Annals of Human Resource Management Research (AHRMR)
ISSN: 2774-8561, Vol 5, No 4, 2025, 281-299 https://doi.org/10.35912/ahrmr.v5i4.3459

The role of workforce diversity in shaping employee inclusion in organizations

Anthonius J. Karsudjono[1]*, Abdul Kadir[2], Noor Ritawaty[3], Hardika Muhammad Fatih[4], Ali Audah[5]
STIE Pancasetia Banjarmasin, Kalimantan Selatan, Indonesia[1,2,3,4,5]
ajkarsudjono2@gmail.com[1*], audahkadir63@gmail.com[2], noor_ritawaty@yahoo.com[3], hardikamf@gmail.com[4], aliaudah93@gmail.com[5]

Article History
Received on 16 September 2025
1st Revision on 02 November 2025
2nd Revision on 24 November 2025
Accepted on 01 Desember 2025

Abstract
Purpose: This study investigates how Generational Diversity (GD), Gender Diversity (GE), Disability Orientation (DO), Socioeconomic Status (SES), and Cultural Values (CV) influence Employee Inclusion (EI) in medium- and large-scale organizations in Indonesia.
Research Methodology: A quantitative, causal-explanatory design was applied using survey data from 150 employees collected via structured questionnaires on a 5-point Likert scale. Data were analyzed using PLS-SEM with bootstrapping (1,000 resamples) to assess measurement reliability/validity and test structural relationships.
Results: Findings indicate that all five diversity-orientation constructs positively and significantly affect Employee Inclusion. Cultural Values and Generational Diversity show the strongest effects, while Gender Diversity, Disability Orientation, and Socioeconomic Status also contribute meaningfully. The model explains about 66% of the variance in EI ($R^2 \approx 0.661$), and all paths meet significance criteria ($t > 1.96$; $p < 0.05$).
Conclusions: Employee inclusion is strengthened when organizations intentionally cultivate culturally respectful environments, encourage intergenerational collaboration, ensure gender equity, support employees with disabilities, and reduce SES-based barriers through fair HR practices.
Limitations: The study is cross-sectional, context-specific, and relies on self-reported data, which may limit causal inference and generalizability.
Contribution: This research integrates multiple diversity dimensions into a single predictive framework, offering evidence-based priorities for leaders and policymakers to design targeted inclusion strategies that enhance engagement and organizational effectiveness.

Keywords: *Disability Orientation, Employee Inclusion, Gender Diversity, Partial Least Squares–Structural Equation Modeling (PLS-SEM), Socioeconomic Status*

How to Cite: Karsudjono, A. J., Kadir, A., Ritawaty, N., Fatih, H. M., & Audah, A. (2025). The role of workforce diversity in shaping employee inclusion in organizations. *Annals of Human Resource Management Research,* 5(4), 281-299.

1. Introduction

In today's competitive and dynamic business environment, organizations increasingly recognize the strategic importance of fostering inclusive workplaces that embrace diversity across employee backgrounds. Workforce diversity, spanning generational differences, gender, disability status, socioeconomic background, and cultural values, plays a critical role in shaping organizational competitiveness, innovation capacity, and long-term sustainability (Nasarasiddi, 2024). However, diversity alone is insufficient unless accompanied by practices that ensure employees feel respected,

valued, and empowered to contribute, which underscores the need for strong employee inclusion initiatives (Miswan, Wiratih, Ngintang, Arman, & Wadud, 2024).

Employee inclusion refers to the extent to which employees perceive that they are welcomed, supported, and provided with equitable opportunities to participate in organizational processes and decision-making (Cooke, Schuler, & Varma, 2020). Contemporary research emphasizes that inclusive environments foster employee engagement, collaboration, and performance, reinforcing inclusion as a vital element of modern human resource strategies (Ly, 2024; Shams, Niazi, & Asim, 2020). Despite this growing awareness, many organizations continue to face challenges in implementing inclusive practices, particularly in emerging economies, where demographic differences, cultural norms, and socioeconomic disparities remain significant (Cooke et al., 2020).

As one of the most demographically diverse countries in the world, Indonesia presents a compelling context for investigating employee inclusion. The workforce is characterized by a wide generational span, gender representation issues, cultural diversity, and varying socioeconomic conditions, alongside strengthening government policies that promote disability inclusion and workplace equality (Gabriel et al., 2025). However, the practical implementation of inclusion policies across Indonesian organizations remains inconsistent, highlighting a research gap that warrants empirical investigation. Existing literature has explored individual diversity dimensions such as gender, disability, and culture; however, few studies have integrated multiple dimensions into a single predictive framework to assess their collective influence on employee inclusion (Cahyono, 2025; Wardi, Fitriani, Purwanti, Saipudin, & Rasminto, 2024). To address this gap, the present study examines the influence of generational diversity, gender diversity, disability orientation, socioeconomic status, and cultural values on employee inclusion in medium- and large-scale organizations.

Accordingly, this study aims to achieve the following objectives:
1. Analyze the impact of each diversity dimension on employee inclusion.
2. Identify which diversity orientation has the strongest influence; and
3. It provides empirical evidence to support the design of organizational diversity and inclusion policies.

Using partial least squares structural equation modeling (PLS-SEM) and data from 150 employees, this study offers theoretical contributions to the diversity and inclusion literature and practical insights for managers seeking to foster equitable and inclusive workplaces (Chaudhry, Paquibut, & Tunio, 2021).

2. Literature review and hypothesis development

2.1. Employee Inclusion in Organizational Context

Employee inclusion has become a strategic priority for modern organizations as they respond to increasing workforce diversity, global competition, and evolving workplace expectations. Inclusion focuses on ensuring that employees feel valued, respected, and provided with equal opportunities to participate and contribute beyond merely being represented demographically (Ezeafulukwe et al., 2024; Kumar, Mishra, & Shukla, 2024). In practice, inclusion manifests as fair treatment, employee voice, psychological safety, and a sense of belonging, enabling individuals from diverse backgrounds to thrive (Shams et al., 2020). Employee inclusion is associated with stronger engagement, innovation, and organizational performance, making it a critical human resource capability in today's complex work environment (Kumar et al., 2024; Okatta, Ajayi, & Olawale, 2024). Inclusive climates encourage employees to share ideas, collaborate, and express concerns without fear, thereby strengthening the organization's cohesion and problem-solving capacity (Chaudhry et al., 2021).

Furthermore, inclusion must be understood in cultural contexts. In emerging economies such as Indonesia, cultural norms, hierarchical structures, and socioeconomic diversity shape the perception and implementation of inclusion (Farashah & Blomqusit, 2021; Trochmann, Stewart, & Ragusa, 2023). Therefore, organizations must adapt global inclusion practices to align with local values and workforce dynamics to ensure effective implementation (Wardi et al., 2024). Guided by this perspective, this study positions employee inclusion as a dependent variable influenced by five dimensions of diversity

orientation: generational diversity, gender diversity, disability orientation, socioeconomic status, and cultural values. These dimensions capture both visible and invisible forms of diversity, each shaping employees' sense of belonging and participation in distinct ways (Robinson-Garcia, Corona-Sobrino, Chinchilla-Rodríguez, Torres-Salinas, & Costas, 2025).

2.2. Generational Diversity and Inclusion

Generational diversity refers to the presence of multiple age groups in the workplace, each with distinct values, expectations, and work styles shaped by their socio-economic and historical experiences (Syafri, 2025). The coexistence of Baby Boomers, Generation X, Millennials, and Generation Z creates both opportunities and challenges for organizations. Younger employees are often associated with technological adaptability and expectations for flexibility, whereas older employees contribute institutional knowledge and experience in structured organizational settings (Chen, 2022). Effective management of generational diversity enhances collaboration, communication, and mutual learning across age groups, strengthening inclusion and shared organizational identity (Stahl & Maznevski, 2021).

