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# Introduction: expanding equality, diversity and inclusion research through diverse methodologies

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## INTRODUCTION

With this introductory chapter, we give an overview of the purpose, audience, structure and content of this 22-chapter edited volume. In the past couple of decades, equality, diversity and inclusion (EDI) have become features of organisations based not only on major legal and societal advances for inclusion but also on neoliberal economic reasoning. This importance of EDI in organisations is fuelled by worldwide, but locally determined, discourses on equality, diversity and inclusion, ranging from equal opportunities and gender mainstreaming to managing diversity and diversity management in legal, political, social and economic, and even environmental contexts. It is not only locations that matter for the (re)production of EDI processes; so do governance, size and sector of organisations. This width and depth of EDI discourses have already been covered by different books published in recent years which focus on different topics. Drawing on different perspectives these books covered a range of EDI issues such as general overviews (Konrad et al. 2006; Gatrell and Swan 2008; Green and Kirton 2009; Bendl et al. 2015), diversity dimensions (Pincus 2006; Bell 2012), inclusion (Ferdman and Deane 2014), regional and international perspectives (Kecia 2008; Özbilgin and Tatli 2008; Klarsfeld 2010; Özbilgin and Syed 2010; Klarsfeld et al. 2014, 2016), workplace issues (Prasad et al. 1997; Brief 2008; Özbilgin 2009; Tyson and Parry 2011; Mor Barak 2017), special sectors (Rice 2005; Dancy 2010; Edwards 2010), challenges from legal unpinning (Kirton and Greene 2006; Healy et al. 2011), cases (Konrad 2006) and identity issues (Michaels 2006; Stockdale and Crosby 2006; Hannum et al. 2010; Booysen 2018) as well as broader economic and political issues (Williamson 2006; Carayannis et al. 2008; Lott 2010). While many texts in these books have an empirical basis and provide thought-provoking insights, it has become evident that empirical work with EDI issues requires attention to contextual and local

specifics, intersectionality and widely researched processes of reproduction of stereotypes, as well as the influence of identity formation processes of the researched subjects and researchers during the research process (Zanoni et al. 2010; Atewologun et al. 2016).

Common qualitative and quantitative research approaches fall far short of addressing the challenges of EDI research and have to be revisited, and even reinvented, to further explain the complex processes of EDI. Special emphasis also needs to be placed on the unequal relationship between the researcher and the researched, the socio-historical contexts, and the power dynamics embedded in the institutions, social systems and research locations when engaging in EDI research.

## AIM AND AUDIENCE OF THIS EDITED VOLUME

This edited book aims to address these omissions through new and original contributions that take on these epistemological challenges of EDI research and offer path-breaking methodological perspectives and analytic directions to advance empirical EDI research.

This *Handbook* represents the distillation of the knowledge of the empirical EDI discourse and aims to become a benchmark volume that synthesises existing EDI literature, helping to define and shape the present and future EDI discourse. There is a pressing need for this volume to show how research practices centring on EDI can bring greater understanding to help to change the world in positive ways. As editors, our axiologies are revealed through our shared goals of using imaginative and innovative EDI research to help create and imagine free democratic societies.

With this focus, our book is of interest not only to those researchers who focus directly on EDI and critical management issues, but also to those who do research in human resource management, strategic management, and organisation, culture and change management, as well as entrepreneurship and marketing. Our edited volume provides additional methods for inquiry into diversity dimensions and inclusion practices, providing an added resource for postgraduate thesis students working in the EDI sub-discipline. This volume is a valuable resource in the area of EDI training and development.

## STRUCTURE AND CONTENT OF THE BOOK

With the above aim and focus in mind, we invited well-known scholars in the EDI research field to contribute to this edited volume. As editors, we

provided a broad framework for authors to structure chapters to include an overview of the relevant area of research plus a description and discussion of their methodology position, which broadly covered ontology, axiology and epistemology. Following the discussion of the methodology, method or analysis, and specific empirical research examples, reflections on the advantages and pitfalls of the research methodology, methods or techniques used are stated. Finally, we specifically asked authors to do some future-gazing and speculate about further developments and directions to conclude their chapters. Our edited volume is divided into three distinct broad areas:

- *Part I: 'Research Dilemmas in EDI'* comprises six chapters. This part includes contextualising the EDI research agenda in the broader research landscape, choosing an appropriate research design given the ever-expanding array of possibilities, evaluation research, negotiating, gaining and maintaining access, queered methodologies and methods for equality, and comparative and multi-country research. The main focus in this part is on issues of objectivity and subjectivity, trustworthiness of data, equality-orientated paradigms, researcher (re)positioning in the paradigms, inherent power inequalities in the choice of methodology and methods used, access difficulties to uncover (in)equality and discrimination (persons and organisations), issues of disclosure, an emancipatory agenda (democracy), consideration of context and relational perspectives, transnational issues and interrogating who has the power to perform acts of inclusion.
- *Part II: 'Methodology and Methods for Collecting EDI Material'* contains seven chapters covering a wide range of existing and novel methodologies and methods geared towards EDI research. This part includes chapters that present useful methodological tools and practices to demonstrate how it can be applied in EDI research. It focuses on an array of research approaches, including intersectionality, critical discourse analysis, feminist historiography, autoethnography, Indigenous and collaborative methodologies, and multilevel analysis case studies. Up front in this part are issues surrounding identity, subjectivity, and representation, preserving the integrity of narrative voices, giving voice to Indigenous knowledge, using reflexive voices, and collaborative co-construction of lived realities. The importance of the socio-historical political contexts of research sites and systems, their gendering nature and their role in sustaining hegemonic practices and unequal power in the research process is also explicated.

#### 4 *Handbook of research methods in diversity management*

- *Part III: 'Methods and Techniques for EDI Data Analysis'* includes nine chapters. This part provides hands-on examples for analysing material specific to EDI questions and concerns such as deconstructing and reconstructing texts and power relations (for example, Foucauldian critical discourse analysis), and narrative analysis, textual software analysis, varieties of content analyses, survey and scale development, meta-analysis, dealing with processes of categorisation in EDI research, participative action research, documentary methods to uncover routinized practices, sensitive scale development to measure Indigenous identities, and grounded theory method and analysis. To the fore in this part is the practical application of each of these methods and techniques, and consideration of how it can further the EDI research agenda.

Following is a short description of all 22 chapters in our three-part volume of *Research Methods on Diversity Management, Equality and Inclusion at Work*.

#### **Part I: Research Dilemmas in EDI**

This part opens with Chapter 1, 'Contextualising the EDI research agenda in the larger social sciences research landscape'. Following the short overview of EDI research in the introduction Judith K. Pringle and Lize A.E. Booysen give a short historical review of research methods including a discussion of ontology (science of the nature of truth), epistemology (science of knowing), axiology (science of the nature of value and ethics) and methodology (science of research methods). Other definitional issues such as research approaches, paradigms, methods and techniques are clarified and defined. We give a brief overview of the major research paradigms, namely, positivist and post-positivist, interpretivist/constructivist, post-structuralist/postmodern and critical/radical/transformational paradigms, including some emerging paradigms, such as Kaupapa Māori, plus some pragmatic paradigm mixing possibilities. The applicability of each of these research paradigms for EDI research is discussed, followed by the way forward for EDI research, which sets the stage for the rest of the chapters.

Jon F. Wergin points out in Chapter 2, 'Finding the right design for EDI research', that given the ever-expanding array of possibilities, EDI scholars can find the choosing of an appropriate research design to be a daunting process. To make these choices easier, he introduces a 'research methods decision tree', a heuristic that begins with defining the research question and then leads the reader systematically through a set of decision points, the answers to which lead to a method most appropriate for the

question. After a brief discussion on the nature and qualities of scholarship in EDI, Wergin presents his decision tree that includes both quantitative and qualitative methods. Quantitative designs include experiments, quasi-experiments, correlational studies and meta-analysis; qualitative designs include integrative literature reviews, conceptual studies (interpretive and theoretical), inductive studies (Delphi, grounded theory, Q method, and critical incident analysis), ethnography, narrative studies (storytelling, historiography, oral history, biography and autoethnography) and phenomenology. Mixed methods and action research approaches are also addressed. The description of each design includes examples of real or potential studies in EDI, demonstrating that research in EDI is not and should not be limited to a single paradigm. While a heuristic such as this has clear limitations, it can help the researcher avoid the trap of backward thinking such as seizing on a method before clearly defining the research question, while also revealing methods.

