils, insbesondere in der Führungsebene. Langfristig soll zu einem

gesellschaftlichen Wandel beigetragen werden, der sozialisierten Rollenvorstellungen für Frauen und Männer entgegenwirkt.

Die Dimension *Nationalität/-Kultur* bezieht sich auf die Geschäftsstrategie, die auf internationales Wachstum ausgerichtet ist. In diesem Zusammenhang ist die internationale Mobilität der Mitarbeiter/innen wichtig, um verschiedene Kulturen, Kundenbedürfnisse und Arbeitsweisen kennen zu lernen. Diese Mobilität schließt sowohl den Versand der Mitarbeiter/innen aus der Zentrale in die internationalen Märkte als auch das Einladen von Mitarbeiter/innen aus den Zielmärkten in die Zentrale in Deutschland, mit ein.

(2) Die Aussagen der Interviewpartner/innen lassen sich in die Theorie der Diversity-Management-Paradigmen einordnen. Diese werden in der folgenden Abbildung dargestellt.

Ansatz / Dimension	Resistenz-Ansatz	Fairness-Ansatz	Marktzutritts-Ansatz	Lern-& Effektivitätsansatz
Gender	Feedback von Männer: warum Maßnahmen sich nur an Frauen richten	Strukturelles Ungleichgewicht, daher Programme einführen um Veränderungen zu bewirken	Maßnahmen erhöhen Arbeitgeber-attraktivität	Vielfalt für Innovationen und Kreativität
Alter	Das Thema Alter kann als Defizitmodell wahrgenommen werden	Ältere Mitarbeiter/innen sollen nicht vergessen werden, Lebensleistung gewürdigt	Durch Vielfalt verschiedener Arbeitsmodelle auf verändernde Normen und Werte reagieren; mit Altersanzug sich in ältere Kunden hinein-zuversetzen	Unterschiedliche Generationen treffen aufeinander, Erfahrung vs. neue Technologie; Austausch von Know-how
Behinderung	Demografieprojekt 45+ wurde mit Mitarbeitern assoziiert, die als Problemfälle betrachtet werden	Inklusion: Mitarbeiter/innen mit Behinderung sollen sich nicht ausgegrenzt fühlen	--	--
Nationalität/ Kultur	Unternehmens-sprache ist Deutsch; Mentalität und Denkweise von der Region geprägt	--	Wachstum stark außerhalb Deutschland; sich weltweit als Arbeitgeber positionieren	Internationale Menschen sind meist kreativer, waren in verschiedenen Ländern und haben neue Ideen und andere Blickwinkel

Abbildung 1 Integration der Ergebnisse in Theorie

(3) Die Betrachtung von Diversity Management aus der Business Perspektive ist, aufgrund der Annahme, dass Unternehmen zum Thema Diversity nur handeln würden, wenn

sie einen ökonomischen Gewinn ziehen können, besonders wichtig (Aretz, 2006). Die Best Practices Beispiele an anderen Unternehmen zeigen, dass Diversity Dimensionen, die eigentlich eher den Fairness-Ansatz verfolgen, auch unter ökonomischen Gesichtspunkten zu betrachten sind:

Dimension Alter: Generation Exchange Lunch zum Austausch von Jung und Alt

Dimension Geschlecht: Kleinster Akkubohrer wurde von einer Frau entwickelt und mit Widerständen von männlichen Kollegen in den Markt eingeführt. Männer sahen keinen Bedarf für kleine Geräte. Inzwischen stellt dieser Akkubohrer das meist verkaufte Produkt dar.

Dimension Behinderung: Ein gehörloser Mitarbeiter betreut gehörlose Kunden. Ein anderes Beispiel besteht aus Autisten, die erfolgreich für den IT Bereich eingesetzt werden.

Diskussion und Fazit

Unsere Studie zeigt die Unterschiede zwischen den Diversity Dimensionen im Hinblick auf Schwerpunkte, Aufgabenfeld und Maßnahmen auf.

Anhand der Tabelle der Ergebnisse wird ersichtlich, dass die Dimension *Behinderung* als „defizitär" wahrgenommen wird und den Fairness-Ansatz verfolgt. Weitere Aussagen untermauern diese Einordnung, beispielsweise „Behinderungen stellen eine Krankheit für den Menschen dar, aber die an sich nicht aufwendig sind bzw. mit wenigen Maßnahmen ausgeglichen werden können" oder „das sind alle Aktionen, die präventiv dafür sorgen, dass Behinderung gar nicht entsteht" (Experte Behinderung, persönliches Gespräch, 08.08.2015). Die Dimension *Gender* zielt vor allem auf die (Um-)gestaltung des Geschlechterverhältnisses ab und ist auch eher dem Fairness-Ansatz zuzuordnen. Die Dimension *Nationalität/ Kultur* erwähnt keinen Aspekt zum Fairness-Ansatz, sondern ist ausschließlich auf die ökonomischen Vorteile ausgerichtet und vertritt vor allem den Marktzutritts-Ansatz. Für die Dimension *Alter* werden Elemente aller Ansätze gefunden: Wertschätzung, Kundenorientierung und Wissensaustausch. Die Best Practices Beispiele zeigen, dass ein Perspektivenwechsel von einem Defizitmodell hin zu einem Kompetenzmodell ökonomische Vorteile bringen kann.