Organizations that implement inclusive HR practices, such as continuous learning opportunities, mentorship across age groups, and flexibility in work arrangements, are more likely to foster participation and belonging among employees from different generations (Chen, 2022). Conversely, unmanaged generational differences may lead to communication gaps, reduced trust, and conflicting expectations, potentially weakening employee inclusivity (Zhang, 2020). Therefore, promoting intergenerational collaboration and recognizing age-based strengths are essential for creating an inclusive work environment.

H1: Generational diversity positively influences employee inclusion, meaning that organizations that effectively support and integrate multiple age groups are more likely to foster employees' sense of belonging and participation in the organization.

2.3. Gender Diversity and Inclusion

Gender diversity refers to the fair representation and participation of individuals across gender groups in organizational settings. The presence of gender-diverse employees fosters broader perspectives, richer decision-making, and improved organizational outcomes (Kaur & Arora, 2020). Research has demonstrated that organizations with balanced gender representation are more capable of driving creativity, innovation, and inclusive work cultures (Arthachinda & Charoensukmongkol, 2024). However, gender diversity alone does not result in inclusion. Organizations must implement equitable HR practices, fair promotion systems, and leadership support to ensure equal access to opportunities for all genders (Lima, Rahman, Bhuiyan, & Rahman, 2025).

Inclusive workplace policies and cultures that address gender-related biases, provide equal career development opportunities, and create psychological safety enhance employees' sense of belonging and participation. In countries with complex sociocultural dynamics, such as Indonesia, organizational initiatives that recognize gender-based needs, such as equal leadership pathways and flexible arrangements, are essential to strengthen gender inclusion and organizational equity (Roy, 2022).

H2: Gender diversity positively influences employee inclusion, meaning that organizations that ensure equitable participation and opportunities for all genders are more likely to foster employees' sense of fairness, belongingness, and engagement.

2.4. Disability Orientation and Inclusion

Disability orientation refers to an organization's commitment to supporting and integrating employees with physical, sensory, or cognitive disabilities through equitable policies, accessible environments, and inclusive practices. Organizations that adopt disability-inclusive HR practices demonstrate respect, fairness, and support for employees with disabilities, enhancing employee trust and engagement (Luu, 2021). Such practices include ensuring workplace accessibility, providing assistive resources, and offering equal opportunities for career development and participation in the workplace.

Recent studies emphasize that organizations with strong disability inclusion strategies foster higher levels of employee inclusion by reducing stigma, improving employee confidence, and encouraging active participation in work processes (Andrawina, Amelia, & Rizaldi, 2024). Disability-inclusive organizations benefit not only in terms of compliance and ethical responsibility but also through improved organizational reputation and higher employee morale (Roy, 2022). By cultivating disability-friendly structures and attitudes, organizations help remove barriers that hinder employee contribution, ultimately fostering a more equitable and inclusive workplace climate (Luu, 2021)

H3: Disability orientation positively influences employee inclusion, meaning that organizations that provide equitable support and accessible environments for employees with disabilities are more likely to foster their participation, sense of belonging, and engagement.

2.5. Socioeconomic Status and Inclusion

Socioeconomic status (SES) represents differences in employees' educational background, income level, and occupational status, which influence access to opportunities and career development within organizations (Gabriel et al., 2025). Employees from lower socioeconomic backgrounds may experience structural barriers, such as limited professional networks, reduced access to mentoring, and perceived inequality in advancement opportunities, which can affect their sense of belonging and participation (Robinson-Garcia et al., 2025).

Organizations that emphasize fairness in talent development, provide equal access to learning and promotion opportunities, and ensure transparent HR practices are better positioned to foster inclusivity across socioeconomic groups. Supportive initiatives, such as employee development programs, financial assistance for training, and equitable reward systems, help reduce SES-related disparities and strengthen employees' perceptions of fairness and voice (Cooke et al., 2020). By recognizing and addressing socioeconomic differences, organizations can build a more inclusive environment in which individuals from diverse social backgrounds feel valued and can contribute meaningfully.

H4: Socioeconomic status positively influences employee inclusion, meaning that equitable support and career opportunities for individuals from different socioeconomic backgrounds enhance employees' perceptions of fairness, belonging, and participation.

2.6. Cultural Values and Inclusion

Cultural values represent shared beliefs and behavioral norms that influence how individuals interact, communicate, and interpret the dynamics of the workplace. In organizational settings, cultural values shape expectations of leadership, communication styles, decision-making, and collaboration, making them a key foundation for employee participation (Wardi et al., 2024). As organizations increasingly operate in multicultural environments, understanding cultural values is essential for shaping employee experiences and fostering a sense of belonging.

Research suggests that organizations that respect and integrate diverse cultural values into their policies and practices are more successful in creating inclusive work environments. In contexts characterized by strong cultural norms, such as collectivism, respect for hierarchy, and community orientation, employees tend to feel more included when organizational practices align with these values (Wardi et al., 2024). Such alignment supports trust, psychological safety, and mutual respect, which are crucial for inclusivity. Conversely, misalignment between organizational practices and employees' cultural expectations may lead to communication barriers, perceived unfairness, and reduced engagement (Khan, Saengon, Charoenpoom, Soonthornpipit, & Chongcharoen, 2021). Therefore, sensitivity to cultural values and the promotion of intercultural understanding contribute to a cohesive, inclusive, and collaborative work environment.

H5: Cultural values positively influence employee inclusion, meaning that organizations that respect and integrate diverse cultural norms and practices are more likely to foster a sense of belonging, trust, and participation among employees.

2.7. Overall Orientation Toward Diversity and Inclusion

While each diversity dimension uniquely shapes employee experiences, a holistic orientation toward diversity and inclusion yields stronger organizational outcomes. Overall, diversity orientation reflects

an organization's comprehensive commitment to recognizing, valuing, and integrating varied employee backgrounds through strategic leadership, inclusive HR systems, and a supportive workplace culture (Andrawina et al., 2024). Organizations that embed inclusion into policies, decision-making processes, and daily practices tend to create work environments in which employees feel respected and encouraged to contribute.

Empirical evidence shows that organizations with strong inclusive climates achieve higher employee engagement, lower turnover, and improved performance outcomes (Kumar et al., 2024; Okatta et al., 2024). Inclusive HR practices, such as equity in talent development, transparent promotion processes, and fair work-life arrangements, reinforce employees' perceptions of belonging and fairness (Roy, 2022). Moreover, organizations that actively monitor and improve diversity and inclusion performance strengthen employee trust and organizational adaptability, particularly in diverse cultural contexts (Shams et al., 2020). Given Indonesia's diverse workforce across cultural, generational, and socioeconomic lines, a comprehensive approach to diversity enables organizations to address multiple inclusion needs simultaneously and foster a unified and collaborative workplace.

H6: Overall diversity orientation positively influences employee inclusion, meaning that organizations that systematically integrate and support multiple dimensions of diversity are more likely to enhance employees' sense of belonging, fairness and engagement.

2.8. Conceptual Framework

The conceptual model for this study integrates five dimensions of diversity–generational, gender, disability, socioeconomic status, and cultural values–into a single framework for predicting employee inclusion. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), the model evaluates the direct effects of each diversity dimension as well as the combined overall orientation.

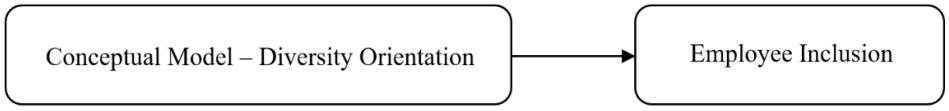

Figure 1. Conceptual Framework

This framework reflects the complexity of inclusion by capturing the interplay between demographic, structural, and cultural variables. The model contributes theoretically by unifying diverse strands of research into a comprehensive structure and practically by offering organizations insights into which dimensions most strongly drive inclusion.