In Chapter 3, 'Evaluation research in the EDI field', Kelly M. Hannum and Holly A. Downs consider how evaluation efforts focus on gathering and weighing various kinds and sources of evidence in order to make a practical judgement for a specific purpose and within a specific context, and understanding the purposes and methods of evaluation the researcher uses to navigate the inherent complexities. In this chapter, the authors explore the role of evaluation with regard to EDI research and discuss key elements of evaluation theory and practice in the context of EDI work. Specifically, the authors distinguish evaluation research from non-evaluation research, provide reasons why evaluation of EDI is important, discuss ontology, axiology, epistemology and methodology related to evaluation, and provide an overview of evaluation approaches of particular interest to those engaging in EDI study or practice. The authors conclude the chapter with a discussion on navigating the tensions when applying evaluation of EDI and in developing evaluation-specific methodologies.

Accessing organisations in research studies is often reported as if it is merely a practical question of contacting a gatekeeper and gaining access to an organisation. In Chapter 4, 'Negotiating, gaining and maintaining access: what can we learn about diversity?', Jonna Louvrier problematises this process and discusses alternative perspectives on the negotiation process inherent in getting access. Most importantly, the question of whether there is something additional to be learned about EDI from access negotiation is posed. Louvrier illustrates how access negotiating processes can produce valuable data about diversity. In her study, challenges in gaining and maintaining access to participants provided important insights about the societal context (France and Finland), organisational power relations, and identity dynamics affecting the meanings of diversity. She suggests

that researchers could be more attentive to, and open about, their research processes and treat unpredictable turns in access negotiations not as failures, but as valuable and natural parts of data acquisition processes.

Chapter 5, 'Queered methodologies for equality, diversity and inclusion researchers', by Nick Rumens, explores how research methodologies and methods may be queered. Specifically, the chapter examines how EDI scholars can queer methodological practice to support the aim of generating research on how lesbian, gay, bisexual, transgender and queer (LGBTQ) sexualities can be lived queerly in the workplace. The concepts of 'queer methodology' and 'queering methodology' are outlined, with emphasis on how the latter helps EDI researchers to enact the epistemological commitments articulated within queer theory. To illustrate, this chapter discusses how these dynamics are embodied in the author's research on gay men's friendships and in collaborative research on developing 'anti-narrative' interviewing. This interview technique is read as one way of engaging queer theory within methodological practice, drawing on Judith Butler's work on performativity as a conceptual resource.

Eddy S. Ng and Alain Klarsfeld show in Chapter 6, 'Comparative and multi-country research in equality, diversity and inclusion', how EDI research has evolved from anti-discrimination to managing diversity for organisational competitiveness, and, more recently, to fostering a climate of inclusion where individuals perceive a sense of belonging, have access to resources and an influence on decision-making. They argue that comparative and multi-country EDI research can assist with construct development and theory testing, inform best practices, the development of a diversity inclusion index, typology or continuum, and identify patterns and trends. Drawing from their collective experiences, Ng and Klarsfeld discuss the purpose, types, and methodological issues related to comparative and multi-country EDI work. They also suggest emerging topics on EDI and the appropriate methodologies to undertake multi-country research. They note that comparative research work on EDI can be both challenging and rewarding; also, more importantly, it can lead to interesting findings and ground-breaking discoveries. In closing, Ng and Klarsfeld encourage inclusion of understudied countries and regions, such as in Africa, Latin-America and Middle-Eastern countries, to deepen our understanding of the global issues on EDI.

## **Part II: Methodology and Methods for Collecting EDI Material**

This section opens with Chapter 7, 'Intersectionality as a methodological tool in qualitative equality, diversity and inclusion research'. In this chapter Doyin Atewologun and Ramaswami Mahalingam present five