Die Theorie der Diversity-Management-Paradigmen erklärt, aus welchen Gründen Diversity Management eingeführt wird. In diesem Papier werden die Diversity Dimensionen

vorgestellt, die allerdings nicht das ganze Konzept Diversity Management repräsentieren. Am Beispiel des süddeutschen Automobilunternehmens in unserer Studie existiert noch keine zentrale Diversity Management Abteilung. Die unterschiedlichen Diversity Dimensionen deuten darauf hin, dass ein allgemeines Diversity Management komplex sein würde, wenn alle Diversity Dimensionen einbezogen werden. In der nächsten Studie wird der Prozess vorgestellt, wie eine Implementierung von Diversity Management aussehen könnte.

(2)   Artikel II: Benchmarkstudie: Die Implementierung von Diversity Management in internationalen Unternehmen

Im Zuge der Globalisierung und des demographischen Wandels nimmt die Auseinandersetzung mit dem Thema Diversity Management sowohl in der Forschung als auch im Unternehmenskontext in der Praxis zu (Labucay, 2006).

Aus Forschungssicht würde Diversity Management eine Möglichkeit darstellen, sich auf interne und externe Veränderungen, wie etwa der Zunahme älterer Mitarbeiter/innen oder dem wachsenden Weltmarkt, anzupassen (Aretz & Hansen, 2002; Cox & Blake, 1991). Diversity Management wird als Change Management verstanden, das eine Veränderung der Organisationskultur anstrebt (Gilbert et al., 1999). Die klassische Diversity Management Theorie der Transformation in der Organisation beschreibt die Veränderungsprozesse von einer traditionellen Organisation hin zu einer multikulturellen Organisation (Cox Jr, 2001).

In der Praxis wurde Diversity Management zuerst in Firmen in den USA Anfang der 90er Jahre eingeführt. In den 90er Jahren waren amerikanische Unternehmen in Deutschland Vorreiter zum Thema Diversity Management. Ab 2006 beschäftigten sich auch andere große Unternehmen in Deutschland mit Diversity Management (Vedder, 2006).

Ziele der Studie und Forschungsfragen

Das *Ziel* der vorliegenden Studie ist es, einen Überblick über die Implementierung und Institutionalisierung von Diversity Management zu gewinnen, um ein Modell zu entwickeln. Dieses Modell muss die Organisations- und Individualebene berücksichtigen. Auch wenn Diversity Management eine Organisationsveränderung anstrebt, sind vor allem die Mitglieder der Organisation betroffen (Lauer, 2010). Individuen müssen die Kulturveränderung akzeptieren, um die Veränderungen langfristig aufrechterhalten zu können (Schein, 2010).

Im Hinblick auf die Organisations- und Individualebene lassen sich folgende Forschungsfragen und Unterfragen ableiten:

(1) Wie implementieren internationale Unternehmen in Deutschland Diversity Management?

1a. Welche Faktoren beeinflussen die Implementierung von Diversity Management?

1b. Wie können Unternehmen ihr Handlungsfeld zu Diversity Management

definieren?

1c. Wie wird Diversity Management in existierende Organisationsstrukturen

implementiert?

(2) Welche Faktoren unterstützen den Prozess der Institutionalisierung von Diversity

Management?

2a. Wie wird die Mehrheit des Unternehmens erreicht, um ihre Akzeptanz für

Diversity Management zu gewinnen?

2b. Wie können die Mitarbeiter/innen auf rationaler und emotionaler Ebene von

Diversity Management überzeugt werden?

Die erste Frage und die dazugehörigen Unterfragen (1) beziehen sich auf die Organisationsebene, während die zweite Frage mit den Unterfragen (2) an die Individualebene gerichtet ist. Unter Institutionalisierung ist zu verstehen, dass soziale Regeln oder Normen existieren, die internalisiert sind und einen Einfluss auf Verhalten und Wahrnehmung ausüben (Giddens, 1984). Institutionalisierung deutet auf einen nachhaltigen Prozess hin.