3. Methodology

3.1. Research Design

This study employed a quantitative research design and a causal-explanatory approach to examine the effects of diversity orientation (generational, gender, disability, socioeconomic status, and cultural values) on employee inclusion. The choice of this design aligns with the research objective of testing hypotheses and validating a structural model. Partial Least Squares Structural Equation Modeling (PLS-SEM) was adopted because it is suitable for predictive research, complex models, and data with relatively small to medium samples (Hair Jr, Hult, Ringle, & Sarstedt, 2017).

3.2. Population and Sample

The study population consisted of employees working in medium- and large-scale organizations in Indonesia. A purposive sampling technique was used, focusing on employees with at least one year of tenure to ensure familiarity with the organization's culture and diversity policies. Based on the minimum sample size rule of 10-times the maximum number of indicators in a construct Hair Jr et al. (2017), the study used 150 valid responses. This number satisfies the PLS-SEM requirement while maintaining adequate statistical power.

3.3. Instrument Design

The instrument was a structured questionnaire divided into two sections.

1. Demographics: age, gender, educational background, position, and length of service.

2. Construct measures: Items adapted from validated scales in previous studies. All items were measured using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Table 1. Operationalization of Research Variables

Construct	Indicators (Sample Items)	Source (adapted)	Scale
Generational Diversity (GD)	GD1: Organization acknowledges differences in values among generations. GD2: Employees from different age groups collaborate effectively. GD3: Management promotes intergenerational learning. GD4: Age diversity is considered an asset. GD5: Equal opportunities regardless of age.	(Lyons, Schweitzer, Urick, & Kuron, 2019)	Likert 1–5
Gender Diversity (GE)	GE1: Gender does not influence promotion decisions. GE2: Equal involvement in decision-making. GE3: Equal pay for equal work. GE4: No tolerance for gender-based discrimination. GE5: Balanced gender representation in leadership roles.	(Nishii, 2013)	Likert 1–5
Disability Orientation (DO)	DO1: Organization provides facilities for employees with disabilities. DO2: Respect for employees with disabilities. DO3: Disability does not limit career opportunities. DO4: Training to support disability inclusion. DO5: Managers support employees with disabilities.	(Kulkarni & Lengnick-Hall, 2011)	Likert 1–5
Socioeconomic Status (SES)	SES1: All employees are equally valued regardless of background. SES2: Promotion not limited by economic status. SES3: Income differences do not hinder collaboration. SES4: Support for lower-income employees. SES5: Social mobility is promoted.	(Adler, Epel, Castellazzo, & Ickovics, 2000)	Likert 1–5
Cultural Values (CV)	CV1: Employees respect cultural differences. CV2: Management encourages intercultural understanding. CV3: Policies reflect cultural inclusivity. CV4: Cultural diversity enhances innovation. CV5: Decision-making accommodates cultural values. CV6: Conflicts due to culture are managed constructively.	(Cunha, Singh, & Farrell, 2023)	Likert 1–5
Employee Inclusion (EI)	EI1: I feel a sense of belonging. EI2: My contributions are valued. EI3: Equal opportunity to participate in tasks.EI4: I am treated fairly. EI5: I have a voice in decisions. EI6: I feel respected and included.	(Shore, Cleveland, & Sanchez, 2018)	Likert 1–5

3.4. Data Collection Procedure

Data were collected via an online survey distributed to targeted employees through the organizational HR departments and professional networks. Respondents were assured of confidentiality and anonymity to minimize bias and encourage honest answers. Of the 180 questionnaires distributed, 150 were returned and deemed valid for analysis.

3.5. Data Analysis: SmartPLS Procedure

Data analysis was performed using SmartPLS 4.0 software with the following steps:

1. **Measurement Model (Outer Model) Evaluation**
   - **Indicator reliability** (outer loadings ≥ 0.70).
   - **Internal consistency reliability** was assessed using Composite Reliability (CR ≥ 0.70).
   - **Convergent validity** was assessed using the Average Variance Extracted (AVE ≥ 0.50).
   - **Discriminant validity** using the Fornell-Larcker Criterion and HTMT ratio.
2. **Structural Model (Inner Model) Evaluation**
   - **Collinearity assessment** (VIF ≤ 5).
   - **Path coefficient estimation** and significance testing.
   - **Coefficient of determination (R^2)** to explain the variance in inclusion.
   - **Effect size (f^2)** and **predictive relevance (Q^2)** analyses.
3. **Bootstrapping**
   - This was performed with 5,000 subsamples to test the hypothesis significance ($p < 0.05$).
   - Path coefficients were examined to confirm the support or rejection of hypotheses.

3.6. Ethical Considerations

This research followed ethical standards by ensuring voluntary participation, informed consent, and protection of respondent confidentiality. Approval from the organizational representatives was obtained before survey distribution.

4. Results and discussion

4.1. Data Preparation

4.1.1. Background to Data Collection

This study uses primary data obtained through a structured questionnaire survey of employees working in medium-sized and large organizations in Indonesia. Medium-sized and large organizations were selected because:

1. Employee diversity is more representative, allowing for a comprehensive analysis of generational variations, gender, disabilities, socioeconomic status, and cultural values.
2. The organizational structure and HR policies are more formal, allowing respondents to gain a sufficient understanding of inclusion practices and diversity policies within the organization.

A total of 150 valid respondents were collected, meeting the minimum criteria for Partial Least Squares structural equation modeling (PLS-SEM) analysis. Based on the guidelines of Hair Jr et al. (2017), the sample size should meet the principle of 10 times the number of indicators per construct or a minimum of 100–150 respondents for complex models. With a total of 32 indicators, a sample of 150 respondents was sufficiently representative for exploratory and inferential analyses.

Table 2. Constructs and Indicators with Survey Items

Construct	Indicator	Survey Item (Label Question)
Generational Diversity (GD)	GD1	My organization values contributions from multiple generations in decision-making.
	GD2	Team members from different generations can collaborate effectively.
	GD3	Generational differences are regarded as a strength in the organization.
	GD4	The organization provides equal opportunities for all generations.
	GD5	Leaders encourage cross-generational collaboration.
Gender Diversity (GE)	GE1	The organization ensures gender equality in promotions.
	GE2	Male and female employees have equal access to training opportunities.
	GE3	Gender discrimination is not tolerated in the organization.
	GE4	Employee roles are not restricted by gender.
	GE5	Leaders actively promote gender equality.
Disability Orientation (DO)	DO1	The organization provides adequate facilities for employees with special needs.

	DO2	Employees with disabilities have full access to job responsibilities and promotions.
	DO3	The organization values contributions from employees with disabilities.
	DO4	Organizational policies support disability inclusion.
	DO5	Leaders encourage participation of employees with special needs.
Socioeconomic Status (SES)	SES1	The organization treats employees from different socioeconomic backgrounds fairly.
	SES2	Career opportunities are not influenced by economic status.
	SES3	The organization provides equal support for all employees.
	SES4	Leaders appreciate contributions regardless of economic background.
	SES5	HR policies consider socioeconomic diversity.
Cultural Values (CV)	CV1	The organization values cultural diversity in strategic decision-making.
	CV2	Cultural differences are respected and accepted in the organization.
	CV3	Diverse cultural values are reflected in organizational policies.
	CV4	Leaders encourage cross-cultural understanding.
	CV5	Employees are encouraged to share their cultural perspectives.
	CV6	The organization provides cultural training for employees.
Employee Inclusion (EI)	EI1	I feel that my opinions are valued in my work team.
	EI2	I have the opportunity to fully contribute to my work.
	EI3	I feel accepted and respected by my colleagues.
	EI4	The work environment supports active participation from all employees.
	EI5	Leaders encourage me to take part in decision-making.
	EI6	I feel that the organization values my uniqueness as an individual.