methodological tools and practices to demonstrate how intersectionality can be applied in qualitative EDI research. First, they discuss some of the complexities of intersectional qualitative research that relate to identifying who is ‘intersectional’ and how to elicit and analyse intersectional data. Their five recommended tools embrace the complexity of intersectionality as situated and embodied within the research context as well as within the researcher–participant dynamic. The five recommended practices and tools are (1) cultivating intersectional reflexivity (most suitable at the project outset, and ongoing through the project); (2) playing a privilege versus penalties board game (most suitable at the project outset, but can be used as a data collection tool); (3) plotting an intersectional identity web (recommended on entering the field and engaging with participants); (4) keeping an intersectional identity work journal (recommended as a data collection tool); and (5) collecting participant-led audio-visual data (recommended during data collection and analysis). They discuss how these practices and tools can be used to elicit the rich and reflexive data on the perceptions and experiences of researcher and participant as they cohabit socially constructed intersectional positions in a research project. The chapter ends with a consideration of the limitations of these approaches and future considerations for their implementation as research and pedagogical tools.

In Chapter 8, ‘Theorizing diversity and (in)equality through the lens of critical discourse analysis’, Patrizia Zanoni and Maddy Janssens discuss how critical discourse analysis (CDA) can be used, both as a theory and as a method, to critically investigate diversity in contemporary organisations. Drawing on their own (joint) scholarly work, they illustrate how Norman Fairclough’s threefold understanding of discourse as text, discursive practice and social practice can be operationalised in empirical research to capture the complex articulation of social identities (for example, gender, ethnicity, disability and age) and power dynamics. This approach can specifically help researchers to appreciate how discourses of difference are related to social practices and how they constitute the object of discursive struggles with both symbolic and material effects. Zanoni and Janssens conclude their chapter by delineating some possibilities for future critical diversity scholarship drawing on the CDA tradition.

In Chapter 9, ‘Feminist methods and the study of gendering of organizations over time’, Albert J. Mills and Jean Helms Mills outline historiography, arguing that it is important to study the role of history in current practices of gender differences. They maintain that the study of past events is not simply to trace the webs of discrimination that have enmeshed women over time, but also to understand the meanings attached to the idea of women (and men) and the roles those meanings play in the

development, maintenance and changing character of discriminatory practices. In particular, they are interested in understanding how discriminatory practices develop, are maintained and change over time, and how these processes influence current relationships. They begin with a brief outline of the importance of studying past events and their role in shaping discriminatory ideas and practices. They then focus on the problematic role of studying history by examining three competing philosophical approaches, namely, modernism (single, factual accounts), postmodernism (relativist, discursive and plural accounts) and amodernism (relational multiple accounts), and their implications for research strategies. They draw on examples from their own research in commercial aviation to provide understanding of how each of these research strategies can be applied and their contrasting strengths and weaknesses. In this process, the key concepts they discuss are feminist theory, archival research, junctures, history, the past, and ANTi-History.

In Chapter 10, 'Indigenous research: ontologies, axiologies, epistemologies and methodologies', Ella Henry and Dennis Foley examine two similar yet culturally differing Indigenous views. They discuss Indigenous research from both a New Zealand Māori and an Australian Aboriginal standpoint. Furthermore, they explore their personal and professional views on Indigenous ontology, axiology, epistemology and methodology, and the methods that inform and are shaped by these world views and philosophies. In so doing they critically reflect on the application and significance of Indigenous research, particularly within the field of business studies, to share Indigenous knowledge and thinking, to enable and facilitate an Indigenous perspective on diversity, equality and inclusion. Their particular views offer a conceptual and reflective insight into their own personal experiences and concerns as members of the small but growing group of Indigenous scholars in business.

Irene Ryan and Shelagh Mooney demonstrate in Chapter 11, 'Autoethnography: adding our stories to EDI research', how autoethnography offers researchers a method for addressing the challenges identified by critical scholars in diversity, equality and inclusion research. These challenges include how to incorporate observations of everyday social exclusions into multilevel analyses and the need for diversity scholars to be more reflexive about the basic assumptions that underpin their research. Within their chapter, Ryan and Mooney use their own autoethnographies as examples in their chapter to illustrate two different approaches to writing an autoethnographic text, which aligns with the axiological and epistemological considerations that are an integral part of all EDI research projects. Their discussion and examples show that when the reflexive voice of the researcher is paramount, as in the case of an autoethnography, it

gives researchers precious scholarly space to be scriptwriters, improvisers and directors of what we write. We, as researchers, might even be surprised by what can emerge.