Kurze Beschreibung der Stichprobe und des Ablaufs

In Artikel I wurde die Benchmarkstudie erwähnt, die an dieser Stelle ausführlicher erläutert wird. Benchmark stellt eine Momentaufnahme dar und wird als eine Methode des Lernens und des Bewusstmachens der aktuellen Situation definiert, um neue Möglichkeiten aufzuzeigen (Allan, 1993; Fernandez, McCarthy, & Rakotobe-Joel, 2001; Watson, 1993). Best Practices verschiedener Organisationen können identifiziert werden (Bhutta & Huq, 1999). Obwohl Benchmark einen vergleichenden Ansatz verfolgt, sollte berücksichtigt werden, dass Praktiken nicht zwangsläufig von einem Unternehmen in andere übertragen werden können, aufgrund der Unterschiede zwischen den Unternehmen (Shetty, 1993; Wareham & Gerrits, 1999). Wir beabsichtigen, mit der Benchmarkstudie eine Momentaufnahme von Diversity Management in Deutschland zu erfassen. Zudem sollen mithilfe des vergleichenden Ansatzes gemeinsame Muster identifiziert werden, um eine

Empfehlung abzuleiten, wie Diversity Management idealerweise implementiert und institutionalisiert werden kann.

In der vorliegenden Studie haben Diversity Manager/innen oder Beauftragte/n zum Thema Diversity Management aus folgenden 22 Unternehmen teilgenommen: Adidas, BMW, Bosch, Commerzbank, Daimler, Deutsche Bahn, Deutsche Post, Deutsche Telekom, E&Y, E.ON, Flughafen München GmbH, Ford, Google, HeidelbergCement, Lufthansa, Metro, Münchener Rück, RWE, SAP, Siemens, ThyssenKrupp, Volkswagen. Der Interviewleitfaden besteht zum einen aus Fragen zur Gründung, Entwicklung und Etablierung von Diversity Management in die Organisation (1). Zum anderen wird gefragt, wie Akzeptanz für Diversity gefördert wird, welche Widerstände auftreten und wie mit ihnen umgegangen wird (2).

Datenanalyse- und Datenauswertung

Nachdem die Interviews transkribiert wurden, wurde die Inhaltsanalyse nach Mayring (2010) durchgeführt. Für die Datenauswertung wurde wie in Artikel 1 erläuert, die inhaltliche Strukturierung als Analysetechnik verwendet. Die folgenden Tabellen geben Beispiele für die Bildung von Haupt- und Unterkategorien in unserer Studie.

Hauptkategorien	Spezifizierung (Unterkategorie)
Organisationsstruktur	- Keine eigene Einheit - Etablierung von Diversity Management in Struktur und Prozesse - Berichtebene - Gremien, Ausschüsse - Top Down vs. Bottom Up - Zentrale vs. Standorte - Interne Zusammenarbeit - Externe Zusammenarbeit

Anhand der Tabelle wird ein Beispiel aus der Unterkategorie verdeutlicht, wie der Auswertungsprozess nach Mayring (2010) durchgeführt wurde.

Nr.	Kategorienbezeichnung	Definition	Codierregel
6.2	Etablierung von Diversity Management in Struktur und Prozesse	Die Einordnung von Diversity Management in den Strukturen und Prozessen	Nennung, die auf eine Etablierung des Diversity Management in Organisationsstruktur hinweist
Beispiele		**Quelle**	**Generalisierung**
Es ist ganz eingebettet in ganz viele Prozesse.		Unternehmens-	Eingebettet in viele HR

HR Prozesse hauptsächlich und so wollen wir das sehen und so wird das bei uns auch gelebt. So glaube ich bekommt man auch eher eine Akzeptanz zum Thema. Wobei wir sagen müssen, dass wir froh sind, dass wir nicht mehr direkt dran hängen, sondern eingebettet sind in Personalentwicklung, weil wir es da gut eingebettet sehen	name	Prozesse und dadurch Akzeptanz, hauptsächlich in Personalentwicklung

