

**ASSESSING THE WORKFORCE DIVERSITY AND INCLUSION IN THE OIL AND
GAS INDUSTRY. A CASE STUDY OF SUDD PETROLEUM OPERATING
COMPANY, JUBA, SOUTH SUDAN**

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DECLARATION

I, Beatrice Acouth Paul Kuol declare to the best of my knowledge that this research report is truly my original and has not been submitted in the fulfillment for any award of a degree in any other Institution of Higher Learning or University, so it is entirely out of my own efforts.

Signature

Date 9th Sept 2025

Beatrice Acouth Paul Kuol

APPROVAL

This research report has been successfully completed under my supervision and in accordance with the relevant institutional rules and regulations. I therefore recommend that it be accepted by the Board of Examiners for the award of a Bachelor's degree in Oil and Gas Management.

Name: James Mugerwa

Signature

Date: 11th September, 2025

DEDICATION

This work is dedicated to the loving memory of my dear late Dad Acouth Paul Kuol who guidance and wisdom continue to inspire me and to my beloved mother Nancy Richard Roman whose unwavering support and love mean the world to me. I also dedicate it to my uncle Kur Paul Kuol whose financial support, guidance and encouragement have been a constant source of strength and motivation to me and to my precious aunty Suria Richard Roman whose generosity and additional financial support in my journey.

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ABSTRACT

The study examined the workforce diversity and inclusion in SUDD petroleum operating company, Juba South Sudan. The company's workforce is highly diverse, with 60% of employees from different ethnic backgrounds, 30% female representation in the workforce and 20% of employees from various religious backgrounds. The study was guided by the objectives to examine the collaboration on inclusion, to examine the commitment on inclusion and to examine the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan. The study adopted a descriptive design, the researcher selected 52 respondents using Krejucie, Robert, Morgan, Daryle table of 1970.

The correlation analysis revealed a positive and statistically significant relationship between workforce diversity and inclusion at Sudd Petroleum Operating Company. The Pearson correlation coefficient of $r = 0.340$ indicates a moderate positive relationship, suggesting that as workforce diversity increases, inclusion within the organization also tends to improve. The significance value of $p = 0.014$ ($p < 0.05$) confirms that this relationship is statistically significant and not due to random chance. The regression analysis indicates that collaboration, commitment, and ability jointly have a significant but modest effect on inclusion at Sudd Petroleum Operating Company. The model shows a correlation coefficient of $R = 0.400$, with an R Square of 0.160, meaning that about 16% of the variation in inclusion is explained by the three predictors. The company should invest in building employee competencies through continuous training, mentorship, and skills development programs. The organization should strengthen teamwork and cross-departmental engagement by creating platforms for shared decision-making, promoting transparent communication, and encouraging joint problem-solving. The study concludes that SPOC employees generally possess the skills and capacities to engage inclusively, but gaps remain in managerial capabilities, training provision, and organizational responsiveness to inclusion challenges.

CHAPTER ONE

1.1 Introduction

The study examined the assessment the workforce diversity and inclusion in the oil and gas industry. The chapter included the background to the study, statement of the problem, objectives of the study, research questions, the scope of the study, significance, and conceptual framework.

1.2 Background of the study

The background of the study presented in four areas that is historical perspective, conceptual perspective and contextual perspective.

1.2.1 Historical perspective

Globally, work force diversity has become a concern of global giants, organizations seeking for significant development which are able to realize the value of work force diversity. The global scale has witnessed an increase in workforce diversity with countries like USA and Israel experiencing a high trend of events in their organization orientation whose non focus can cause trouble to organizations (Wambui, Boit & Magero, 2011). Workforce diversity in organizations across European countries such as Britain, Germany have had a strong development and managing of diversity with Africa struggling than American states. Several countries in developing and developed countries have undertaken efforts aimed at improving work force diversity for their performance excellence and functionality in the organizations.

Effective workforce diversity consideration has been created in developing nations, particularly in Africa, where it was not as big of an issue as it is now. With globalization and the necessity for more businesses to expand internationally in order to reach clients worldwide, the idea of diversity management gained traction (Bezrukova, 2010). Given that the topic has received little attention and that the situation of diversity in Africa has elicited diverse responses due to certain businesses not viewing it as crucial, there is a growing need to learn more about workforce diversity in Africa (Nguata, 2013).