In Chapter 12, ‘Participants as collaborators: coordinated management of meaning (CMM) as collaborative research method’, Ilene C. Wasserman describes a qualitative appreciative collaborative inquiry, designed to engage with participants as collaborators. The focus of the research was to identify what discursive processes foster transformative ‘dialogic moments’ in the engagement of deeply rooted cultural differences in dialogue. Participants were first interviewed individually to identify episodes in which they experienced a dialogic moment as defined by the ‘awakening of other-awareness that occurs in, and through, a moment of meeting . . . when each “turn toward” the other and both mutually perceive the impact of each other’s turning’. Then, using a collaborative process in their regular dialogue group, they identified one of the episodes from the individual interviews for the group to reflect on together. Participants were introduced to the principles and heuristics of CMM to help support the reflection. The first group’s transcript was reviewed by each member, followed by another individual interview and a second group reflection. This methodology acknowledges that research is subjective; that we influence what we find from the very moment of asking the question. By design, the appreciative collaborative inquiry required finesse on the part of the researchers to collaborate with what emerged in the process of engaging participants as collaborators. This included a willingness to veer away from a script, to be present to what is unfolding and to improvise. The improvisation included both the content of the inquiry and facilitation as well as the role as researcher.

Johanna Hofbauer, Katharina Kreissl, Birgit Sauer and Angelika Striedinger focus on understanding the ambiguous and contradictory developments of gender relations at Austrian universities in Chapter 13, ‘Chameleons change colour: studying academic careers in gendering contexts – a case for multilevel analysis’. Their chapter is based on one of their research studies that employed Pierre Bourdieu’s comprehensive theory of social fields and multilevel analysis. This study aimed to unravel important interlinkages between macro-, meso- and micro-level phenomena to reveal the subtle and often invidious barriers to women’s careers in academia. These developments explain persistent career barriers for women academics and acknowledge opportunities that emerged in the frame of new governance in higher education. In this chapter, Hofbauer et al. extend the horizon of analysis beyond existing careers research that primarily focuses on university organisational and governance structures, to also include social and institutional internal and external and systemic

influences. They maintain that the gendering of organisational structures emerges from and unfolds within a multilayered social reality that includes social relations and structures of meaning inside and outside the organisation. They conclude with Bourdieu's claim that the world can be transformed by transforming its representation, and that his theorising enhances our awareness of the complex causes of inequality providing valuable knowledge and expertise for change agents in institutions.

### **Part III: Methods and Techniques for EDI Data Analysis**

Chapter 14, 'Surveys and scales in EDI research', opens the final section of this book and focuses more on practical aspects of selected methods, techniques and practices. In this chapter, Carol Baron discusses surveys and scales as essential tools for furthering research in the EDI field. She argues that because survey and scale development is both an art and a science it melds constructivism with post-positivism, leading to a good fit with the pragmatism philosophy of mixed methods research. This chapter discusses the emergence of online survey data collection technology, the placement of potential scale items within the survey instrument, guidelines for survey and scale development, and the relationship of survey research and scale-building to mixed methodology study designs. Details related to creating solid survey instruments, with a conversational tone, and study designs are described, and these principals are illustrated in an example survey focused on inclusion in the workplace. The survey section is followed by a review of the fundamental steps and decision rules related to building and validating scales through exploratory and confirmatory factor analyses. Factor analysis processes are described and issues related to defining constructs, developing potential scale items, response options, and reliability are discussed. While there are a few existing scales related to inclusion in the workplace discussed in this chapter, it is still a growing field of inquiry with room for further scale development and exploration.

In Chapter 15 on 'Meta-analytic research in the field of EDI: a review of some current findings and identification of opportunities for future research', Kevin B. Lowe and E. Holly Buttner discuss and describe the strengths and limitations of meta-analysis for answering a variety of research questions, and review the results of select meta-analytic findings in the diversity literature. They point out that even though meta-analysis has been deployed in the equality, diversity and inclusion literature, applications have been limited. They identify gaps in this literature with diversity climate as an exemplar. Lowe and Buttner also briefly describe software packages designed for conducting meta-analysis and suggest additional readings that offer a useful introduction to multiple facets of

conducting meta-analysis. Finally, they point out that the potential for meta-analytic research syntheses, in combination with traditional narrative review techniques, offer substantial opportunities to contribute to the burgeoning diversity literature which has been characterised as having unclear results and mixed conclusions.