Zusammenfassung der wichtigsten Ergebnisse

Aus den Daten lässt sich ein 5-Phasen-Modell ableiten. Insgesamt zeigt das Modell, dass in den ersten Phasen aus einer Vielzahl an möglichen Diversity Dimensionen, die bearbeitet werden können, auf wenige Dimensionen reduziert werden und in den späteren Phasen mehrere Dimensionen wieder eingeschlossen werden sollten, indem der Kategorisierungsgedanke aufgelöst wird. Die Reduzierung auf vorerst wenige Dimensionen ist notwendig, damit die Bedürfnisse der entsprechenden Diversity Dimension erkannt, konkrete Ziele formuliert und entsprechende Maßnahmen eingeführt werden können. In der Institutionalisierungsphase sollen wiederum alle Mitarbeiter/innen eingebunden werden, damit die Akzeptanz für Diversity Management in der Organisation erreicht wird. Das Ziel ist, dass sich jede/r Mitarbeiter/in letztendlich mit Diversity identifiziert und die Organisation die individuellen Bedürfnisse, Stärken und Persönlichkeit der Mitarbeiter/innen berücksichtigt. Diversity Management könnte eine zukünftige Arbeitswelt einleiten, in der eine offene Organisationskultur Individualität wertschätzt.
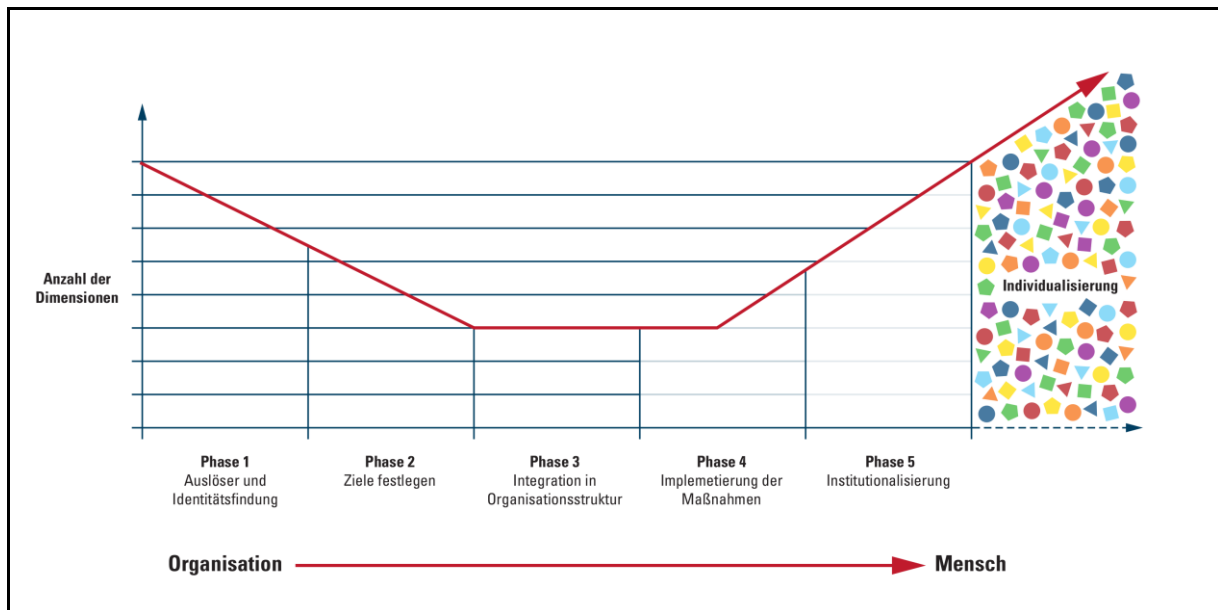
Abbildung 10 5-Phasen-Modell zur Implementierung von Diversity Management

Folgende Erfolgsfaktoren lassen sich für die Implementierung und Institutionalisierung von Diversity Management zusammenfassen:

- Diversity Management als ein ganzheitliches Konzept von der Organisation bis zum Individuum betrachten

- Diversity Ziele und Philosophie definieren, die zum Kern des Unternehmens passen

- Diversity Management als einen Bestandteil des Geschäfts und der Unternehmensstrategie integrieren

- Gründung einer Diversity Institution, z.B. Diversity Abteilung

- Top Management Commitment und Unterstützung (Top-Down-Ansatz)

- Zu Mitarbeiterinitiativen aufrufen (Bottom-Up-Ansatz)

- Sensibilisierung im Hinblick auf Stereotypen und Rekrutierungsentscheidungen

- Diversity Erfolge und Aktivitäten konstant kommunizieren

Diskussion und Ausblick

Unser Modell stellt eine mögliche Umsetzung von Diversity Management vor. Allerdings weist jedes Unternehmen eine unterschiedliche Geschichte, Ausrichtung oder

Unternehmenskultur auf, so dass es kein Patentrezept für die Umsetzung gibt (Drew & Coulson-Thomas, 1996). Stattdessen sollten Unternehmen für sich selbst definieren, wie sie Diversity Management am besten nutzen und umsetzen können. Diversity Management bleibt ein unklares Konzept, obwohl in der Fachliteratur die Notwendigkeit von Diversity Management betont wird, um wettbewerbsfähig zu bleiben (Gilbert et al., 1999). Qualitative Expertengespräche waren eine angemessene Methode, um einen Überblick und ein tieferes Verständnis zur Implementierung von Diversity Management zu gewinnen. Die Schwäche der Methode ist, dass Experten ihr Unternehmen repräsentieren und daher bestrebt sind Diversity Aktivitäten in der externen Kommunikation positiv darzustellen. Daher könnten Schwierigkeiten, Widerstände und Misserfolge der Diversity Maßnahmen eventuell verschwiegen worden sein. Zukünftige Studien könnten Lösungsansätze aufzeigen, die den Erfolg von einzelnen Diversity Maßnahmen messbar machen.