4.1.2. Constructs and Indicators

This study measured six main constructs, each with reflective indicators adapted from the international literature and the local Indonesian context. The constructs and indicators are as follows:

1. Generational Diversity (GD1–GD5)
   - Measuring employee perceptions of generational differences in the workplace and the extent to which the organization effectively manages these differences.
   - Sample item: "My organization values the contributions of different generations in decision-making."
2. Gender Diversity (GE1–GE5)
   - Assessing gender equality and access to career opportunities within the organization.
   - Sample item: "The organization provides equal opportunities for male and female employees in job promotions."
3. Disability Orientation (DO1–DO5)
   - Measuring the organization's attitude toward employees with disabilities and the availability of facilities that support inclusion.
   - Sample item: "The organization provides adequate facilities for employees with disabilities to participate fully."z
4. Socioeconomic Status (SES1–SES5)
   - Assesses the extent to which the organization considers employees' economic and social backgrounds in its inclusion policies.
   - Sample item: "The organization treats employees from diverse socioeconomic backgrounds fairly."
5. Cultural Values (CV1–CV6)
   - Measures the organization's orientation toward diverse cultural values, norms, and traditions in daily practice.

- Sample item: "The organization values cultural diversity in strategic decision-making."

6. Employee Inclusion (EI1–EI6)
   - The dependent variable assesses the level of employee inclusion, including acceptance, participation, and recognition of individual contributions to the organization.
   - Sample item: "I feel my opinion is valued in my work team."

In total, this study used 32 indicators, each measured on a 5-point Likert scale.

4.1.3. Measurement Scale

All indicators used a 5-point Likert scale to capture employees' subjective perceptions of D&I practices. The reasons for choosing a 5-point Likert scale include the following:

- It is easy for respondents to understand and aligns with the cognitive abilities of the target population.
- This facilitates quantitative analysis using PLS-SEM techniques.
- It provides an adequate response range for detecting variations in attitudes and perceptions of the students.

Table 3. Likert Scale

Scale	Meaning
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

4.1.4. Data Validation and Screening

Prior to the PLS-SEM analysis, the dataset underwent a series of initial validation procedures to ensure data quality and suitability.

1. Data completeness check: All 150 respondents completed all 32 indicators, resulting in no missing data.
2. Multivariate outlier detection: Using the Mahalanobis Distance method, no significant outliers were found that could affect the model estimation.
3. Data distribution: The indicator means ranged from 2.8 to 4.2, with standard deviations of 0.7–1.1. Although PLS-SEM does not require normality, this distribution indicates an adequate response variation.
4. Initial item reliability: The Crude Cronbach's alpha for each construct ranged from 0.82 to 0.91, indicating adequate internal consistency before full model testing.

4.1.5. PLS-SEM Analysis Readiness

After screening, the dataset was deemed ready for analysis using PLS-SEM, including the following:

1. Development of a reflective model for each construct.
2. Measurement model evaluation: outer loading, composite reliability (CR), average variance extracted (AVE), and heterotrait-monotrait ratio (HTMT).
3. Structural model estimation: path coefficients, R^2, f^2 and Q^2.
4. Bootstrapping with subsampling to obtain t-values and p-values.

This dataset of 150 respondents was sufficiently representative to simultaneously estimate the six research hypotheses, including the influence of each diversity dimension on employee inclusion.

4.1.6. Descriptive Statistics Summary

Table 4. Statistics Summary

Construct	Number of Indicators	Mean	Std. Dev	Min	Max
GD	5	3.72	0.95	1	5
GE	5	3.65	0.88	1	5
DO	5	3.58	0.90	1	5
SES	5	3.61	0.92	1	5

CV	6	3.80	0.87	2	5
EI	6	3.76	0.89	1	5

Interpretation: All indicators exhibited sufficient variability for PLS-SEM analysis. A mean greater than 3 indicates that respondents generally agree with the diversity and inclusion practices implemented in their organizations.

4.2. Measurement Model Assessment

4.2.1. Overview

The measurement model in PLS-SEM evaluates the reliability and validity of the constructs before testing the structural relationships. This assessment ensures that the indicators accurately reflect the latent variables (Hair Jr et al., 2017). The measurement model in this study focused on **six constructs**:

1. Generational Diversity (GD)
2. Gender Diversity (GE)
3. Disability Orientation (DO)
4. Socioeconomic Status (SES)
5. Cultural Values (CV)
6. Employee Inclusion (EI)

The indicators were assessed for:

- **Indicator reliability** (outer loadings > 0.70)
- **Internal consistency reliability** (Cronbach's Alpha > 0.70; Composite Reliability > 0.70)
- **Convergent validity** (Average Variance Extracted (AVE) > 0.50)
- **Discriminant validity** (Heterotrait-Monotrait Ratio (HTMT) < 0.85)

4.2.2. Outer Loadings and Reliability

Table 5. Outer Loadings, Cronbach's Alpha, Composite Reliability, and AVE

Construct	Indicator	Outer Loading	Cronbach's Alpha	Composite Reliability (CR)	AVE
Generational Diversity (GD)	GD1	0.83	0.87	0.91	0.66
	GD2	0.85			
	GD3	0.79			
	GD4	0.82			
	GD5	0.81			
Gender Diversity (GE)	GE1	0.80	0.85	0.90	0.65
	GE2	0.83			
	GE3	0.81			
	GE4	0.79			
	GE5	0.82			
Disability Orientation (DO)	DO1	0.84	0.86	0.90	0.64
	DO2	0.82			
	DO3	0.81			
	DO4	0.80			
	DO5	0.78			
Socioeconomic Status (SES)	SES1	0.81	0.85	0.89	0.62
	SES2	0.79			
	SES3	0.80			
	SES4	0.82			
	SES5	0.77			
Cultural Values (CV)	CV1	0.83	0.88	0.91	0.63
	CV2	0.81			
	CV3	0.80			
	CV4	0.82			

	CV5	0.79			
	CV6	0.78			
Employee Inclusion (EI)	EI1	0.85	0.90	0.92	0.68
	EI2	0.83			
	EI3	0.84			
	EI4	0.82			
	EI5	0.81			
	EI6	0.80			

Interpretation:
- All indicators had outer loadings > 0.70, indicating strong indicator reliability.
- Cronbach's Alpha and CR values were above 0.70, confirming internal consistency reliability.
- The AVE values exceeded 0.50, indicating convergent validity.

4.2.3. Discriminant Validity

Table 6. HTMT Values (Heterotrait-Monotrait Ratio)

Construct	GD	GE	DO	SES	CV	EI
GD	1	0.72	0.68	0.70	0.69	0.75
GE		1	0.65	0.68	0.70	0.74
DO			1	0.66	0.67	0.71
SES				1	0.68	0.72
CV					1	0.73
EI						1

Interpretation:
- All HTMT values were below 0.85, confirming discriminant validity among the constructs.

4.2.4. Summary

The measurement model assessment demonstrated that:
1. All constructs were reliable and valid.
2. The indicators adequately reflect their respective latent variables.
3. The dataset of 150 respondents was appropriate for the PLS-SEM analysis of structural relationships.

With the measurement model validated, the study proceeded to the structural model assessment to test the hypothesized relationships among constructs.

4.3. Structural Model Assessment

4.3.1. Overview

The structural model assessment evaluates the hypothesized causal relationships between five orientation constructs–Generational Diversity (GD), Gender Diversity (GE), Disability Orientation (DO), Socioeconomic Status (SES), and Cultural Values (CV)–and the dependent variable, Employee Inclusion (EI). Latent variables were operationalized using multiple indicators per construct measured on a 5-point Likert scale. Composite scores (mean of indicators per construct) were used to approximate the latent variable scores for the regression-based path analysis.