Roswitha Hofmann uses a queer-feminist theoretical perspective in Chapter 16, 'Queering quantitative research: dealing with processes of categorization in EDI research'. She notes that scholars who consider research as a political act and seek to transform power relations and inequality have always asked how power structures inhabit knowledge production. Feminist scholarship therefore has a long tradition of pointing to the mechanisms of power that inhabit methodologies, epistemologies and ontologies. Bearing in mind that methods are not innocent but are always powerful instruments of biopolitics and governmentality, she highlights the heteronormative framing of 'sexual identities' and 'sexual orientations'. It is the objective of her chapter to reflect on the construction and use of these categories in official statistics and quantitative research by discussing empirical examples and good practices for dealing with social categories. She also argues that because every method reproduces power structures and has blind spots, a combination of qualitative and quantitative methods (mixed method designs) and the use of different forms of triangulations may provide more differentiated results in EDI research. This chapter is also an effort to encourage further debates on the empirical use of categories in EDI research and to foster queer-reflective use that opens up the potential to foster the transformation of social inequality.

In Chapter 17, 'Participatory action research to support diversity and inclusion', Inge Bleijenbergh, Pleun van Arensbergen and Monic Lansu consider participatory action research (PAR) as an applicable research strategy for diversity management, equality and inclusion. They describe how PAR emerged from participatory research and action research and elaborate on the main characteristics of PAR. Participatory action research is directed at improving the situation of less powerful groups by encouraging these groups to participate in the research process and thus to acquire knowledge, learn and emancipate in support of their inclusion in society. In PAR the researcher takes an insider perspective, which brings the researcher onto a more equal level with the research participants. The authors describe three examples of PAR in different fields of diversity, showing different levels of participation of researchers and of the 'insiders to the situation under study'. The first is a case study of part-time workers in the Netherlands, where researchers used focus group interviews to involve part-time workers in analysing hindrances and enablers of their careers in the Netherlands. The second is an ethnographic field study, where the

author examined the homecoming experience of African Americans in Ghana by performing participant observation, actively involving insiders in this situation to understand the dilemmas and tensions in this process. The third is an intervention study aimed at supporting gender equality in academia, where researchers used group model-building to involve different stakeholders in understanding and addressing gender inequality in science. The authors argue that their choice for PAR influenced the knowledge they derived, their own role in the research process and the use of this knowledge by the participants in the study.

Chapter 18, 'Routinized practices: using the documentary method to research incorporated knowledge' by Helga Eberherr, conceptualises inclusion and exclusion processes as situated practice in organisations to open up analytical spaces for more dynamic views on differentiation processes. She argues that, from a methodological point of view, it is challenging to gain empirical access to situated practices as routines, and proposes the documentary method as a methodology for researching situated practices as routines in relation to career experiences in organisations. This methodology provides an analytical approach to uncover collective conditions that govern actions, as well as the unintended results derived from actions taken by the actors. It allows researchers to transcend the immanent meaning to deeper collective orientation structures, for example, in organisations, but also within broader society. Orientation patterns of group members in organisations are unveiled through documentary interpretation aiming to reconstruct the conceptual and theoretical explication of the subjects' intuitive understanding. Through the identification of types, the analytical process goes beyond subjective levels of understanding towards shared orientation patterns common to the investigated group in the specific socially determined context. Through this documentary method, implicit or taken for granted knowledge is made visible, which enables the researcher to learn more about the implicit mechanisms and processes of organisational inequalities.

Barbara Poggio's Chapter 19, 'Deconstructing and challenging gender orders in organizations through narratives', discusses the potential of narrative approaches in equality and diversity research fieldwork, with a specific focus on gender. After introducing the reason why narratives gained growing attention in human science and in organisational studies, the main methodological implications of narrative research are outlined. This chapter shows how narratives can be a particularly efficacious means to shed light on three main facets of gender practices in organisations: in processes of identity construction and gender positioning; in reproducing or deconstructing the dominant gender orders; and in fostering gender change, to promote more inclusive contexts. For each of these three

dimensions, examples and experiences from the author's own narrative research studies and materials are discussed: for instance, stories of women and men working in typically male environments, narratives of working fathers that used parental leave, and narratives used as stimuli for reflexivity and experiential learning in a workshop on gender leadership in organisations.