(3)   Artikel III: Offenheit gegenüber kultureller Diversität –
Rekrutierungsentscheidungen von Führungskräften

Durch die zunehmenden neuen Absatzmärkte in verschiedenen Ländern, werden deutsche Unternehmen mit interkultureller Zusammenarbeit weltweit konfrontiert (Søderberg & Holden, 2002). Zum besseren Verständnis der neuen Absatzmärkte im Ausland, den dazugehörigen lokalen Kunden und der interkulturellen Interaktionen, wären Mitarbeiter/innen aus diesen Ländern in der Zentrale dieser Unternehmen hilfreich (D. A. Thomas & Ely, 1996). Rekrutierung neuer Mitarbeiter/innen ist ein wichtiges Mittel zur Erhöhung der kulturellen Diversität (Stuber, 2002). Wenn allerdings neue Mitarbeiter/innen eingestellt werden, die den bestehenden Beschäftigten gleichen, bleibt die Belegschaft homogen. Dieser Prozess wird „homosoziale Reproduktion" genannt (Kanter, 1977). Die Theorie des Ähnlichkeits-/ Attraktivitätsparadigmas (Berscheid & Walster, 1978; Byrne, 1971) und die Theorie der sozialen Kategorisierung (Tajfel, 1981; Turner, 1987) erklären dieses Phänomen.

Am Beispiel eines süddeutschen Automobilunternehmens, das international tätig ist und weiterhin global wachsen möchte, werden in der vorliegenden Studie die Rekrutierungsentscheidungen von Führungskräften untersucht. Unter Führungskraft ist der/ die Leiter/in einer Abteilung zu verstehen. Im Vordergrund steht die Untersuchung von Faktoren, die einen Einfluss auf die Offenheit der Führungskräfte gegenüber Bewerber/innen aus kulturell distanzierten Ländern ausüben. „Kulturelle Distanz" ist ein Konstrukt, dass das Ausmaß der Ähnlichkeit bzw. Verschiedenheit zwischen Kulturen angibt (Shenkar, 2001). Dementsprechend unterscheiden sich Bewerber/innen aus kulturell distanzierten Ländern stark von den Führungskräften und der Mehrheit der Belegschaft hinsichtlich ihres kulturellen Hintergrunds. Die Rekrutierungsentscheidung wird von der persönlichen Erfahrung der Führungskraft, von der Abteilung und von der Organisation möglicherweise mitbeeinflusst. In diesem Zusammenhang berücksichtigen wir die Individual-, Gruppen- und Organisationsebene, um die Komplexität von Homogenität untersuchen zu können (Stafsudd, 2006).

Ziele der Studie und Forschungsfragen

Das Ziel der vorliegenden Studie ist es, die Rekrutierungsentscheidungen von Führungskräften zu untersuchen sich für oder gegen Bewerber/innen aus kulturell distanzierten Ländern zu entscheiden, um daraus Faktoren für kulturelle Offenheit abzuleiten.

Wir haben ein hypothetisches Rekrutierung-Entscheidungs-Modell entworfen, das die Grundlage unserer empirischen Studie darstellt.

	Rahmen-bedingungen	Kognitive Dimension	Affektive Dimension	Verhalten
Organisations-ebene	Struktur, Organisations-ziele, Unternehmens-kultur	Was denkt die Mehrheit des Unternehmens über Diversity?	Verinnerlichte Unternehmens-werte (eventuell unbewusst)	Wie hätte die Mehrheit des Unternehmens rekrutiert?
Gruppenebene (Abteilung)	Abteilungs-geschichte, Erfahrung, Aufgabenfeld	Was denkt meine Abteilung über Diversity?	Welche Haltung haben die Mitglieder meiner Abteilung	Wie hätten die Mitglieder meiner Abteilung rekrutiert
Individualebene	Persönlicher Hintergrund, Erfahrung	Was denke ich über Diversity	Wie stehe ich zu Diversity, was sagt mein Bauchgefühl	Welche Rekrutierungs-entscheidung wurde getroffen? Warum habe ich mich so entschieden?