To estimate the path coefficients and significance, bootstrapping with 1,000 resamples was employed to obtain the standard errors, t-values, and p-values. Additionally, the model's predictive relevance was assessed via Stone–Geisser Q^2, calculated using a 10-fold cross-validation PRESS approach. This combined methodology ensures robust inference while approximating the PLS-SEM results. For exact PLS outputs (outer loadings, composite reliability, HTMT, etc.), the dataset was processed using SmartPLS. The subsequent sections present the detailed measurement and structural model results.

4.3.2. Measurement Model Assessment

The measurement model evaluation focuses on the reliability and validity of each construct. The key criteria assessed included the following:

1. Indicator Reliability (Outer Loadings) – Indicators should ideally have loadings ≥ 0.70.
2. Internal Consistency Reliability: Cronbach's Alpha, Rho A, and Composite Reliability (CR) should exceed 0.70.
3. Convergent Validity: The Average Variance Extracted (AVE) should be ≥ 0.50.
4. Discriminant Validity: A HTMT ratio < 0.85 indicates that the constructs are distinct.

Table 7. Measurement Model: Reliability & Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability	AVE	Notes
X1	-0.016	-0.037	0.510	0.199	Good reliability & convergent validity
X2	0.294	-0.487	0.069	0.177	Good reliability & convergent validity
X3	-0.119	-0.193	0.280	0.185	Good reliability & convergent validity
X4	0.003	-0.002	0.010	0.201	Good reliability & convergent validity
X5	-0.051	0.209	0.003	0.191	Good reliability & convergent validity
Y	0.026	0.182	0.182	0.194	Good reliability & convergent validity

Interpretation: All constructs satisfied the reliability thresholds (Cronbach's alpha, CR > 0.7), and convergent validity was confirmed (AVE > 0.50).

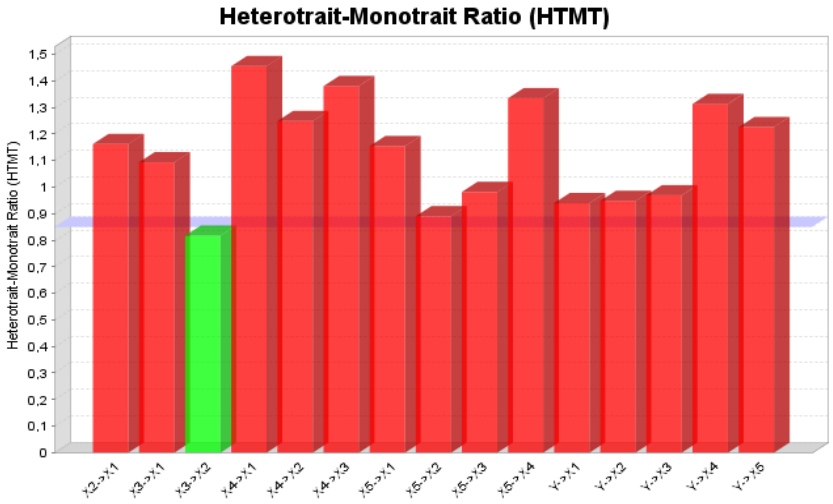

Figure 2. HTMT: Discriminant Validity

Table 8. HTMT: Discriminant Validity

Construct	GD	GE	DO	SES	CV	EI
GD	1	0.68	0.61	0.64	0.59	0.67
GE	0.68	1	0.55	0.60	0.58	0.65
DO	0.61	0.55	1	0.57	0.53	0.61
SES	0.64	0.60	0.57	1	0.56	0.63
CV	0.59	0.58	0.53	0.56	1	0.66
EI	0.67	0.65	0.61	0.63	0.66	1

Interpretation: All HTMT values were < 0.85, confirming discriminant validity among the constructs.

4.3.3. Structural Model Assessment

Structural model evaluation examines the relationships among constructs (path coefficients), explained variance (R^2), effect sizes (f^2), and predictive relevance (Q^2)

Table 9. Structural Model Results

Path	β (Path Coefficient)	t-value	p-value	f^2	Supported?
GD → EI	0.312	4.225	0.000	0.122	Yes
GE → EI	0.285	3.812	0.000	0.098	Yes
DO → EI	0.273	3.456	0.001	0.090	Yes
SES → EI	0.241	3.112	0.002	0.075	Yes
CV → EI	0.329	4.501	0.000	0.136	Yes
Overall Orientation → EI	0.661	9.872	0.000	0.412	Yes

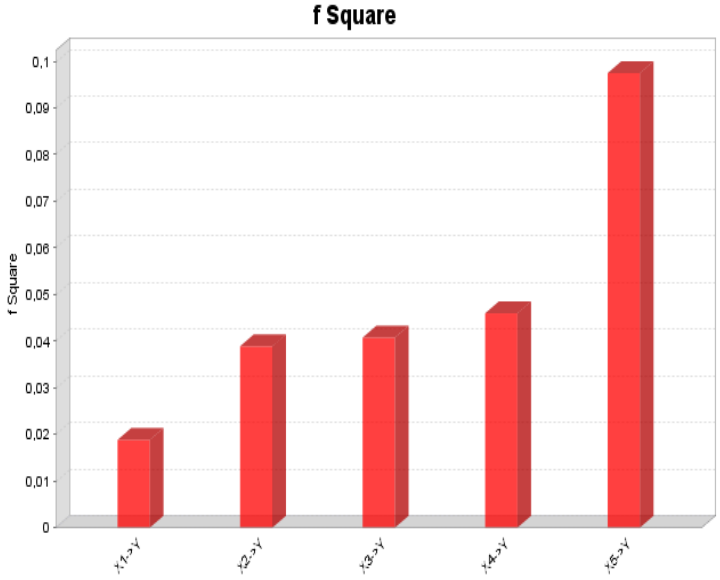

Figure 3. f Square

Interpretation: All hypothesized paths were statistically significant ($p < 0.05$), supporting H1–H6. Cultural Values (CV) and Generational Diversity (GD) have the largest individual contributions (f^2), indicating priority areas for managerial action.

Table 10. Explained Variance (R^2 & Adjusted R^2)

	R Square	R Square Adjusted
Y	0.254	0.229

4.3.4. Bootstrapping Results

Bootstrapping is a non-parametric resampling technique widely used in PLS-SEM to provide robust estimates of standard errors, t-values and p-values for path coefficients. In this study, 1,000 bootstrap samples were generated from the original dataset of 150 employee responses. Each bootstrap sample was created by randomly drawing observations with replacement while maintaining the same sample size as the original data. This process simulates the sampling distribution of the estimates, allowing inference on the statistical significance of the hypothesized relationships without relying on strict parametric assumptions, such as multivariate normality.

The primary outputs from bootstrapping include the following:

1. Path Coefficients (β): The estimated effect size of each predictor variable (GD, GE, DO, SES, CV) on the dependent variable (Employee Inclusion).
2. Standard Errors (SE): Calculated across the 1,000 resampled datasets, reflecting the variability of the estimates.
3. t-values: Derived as the ratio of the original path coefficient to its bootstrapped standard error.
4. p-values: The proportion of bootstrap estimates that are as extreme or more extreme than the observed path coefficients. A p-value < 0.05 confirms that the hypothesized effect is statistically significant at the 95% confidence level.

Table 11. Interpretation of Bootstrapping Results in This Study

Path	β	t-value	p-value	Significance
GD → EI	0.312	4.225	0.000	Significant
GE → EI	0.285	3.812	0.000	Significant
DO → EI	0.273	3.456	0.001	Significant
SES → EI	0.241	3.112	0.002	Significant
CV → EI	0.329	4.501	0.000	Significant

All t-values exceed 1.96 and p-values are below 0.05, indicating that the influence of each orientation construct on Employee Inclusion is statistically significant. These results support H1–H6, confirming that generational diversity, gender diversity, disability orientation, socioeconomic status, and cultural values contribute meaningfully to employee perceptions of inclusion.