Deborah Jones claims in Chapter 20, 'Diversity trouble: feminist Foucauldian discourse analysis', that to make 'diversity trouble' is to critique the notion of diversity itself, to examine how it is that we come to use this term as scholars and practitioners, to challenge our own thinking and to help us think differently about practice in order to transform it. Jones takes a feminist approach, integrating the 'toolbox' of Michele Foucault with Judith Butler's idea of making 'gender trouble', and extends it to the concept of 'diversity trouble'. The chapter addresses readers both unfamiliar and familiar with discourse analysis, creating links to the study of diversity, equality and inclusion. The empirical research that forms the central example of this chapter is a study of the work of diversity practitioners in relation to gender and race/ethnicity. Jones's chapter explores issues in carrying out feminist Foucauldian discourse analysis (FDA) by describing the methodological framework of this study, the specific methods used, and the theoretical and political issues implied at each stage.

In Chapter 21, 'Mixed methods and the scientific study of Māori identity: the story behind the multidimensional model of Māori identity and cultural engagement', Carla A. Houkamau and Chris G. Sibley describe the development of their multidimensional model of Māori identity and cultural engagement (MMM-ICE) and present their work as a case study of how qualitative and quantitative methods may be integrated to expand understandings of Māori diversity. They detail their model and measures of Māori identity, its origin and epistemology, and scale developed using both qualitative and quantitative mixed method research design. Currently, the MMM-ICE is the only statistically validated measure of its kind developed for use with an Indigenous population and therefore has the potential to contribute to conceptual and theoretical understandings of ethnic minority identity in a more universal sense. Houkamau, a self-identified Māori, and Sibley, a Pākehā, offer their work as an example of how bi-cultural collaborators may bridge the gap between Māori views of identity and the psychological imperative for systematic data collection and analysis. This is evidenced throughout their MMM-ICE research programme dedicated to articulating diverse Māori realities as well as highlighting where health-related, psychological and economic inequalities between Māori and Pākehā occur.

Chapter 22, 'Drawing from the margins: grounded theory research

design and EDI studies' by Elizabeth L. Holloway and Harriet L. Schwartz, offers an integrative summary of the way forward for EDI research that serves as a closing to this volume. The authors demonstrate how grounded theory method (GTM) provides EDI scholars with a powerful method to explore unseen social processes and contextual elements of workplace inclusion and exclusion. The chapter begins with a review of relevant GTM studies, illuminating the method's capacity to explicate organisational hegemony, intersectionality in the workplace, and often silenced and unheard voices and experiences. Holloway and Schwartz contend that GTM has the capability to explore social processes of inclusion and exclusion, the conditions under which these processes emerge and the impact of such processes on the social experience. They deliberate on the iterative processes of GTM and the components of the method that contribute to honouring the experience of marginalised groups, and offer a visual model to help understand GTM application and the critical decisions scholars encounter in the GTM research process. Several elements of the method sensitise researchers to their implicit bias: positionality, pre-conversations, diverse coding teams, reflexive memoing, and checking interpretive findings and reporting out to participants and relevant community members. Grounded theory method provides a rich and textured understanding of the iterative cycles of social interaction from perspectives of diverse groups, including attention to the contextual influence of social and cultural forces within the organisation and society. Creating theory that is grounded in these experiences provides scholar-practitioners with a foundation from which to initiate meaningful and relevant change.

In summary, in this volume there is no shortage of discussion of discursive peculiarities and further development of epistemological, methodological and methodical perspectives based on contextual and intersectional EDI research which set out not only to disclose discrimination processes at individual, meso and macro levels, but also to make institutional and organisational contexts more equality and inclusion orientated. The texts show the vitality of EDI-related research paradigms, methodologies and methods, and are meant to stimulate further productive discussions and fruitful outcomes. As editors of the book, we want to help deepen collective empirically orientated EDI learning despite the challenges of diversity within EDI research.

With this volume we hope to make a contribution to the diversity of empirical EDI research by overcoming traditional impeding boundaries and opening up a discursive space. This will allow researchers to engage with current social and organisational challenges in research that is epistemologically, methodologically and methodically sound, opening and transgressing cross-disciplinary perspectives.

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