Abbildung 11 Auswahl-Entscheidungs-Modell

Ausgangspunkt ist die Führungskraft in der Individualebene in unserem Modell. In unserer Studie wird Führungskraft als Leiter/in einer Abteilung definiert. Auf der Individualebene spielen persönliche Erfahrung, Einstellungen und Emotionen der Führungskräfte bezüglich kultureller Diversity eine Rolle. Die Rekrutierungsentscheidung dieser Führungskräfte hängt möglicherweise auch von der Berücksichtigung ihrer Abteilungen und der Organisation ab, beispielsweise werden Führungskräfte sich Gedanken machen, inwiefern ihre Abteilungen oder die Organisation kulturelle Diversity wünschen oder ablehnen. Die Gruppenebene und Organisationsebene wird aus der Sicht der Führungskraft untersucht.

Unsere Forschungsfragen werden in die folgenden drei Ebenen unterteilt:

(1) Individualebene:

1a. Welche kulturellen Erfahrungen haben Führungskräfte vor ihrer Position, beispielsweise im Studium oder im Arbeitsleben gesammelt?

1b. Inwiefern beeinflussen diese Erfahrungen die Rekrutierungsentscheidungen?

(2) Gruppenebene/ Abteilungsebene

2a. Inwiefern involvieren Führungskräfte ihre Abteilungen in die Rekrutierungsentscheidungen bezüglich kultureller Diversity?

2b. Welche Vor- und Nachteile von kultureller Diversity wägen Führungskräfte in ihren Rekrutierungsentscheidungen ab?

(3) Organisationsebene

3a. Welche Eigenschaften des Unternehmens berücksichtigen Führungskräfte bei der Auswahl von Bewerber/innen fremder Kulturen?

3b. Wie kulturell offen nehmen Führungskräfte das Unternehmen wahr?

Kurze Beschreibung der Stichprobe und des Ablaufs

Nach einer ausführlichen Belegschaftsanalyse und Bedarfsanalyse im Unternehmen bezüglich der Nationalitäten der Mitarbeiter/innen in allen Abteilungen zwischen 2005 und 2014, haben wir 21 Abteilungen identifiziert, die Erfahrungen mit Mitarbeiter/innen aus kulturell distanzierten Ländern aufweisen. Wir haben uns auf Mitarbeiter/innen fokussiert, die einen akademischen Hintergrund haben. Diese 21 Abteilungen wurden im Anschluss in zwei Gruppen unterteilt: in eine kulturell öffnende Gruppe und in eine kulturell schließende Gruppe. In der kulturell öffnenden Abteilung nimmt der Anteil der Mitarbeiter/innen anderer Kulturen, insbesondere mit kultureller Distanz zu, während in der kulturell schließenden Gruppe der Anteil abnahm oder Mitarbeiter/innen mit kultureller Distanz nur ein Jahr in der Abteilung blieben. Die Führungskräfte aus diesen 21 Abteilungen wurden interviewt. Ursprünglich wurden 11 Abteilungen in die kulturell öffnende Gruppe und 10 Abteilungen in die kulturell schließende Gruppe eingeteilt. Zum Zeitpunkt der Interviews in 2015 hat sich die Mitarbeiterzusammensetzung in zwei Abteilungen geändert, indem neue Mitarbeiter/innen verschiedener Kulturen hinzukamen, so dass wir diese Abteilungen der kulturell öffnenden Gruppe zugewiesen haben. Insgesamt waren nun 13 Abteilungen in der kulturell öffnenden Gruppe und acht Abteilungen in der kulturell schließenden Gruppe.

Der Interviewleitfaden berücksichtigte die Individual-, Gruppen- und Organisationsebene. Auf der Individualebene wurde unter anderem nach persönlichen kulturellen Erfahrungen gefragt, wie die interkulturelle Zusammenarbeit wahrgenommen wurde sowie ob es Schlüsselerlebnisse gab, die einen Einfluss auf die Rekrutierungsentscheidungen ausübten. In der Gruppenebene wurde nach kulturellen Erfahrungen der Abteilung gefragt, wie kulturell offen die Abteilung wahrgenommen wird und welche Faktoren bei der Rekrutierung hinsichtlich Teamkohärenz, Aufgabenfeld oder andere Rahmenbedingungen berücksichtigt werden. Auf der Organisationsebene wurde nach Impulsen von höherer Ebene gefragt bezüglich kultureller Diversity und nach einer Einschätzung, welche Veränderungen im Unternehmen für kulturelle Offenheit stattfinden müssten.