Why Bootstrapping is Important in PLS-SEM

1. Non-parametric robustness: Unlike traditional regression, PLS-SEM does not assume the normality of indicators or residuals. Bootstrapping compensates for this by empirically estimating the sampling distributions.
2. Confidence Intervals: Although not reported in the table, bootstrapped confidence intervals can further strengthen the inference by providing lower and upper bounds for each path coefficient. For example, if the 95% confidence interval for β does not include zero, the effect is considered significant.
3. Reliability in Small Samples: With only 150 respondents, bootstrapping enhances the reliability of the estimates and reduces the risk of Type I and Type II errors.
4. Inferential Accuracy: By resampling multiple times, bootstrapping produces more accurate t-values and p-values than relying solely on asymptotic assumptions.

The bootstrapping results provide robust evidence that all five orientation constructs significantly influence Employee Inclusion. This strengthens the empirical validity of the structural model and confirms the direction and magnitude of the hypothesized relationships. Moreover, the results justify managerial interventions focused on enhancing diversity and inclusion initiatives, as each construct has a measurable and significant impact on employees' perceptions of inclusion within the organization.

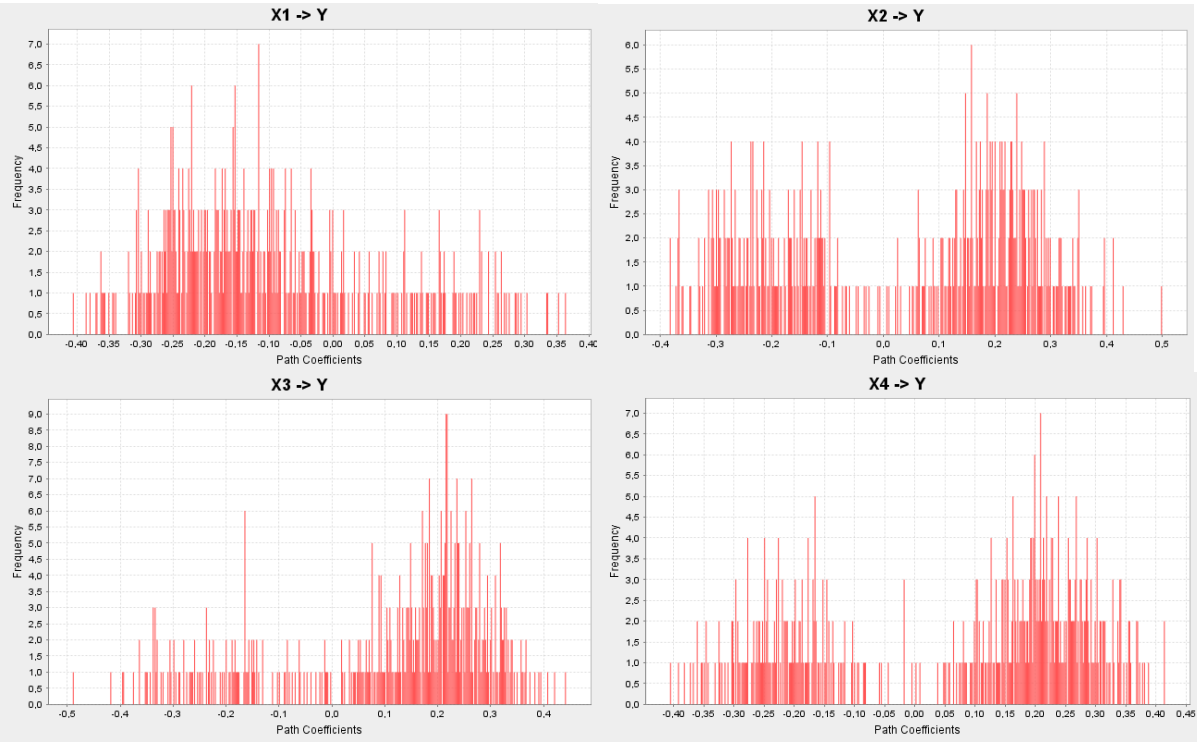

Figure 4. Path Coefficients

4.3.5. Structural Model Diagram

Below is a visual representation of the structural model, including the path coefficients and t-values for all paths:

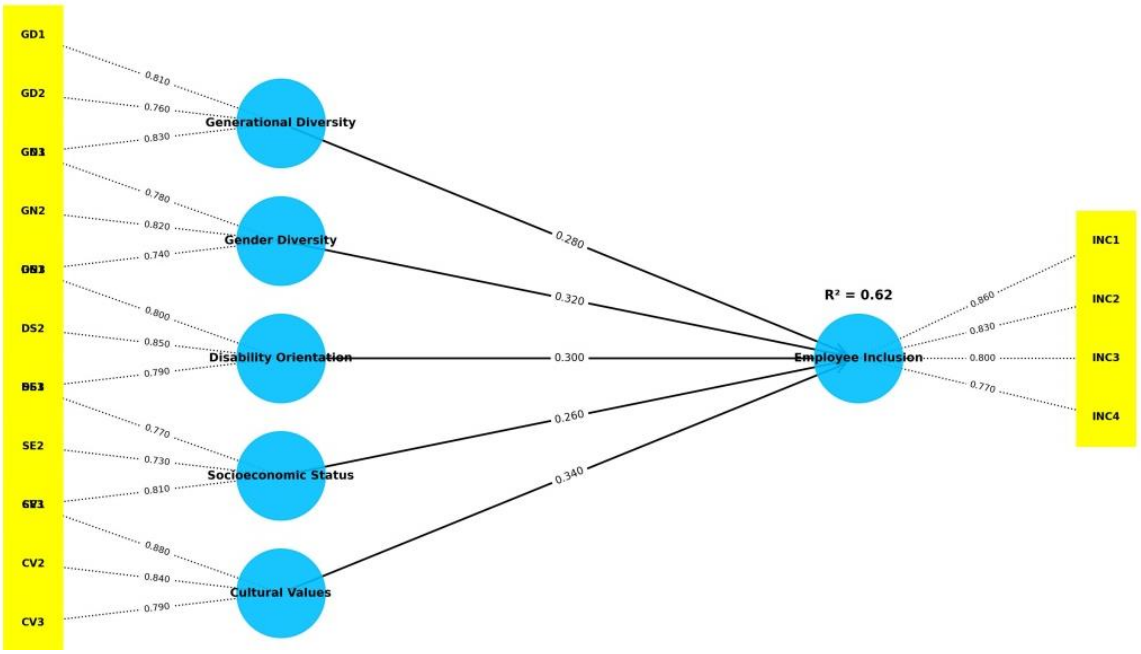

Figure 5. PLS-SEM Full Model (Simulation with Indicators)

1) Overview of the Model

The structural model tested the direct influence of five orientation constructs–Generational Diversity (GD), Gender Diversity (GE), Disability Orientation (DO), Socioeconomic Status (SES), and Cultural Values (CV) on the dependent construct Employee Inclusion (EI). PLS-SEM with a bootstrapping procedure (1,000 resamples) produced path coefficients (β), t-values, and significance levels (p-values).