Zusätzlich zum Interviewleitfaden erhielten Führungskräfte einen Kurzfragebogen, der Fragen zu den Interaktionen im Ausland beinhaltet sowie der die kognitive und emotionale Haltung gegenüber kultureller Diversity messen soll (Skrbis & Woodward, 2007). Es wurde zudem nach der Einschätzung der Führungskräfte gefragt, wie sie ihre Kolleg/innen auf der gleichen Führungsebene, wie sie ihre Abteilung sowie die Mehrheit des Unternehmens wahrnehmen. Der Kurzfragen wurde gleichzeitig zu den Interviews eingesetzt und die Führungskräfte erhielten eine Anweisung zu welchem Zeitpunkt sie den Fragebogen ausfüllen sollten. Diese Mixed Methods wurden eingesetzt, um Erinnerungen der Führungskräfte bezüglich kultureller Diversität zu aktivieren über die sie in den Interviews leichter erzählen können. Darüber hinaus kann diese Methode den Effekt der sozialen Erwünschtheit abschwächen, in dem die Führungskräfte möglicherweise konstant in ihren Antworten bleiben. Führungskräfte antworten bei den Interviewfragen möglicherweise entsprechend ihren Antworten im Kurzfragebogen. Die Fragen zur kulturellen Offenheit auf den drei Ebenen, Führungskräfte, ihren Kollegen und der Organisation kann einen Eindruck über die Unternehmenskultur der Organisation vermitteln.

Datenanalyse- und Datenauswertung

Die qualitative Datenanalyse erfolgte nach der Inhaltsanalyse nach Mayring (2010), die in den vorherigen beiden Artikeln erläutert wurde. Zudem wurden für die Items im Kurzfragenbogen Regressionsanalysen berechnet und Mittelwerte verglichen.

Zusammenfassung der wichtigsten Ergebnisse

(1) Auf der individuellen Ebene unterscheiden sich die Führungskräfte in der Anzahl und Art der Auslandserfahrung zwischen der kulturell öffnenden und kulturell schließenden Abteilung. Führungskräfte in der kulturell öffnenden Abteilung weisen mehr Auslandserfahrung auf, die sie im Rahmen des Studiums oder im Arbeitsleben insbesondere mit positiven Erlebnissen verbinden. Dienstreisen ins Ausland assoziieren sie eher mit negativen Erfahrungen aufgrund der unzufriedenen Ergebnisse. Während Führungskräfte die kulturellen Unterschiede im Studium als Bereicherung beschreiben, werden diese im Berufsleben als Herausforderung dargestellt. Zudem wird die Zusammenarbeit mit kulturell distanzierten Ländern wie China oder Japan, als schwieriger wahrgenommen als die Zusammenarbeit mit kulturell näheren Ländern wie in Europa oder mit den USA. Die Rekrutierungsentscheidungen basieren häufig auf dem Bauchgefühl oder Sympathien für den/die Bewerber/in. Ausgehend von der Ähnlichkeits-/Attraktivitätsparadigma könnte dies dazu führen, dass ähnliche Bewerber/innen eingestellt werden.
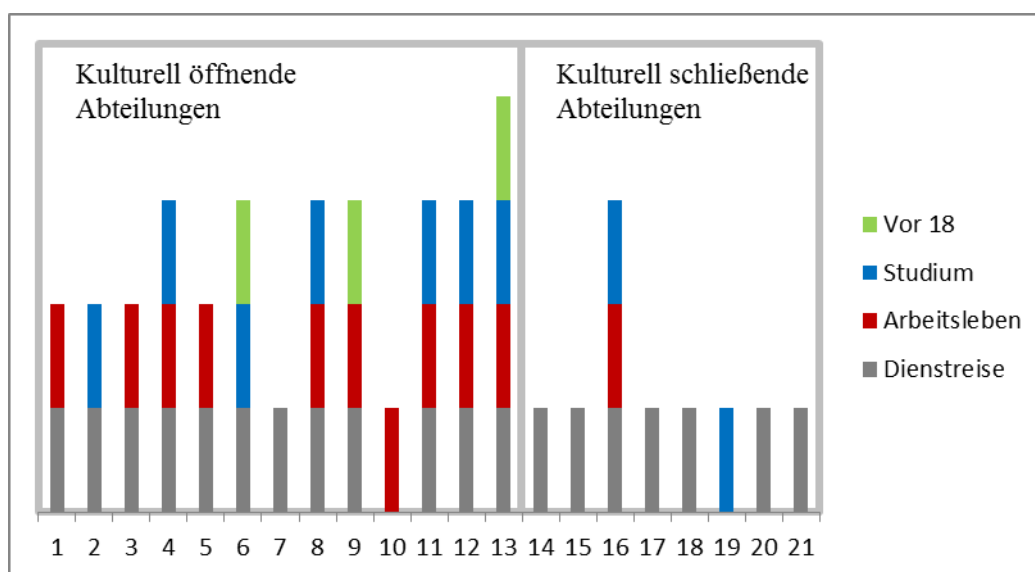

Abbilung 12 Art der Auslandsaufenthalte der Führungskräfte im Vergleich

(2) Auf der Gruppenebene wird aufgezeigt, dass die Führungskräfte in ihren Rekrutierungsentscheidungen die aufgabenbezogene Perspektive und die Passung zur Abteilung berücksichtigen. Hinsichtlich der aufgabenbezogenen Perspektive, werden Bewerber/innen mit kultureller Distanz eher eingestellt, wenn das Aufgabenfeld der Abteilung auf die Länder ausgerichtet ist, aus denen die Bewerber/innen stammen. Die

Führungskräfte wägen die Vor- und Nachteile von kultureller Diversität in ihren Rekrutierungsentscheidungen ab. Wenn kulturelle Diversität nur „nice to have" und nicht zwingend notwendig für die Aufgabenerfüllung ist, würden sie Bewerber/innen kultureller Distanz eher nicht einstellen. Bezüglich der Passung zur Abteilung, wird die Abteilung im Rekrutierungsprozess nicht aktiv miteinbezogen, aber die Führungskräfte berücksichtigen stark, ob der/die neue Mitarbeiter/in zur aktuellen Abteilung passen würde. Dies kann ebenfalls übereinstimmend mit der Theorie des Ähnlichkeits-/ Attraktivitätsparadigmas (Berscheid & Walster, 1978; Byrne, 1971) dazu führen, dass ähnliche Bewerber/innen eingestellt werden.

(3) Auf der Organisationsebene zeigt sich, dass Führungskräfte, die Abteilungen leiten, die von einer hohen Kooperation mit anderen Abteilungen im Unternehmen angewiesen sind, sich eher gegen Bewerber/innen kultureller Distanz entscheiden, weil sie nicht sicher sein können, ob die anderen Abteilungen nicht-deutschsprechende Mitarbeiter/innen akzeptieren oder ob anderen Abteilungen Englischkenntnisse besitzen würden. Insgesamt wird das Unternehmen als bayrisch betrachtet und weniger offen für Mitarbeiter/innen kultureller Distanz eingeschätzt.

Diskussion und Ausblick

Unsere Ergebnisse zeigen, dass eine Tendenz besteht, dass Auslandserfahrung einen Einfluss auf die kulturelle Offenheit ausübt. Allerdings ist der kausale Zusammenhang unklar. Es ist nicht eindeutig zu erkennen, ob die Führungskräfte ins Ausland gehen, weil sie kulturell offen sind oder ob sie durch ihre Auslandserfahrung kulturelle Offenheit gewonnen haben und dementsprechend mehr Mitarbeiter/innen kultureller Distanz einstellen. Eine weitere methodische Schwäche des Kurzfragebogens ist die kleine Stichprobe. Zukünftige Untersuchungen könnten eine größere Befragung durchführen.

Die Überlegungen zur Überbrückung von sozialer Erwünschtheit waren wichtig, weil ein Thema zur kulturellen Offenheit dazu führen kann, dass politisch korrekt geantwortet wird. Zudem wurde unsere Studie zum Zeitpunkt der Flüchtlingskrise in 2015 durchgeführt, die eventuell ebenfalls dazu beitragen konnte, dass Bedenken zur kulturellen Vielfalt vorsichtig geäußert wurden. Die Mixed Methods unserer Studie zur Abschwächung des Effektes von sozial erwünschten Antworten zeigten einen erfolgreichen Ansatz, der zukünftig

in weiteren Untersuchungen in einem größeren Umfang detaillierter erforscht werden kann. Bezüglich der Stichprobe ist zudem darauf hinzuweisen, dass die kulturell öffnenden und die kulturell schließenden Abteilungen nicht stark voneinander variieren. In allen Abteilungen unserer Studie waren ausländische Mitarbeiter/innen mindestens zu einem Zeitpunkt zwischen 2005 bis 2014 beschäftigt. Angesichts dessen sind die kulturell schließenden Abteilungen in unserer Studie wahrscheinlich kulturell offener als Abteilungen im Unternehmen, die noch keine Mitarbeiter/innen anderer Nationalitäten eingestellt haben.

Inhaltlich vermittelt unsere Studie den Eindruck, dass die bayrische Kultur ein Hindernis für kulturelle Offenheit sei. Allerdings ist an dieser Stelle anzumerken, dass es möglicherweise Elemente in der bayrischen Kultur geben kann, die offen für andere Kulturen sind. Unserer Empfehlung folgend, hinsichtlich stereotypischen Denkens zu sensibilisieren, sollte auch die bayrische Kultur nicht generalisiert werden.

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