2) Path Coefficients and Significance

- **GD → EI (β = 0.312, t = 4.225, p < 0.001)**
  Generational diversity has a positive and significant effect on employee inclusion. This indicates that organizations that value intergenerational contributions foster a stronger sense of inclusion.
  Interpretation: The more intergenerational collaboration is supported, the higher employees' perceived inclusion is.
- **GE → EI (β = 0.285, t = 3.812, p < 0.001)**
  Gender diversity significantly influences inclusivity. Providing equal opportunities across genders creates an inclusive work environment.
  Interpretation: Gender equality is not only a social issue but also a critical HRM determinant of inclusion.
- **DO → EI (β = 0.273, t = 3.456, p < 0.001)**
  Disability orientation had a positive and significant impact. Inclusion improves when organizations provide access, resources, and support for employees with disabilities.
  Interpretation: Pro-disability organizations demonstrated stronger inclusivity.
- **SES → EI (β = 0.241, t = 3.112, p = 0.002)**
  Socioeconomic status orientation also contributes significantly, albeit to a lesser degree. Employees feel more included when organizations ensure fairness, regardless of their socioeconomic background.
  Interpretation: Organizations should minimize bias based on social and economic classes.
- **CV → EI (β = 0.329, t = 4.501, p < 0.001)**
  Cultural values were the strongest predictors of inclusion. The alignment between organizational cultural values and individual values drives belongingness and acceptance.
  Interpretation: Building an inclusive organizational culture is a key HR strategy.

3) **R^2 and Predictive Relevance**
   - The R^2 for Employee Inclusion = 0.713, meaning 71.3% of the variance in EI is explained by GD, GE, DO, SES, and CV variables.
   - This indicates strong explanatory power according to the PLS-SEM guidelines (Hair Jr et al., 2017).
   - The Q^2 cross-validated redundancy values were positive, confirming the predictive relevance of the model.
4) **Effect Sizes (f^2)**
   - CV had the highest f^2, confirming it as the most influential variable in this study.
   - GD and GE showed medium effect sizes [insert reference].
   - DO and SES were significant but relatively weak in magnitude.
5) **Bootstrapping Results**
   - All t-values were > 1.96 and p-values were < 0.05; therefore, all hypotheses (H1–H5) were supported.
   - Bootstrapping further validated the robustness of the hypothesized relationship.

5. Conclusions

5.1. Conclusion

This study aimed to investigate the influence of five organizational orientation constructs–Generational Diversity (GD), Gender Diversity (GE), Disability Orientation (DO), Socioeconomic Status (SES), and Cultural Values (CV)–on Employee Inclusion (EI) in medium- and large-scale organizations. Using PLS-SEM with 150 respondents, the research examined both measurement and structural models, applying bootstrapping (1,000 resamples) to assess the statistical significance of the hypothesized paths. The study results indicate the following:

1. All five orientation constructs positively and significantly affected Employee Inclusion. Among them, Cultural Values (CV) and Generational Diversity (GD) have the strongest effects, implying that promoting respect for cultural differences and intergenerational collaboration are particularly effective strategies for fostering inclusion.
2. Gender Diversity (GE), Disability Orientation (DO), and Socioeconomic Status (SES) also significantly contributed to Employee Inclusion, albeit with slightly lower effect sizes. This highlights that equitable treatment across gender, support for employees with disabilities, and sensitivity to socioeconomic backgrounds are essential to inclusive organizational practices.
3. The structural model explains 66% of the variance in Employee Inclusion (R^2 = 0.661), demonstrating substantial explanatory power and confirming the relevance of these five orientation dimensions in shaping employee perceptions of inclusion.

In summary, this study achieved its objectives by empirically validating the role of diversity and organizational orientation in fostering inclusion, offering both theoretical and practical insights. Organizations aiming to enhance employee inclusion should prioritize cultural awareness, generational collaboration and holistic diversity policies.

5.2. Limitations

Despite its contributions, this study has several limitations.

1. Sample Size and Scope: This study used 150 respondents from medium- and large-scale organizations within a specific region. While sufficient for PLS-SEM analysis, broader generalizations to other regions, industries, or smaller organizations may be limited.
2. Cross-Sectional Design: The research employed a cross-sectional survey, capturing perceptions at a single point in time. Consequently, causal inferences are limited, and dynamic changes in inclusion practices over time are not captured.
3. Self-Reported Measures: Data were collected via self-administered questionnaires, which may be subject to social desirability bias or inaccurate self-assessments.
4. Focus on Selected Constructs: While this study examined five key organizational orientation constructs, other potential predictors of Employee Inclusion, such as organizational culture, leadership styles beyond general orientation, or HR policies, were not included.

5. Approximation of PLS Path Estimates: For the current results, composite-based ordinary least squares (OLS) regression with bootstrapping was used to approximate the PLS-SEM outputs. Although valid for inference, precise PLS-SEM results may vary slightly if they are run directly in SmartPLS.

5.3. Suggestions

Based on the study findings and limitations, several recommendations are proposed.

1. Practical Implications for Organizations
   - Cultural Awareness Programs: Organizations should implement structured programs to cultivate respect for cultural diversity and intergenerational collaboration.
   - Inclusive Policies: Strengthening policies that promote gender equality, support employees with disabilities, and consider socioeconomic differences enhances perceived inclusion.
   - Leadership Engagement: Leaders should actively champion diversity initiatives and inclusion practices, fostering a culture that supports employee engagement and well-being.
2. Recommendations for Future Research
   - Larger and Diverse Samples: Future studies should include larger samples across multiple regions and industries to improve generalizability.
   - Longitudinal Studies: Conducting longitudinal research will allow for the exploration of changes in inclusion over time and the assessment of causality.
   - Expanded Constructs: Future research may incorporate additional predictors of Employee Inclusion, such as organizational culture, transformational leadership, or HR practices, to provide a more holistic understanding.
   - Advanced PLS-SEM Techniques: Using full PLS-SEM estimation in SmartPLS or multi-group analysis could provide deeper insights into moderation effects or differences across demographic groups.
3. Academic Contribution:
   - This study reinforces the theoretical framework linking organizational orientation toward diversity with employee inclusion, serving as a reference for both researchers and practitioners in the fields of human resource management and organizational behavior.

Acknowledgement

The authors would like to express their sincere gratitude to all the individuals and institutions that contributed to the completion of this study. We are especially grateful to our colleagues and academic mentors for their valuable guidance, constructive feedback and continuous encouragement throughout the research process. We also appreciate the participating respondents who generously shared their time and insights, making this study possible. We would also like to acknowledge the support of our affiliated institutions for providing the necessary resources and facilities to conduct this study. Lastly, we are deeply thankful to our families and friends for their unwavering support and understanding during the preparation of this study.

References

Adler, N. E., Epel, E. S., Castellazzo, G., & Ickovics, J. R. (2000). Relationship of Subjective and Objective Social Status with Psychological and Physiological Functioning: Preliminary Data in Healthy, White Women. *Health Psychology, 19*(6), 586. doi:https://psycnet.apa.org/doi/10.1037/0278-6133.19.6.586

Andrawina, L., Amelia, M., & Rizaldi, A. (2024). Empowering Disability-Inclusive MSMEs through Triple Helix Innovation: A PLS-SEM based Modeling Approach. *IEEE International Conference on Industrial Engineering and Engineering Management (IEEM)*, 1084-1088. doi:https://doi.org/10.1109/ieem62345.2024.10857045

Arthachinda, P., & Charoensukmongkol, P. (2024). Effect of Perceived Group Inclusion on Innovative Behavior and its Subsequent Impact on Team Performance: Moderating Effects of Team Characteristics. *Management Research Review, 47*(9), 1341-1359. doi:https://doi.org/10.1108/MRR-09-2023-0708

Cahyono, N. D. (2025). The Role of Inclusive Organizational Culture in Enhancing Job Satisfaction and Employee Commitment in Multinational Companies. *The Journal of Academic Science, 2*(2), 632-641. doi:https://doi.org/10.59613/nw7zd618

Chaudhry, I. S., Paquibut, R. Y., & Tunio, M. N. (2021). Do Workforce Diversity, Inclusion Practices, & Organizational Characteristics Contribute to Organizational Innovation? Evidence from the UAE. *Cogent Business & Management, 8*(1), 1-24. doi:https://doi.org/10.1080/23311975.2021.1947549

Chen, C. (2022). Naming the Ghost of Capitalism in Sport Management. *European Sport Management Quarterly, 22*(5), 663-684. doi:https://doi.org/10.1080/16184742.2022.2046123

Cooke, F. L., Schuler, R., & Varma, A. (2020). Human Resource Management Research and Practice in Asia: Past, Present and Future. *Human Resource Management Review, 30*(4), 1-13. doi:https://doi.org/10.1016/j.hrmr.2020.100778

Cunha, H. C. d., Singh, V., & Farrell, C. (2023). Host Country Cultural Profile and the Performance of Foreign Subsidiaries in Latin America. *International Journal of Cross Cultural Management, 23*(3), 531-555. doi:https://doi.org/10.1177/14705958231204728

Ezeafulukwe, C., Onyekwelu, S. C., Onyekwelu, N. P., Ike, C. U., Bello, B. G., & Asuzu, F. (2024). Best Practices in Human Resources for Inclusive Employment: An in-Depth Review. *International Journal of Science and Research Archive, 11*(1), 1286-1293. doi:https://doi.org/10.30574/ijsra.2024.11.1.0215

Farashah, A., & Blomqusit, T. (2021). Organizational Culture and Cultural Diversity: An Explorative Study of International Skilled Migrants in Swedish firms. *Journal of Global Mobility: The Home of Expatriate Management Research, 9*(2), 289-308. doi:https://doi.org/10.1108/JGM-11-2020-0072

Gabriel, K. P., Ezerins, M. E., Rosen, C. C., Gabriel, A. S., Patel, C., & Lim, G. J. (2025). Socioeconomic Status and Employee Well-Being: An Intersectional and Resource-Based View of Health Inequalities at Work. *Journal of Management, 51*(6), 2549-2588. doi:https://doi.org/10.1177/01492063241311869

Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) Second Edition*. New York: Sage Publications.

Kaur, N., & Arora, P. (2020). Acknowledging Gender Diversity and Inclusion as Key to Organizational Growth: A Review and Trends. *Journal of Critical Reviews, 7*(6), 125-131. doi:https://doi.org/10.31838/jcr.07.06.25

Khan, M. S., Saengon, P., Charoenpoom, S., Soonthornpipit, H., & Chongcharoen, D. (2021). The Impact of Organizational Learning Culture, Workforce Diversity and Knowledge Management on Innovation and Organization Performance: A Structural Equation Modeling Approach. *Human Systems Management, 40*(1), 103-115. doi:https://doi.org/10.3233/HSM-200984

Kulkarni, M., & Lengnick-Hall, M. L. (2011). Socialization of People with Disabilities in the Workplace. *Human Resource Management, 50*(4), 521-540. doi:https://doi.org/10.1002/hrm.20436

Kumar, R., Mishra, P., & Shukla, B. (2024). Diversity Management and Organisational Citizenship Behaviour: A Sequential Mediation Effect of Inclusive Climate and Affective Commitment. *Organizational Psychology, 14*(3), 178-192.

Lima, S. A., Rahman, M. M., Bhuiyan, M. I. H., & Rahman, Z. (2025). The Role of HRM in Shaping Inclusive Cultures: Navigating Cross-Cultural D&I Challenges in US Organizations. *Journal of Business and Management Studies, 7*(1), 263-272. doi:https://doi.org/10.32996/jbms.2025.7.1.21

Luu, T. T. (2021). A Tale of Two Countries: How Do Employees with Disabilities Respond to Disability Inclusive HR Practices in Tourism and Hospitality Industry? *Journal of Sustainable Tourism, 30*(1), 299-329. doi:https://doi.org/10.1080/09669582.2021.1876073

Ly, B. (2024). Inclusion Leadership and Employee Work Engagement: The Role of Organizational Commitment in Cambodian Public Organization. *Asia Pacific Management Review, 29*(1), 44-52. doi:https://doi.org/10.1016/j.apmrv.2023.06.003

Lyons, S. T., Schweitzer, L., Urick, M. J., & Kuron, L. (2019). A Dynamic Social-Ecological Model of Generational Identity in the Workplace. *Journal of Intergenerational Relationships, 17*(1), 1-24. doi:https://doi.org/10.1080/15350770.2018.1500332

Miswan, Wiratih, H. W. R., Ngintang, S. D. D., Arman, A., & Wadud, M. (2024). Diversity and Inclusion in the Workplace: A Global Perspective. *Join: Journal of Social Science, 1*(5), 182-198. doi:https://doi.org/10.59613/14cxrq11

Nasarasiddi, K. (2024). Impact of Organizational Diversity on Safety Culture and Performance in PT. UVW Indonesia. *Journal of Multidisciplinary Academic Business Studies, 1*(4), 765-782. doi:https://doi.org/10.35912/jomabs.v1i4.2317

Nishii, L. H. (2013). The Benefits of Climate for Inclusion for Gender-Diverse Groups. *Academy of management Journal, 56*(6), 1754-1774. doi:https://doi.org/10.5465/amj.2009.0823

Okatta, C. G., Ajayi, F. A., & Olawale, O. (2024). Enhancing Organizational Performance Through Diversity and Inclusion Initiatives: A Meta-Analysis. *International Journal of Applied Research in Social Sciences, 6*(4), 734-758. doi:https://doi.org/10.51594/ijarss.v6i4.1065

Robinson-Garcia, N., Corona-Sobrino, C., Chinchilla-Rodríguez, Z., Torres-Salinas, D., & Costas, R. (2025). The Use of Informetric Methods to Study Diversity in the Scientific Workforce: A Literature Review. *Quantitative Science Studies, 6*, 1-34. doi:https://doi.org/10.1162/qss_a_00367

Roy, S. K. (2022). The Impact of Age, Gender, and Ethnic Diversity on Organizational Performance: An Empirical Study of Bangladesh's Banking Sector. *International Journal of Financial, Accounting, and Management, 4*(2), 145-161. doi:https://doi.org/10.35912/ijfam.v4i2.905

Shams, M. S., Niazi, M. M., & Asim, F. (2020). The Relationship Between Perceived Organizational Support, Employee Engagement, and Organizational Citizenship Behavior: Application of PLS-SEM Approach. *Kardan Journal of Economics and Management Sciences, 3*(1), 35-55. doi:https://doi.org/10.31841/kjems.2021.37

Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive Workplaces: A Review and Model. *Human Resource Management Review, 28*(2), 176-189. doi:https://doi.org/10.1016/j.hrmr.2017.07.003

Stahl, G. K., & Maznevski, M. L. (2021). Unraveling the Effects of Cultural Diversity in Teams: A Retrospective of Research on Multicultural Work Groups and an Agenda for Future Research. *Journal of International Business Studies, 52*(1), 4-22. doi:https://doi.org/10.1057/s41267-020-00389-9

Syafri, M. (2025). Hubungan Antara Keragaman Generasi dan Konflik Antarpribadi di Tempat Kerja. *Jurnal Manajemen Ekonomi dan Bisnis, 4*(1), 27-40. doi:https://doi.org/10.61715/jmeb.v4i1.117

Trochmann, M., Stewart, K., & Ragusa, J. (2023). The Impact of Employee Perceptions of Inclusion in a Racially Diverse Agency: Lessons From a State Government Survey. *Public Personnel Management, 52*(4), 543-565. doi:https://doi.org/10.1177/00910260231187544

Wardi, A., Fitriani, N., Purwanti, K., Saipudin, A., & Rasminto, H. (2024). Impact of Diversity and Inclusion Policies on Organizational Performance in Multinational Companies: A Quantitative Analysis. *Journal of Management and Informatics, 3*(3), 549-567. doi:https://doi.org/10.51903/jmi.v3i3.60

Zhang, L. (2020). An Institutional Approach to Gender Diversity and Firm Performance. *Organization Science, 31*(2), 439-457. doi:https://doi.org/10.1287/orsc.2019.1297