Few nations, such as Ghana, South Africa, Nigeria, and Kenya, have given workforce diversity any thought, and those that have have minimal administrative and financial resources to explore

the idea (Robinson and Dechant, 2013). This gives supervisors insight on how to integrate diversity in the workforce. The Brentwood institutions' structural adjustment programs and economic liberalization and globalization made free market economies possible, particularly in Africa, but they also introduced the problem of labor diversity (Jain & Verma, 2016). Due to the possibility of cooperation among employees based on cultural, linguistic, religious, age, and gender differences, organizations are worried about managing workforce diversity (Nguata, 2013).

The African continent of South Sudan has seen managerial limitations in its administrative capabilities, with management inefficiencies among the enterprises being identified. The diverse demographics of South Sudanese organizations have created managerial challenges for their successful firms, and these limits have severely impeded the management of human resource potential (Harris & Sherblom, 2017). Businesses in South Sudan have increased their activities, and the country's workforce is more varied than ever. Furthermore, the nature of labor has evolved toward more specialized services where professionals from many international disciplines pool their resources to accomplish predetermined objectives within a predetermined time frame (Harris & Sherblom, 2017).

According to ILO (2018), the state of workforce diversity in South Sudan is one in which racial and linguistic considerations are prevalent in organizations. Many businesses report performance gaps as a result of miscommunications and employee conflict brought on by the various diversity in the organizations, which has a significant impact on the performance environment for the organizations (UNDP, 2018). The current wars in South Sudan that are based on tribal attitudes exacerbate the country's diversity issue and have even forced some employees to leave their jobs in search of safety (ILO, 2018).

1.2.2 Conceptual Perspective

The study considered the two variables, the independent variables (workforce diversity) and dependent variables (inclusion).

Carrell (2016) defines workforce diversity as the ways that people differ which can

affect a task or relationship within an organization such as age, gender, race, education, religion, and culture. Chatman and Spataro (2015) rightly note that there are a number of activities that an organization can engage in to manage the diversity of their workforce. Gupta (2016) define

diversity is a set of conscious practices that involve understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and building alliances across differences so that we can work together to eradicate all forms of discrimination. Workforce diversity has been described as the similarities and differences among employees in an organization in such characteristics as age, gender, ethnic heritage, physical abilities and disabilities, race and sexual orientation (Saxena, 2015).

According to Ehimare (2018) Inclusion is the practice of creating a work environment where all individuals feel respected, valued, supported, and fully able to participate regardless of their background, identity, or differences. In a workplace context, inclusion goes beyond just having a diverse workforce. It focuses on ensuring that everyone regardless of gender, ethnicity, disability, age, religion, or social background has equal access to opportunities, resources, and decision-making.

1.2.3 Contextual Perspective

The study was conducted in Sudan Petroleum Operating Company (SPOC) in South Sudan. Sudan Petroleum Operating Company is the second-largest oil-producing company in South Sudan, only led by Dar Petroleum Operating Company a consortium of firms with significant business operations in the country. Despite the company's focus on achieving financial performance, it has not fully established effective mechanisms for workforce diversity and inclusion that can drive organizational performance. SPOC employs a diverse range of employees with differences in age, gender, race, language, and religion, both at the head office in Juba and in the oil fields located in the Tharjath oil field in Unity State. Given the country's multi-religious and multi-ethnic context, inclusion ensuring all employees feel respected, valued, and equally engaged is essential for maximizing the benefits of this diversity. Without proper inclusion practices, these differences, if poorly managed, may lead to internal conflicts and reduced organizational performance (SPOC Report, 2019). This study is therefore assesses the workforce diversity and inclusion in South Sudan oil

and gas industry.

1.3 Statement of the problem

Oil operating companies in South Sudan play a vital role in the country's economic development, contributing significantly to the nation's GDP. However, Sudd Petroleum Operating Company (SPOC), a key player in the industry, has experienced a decline in overall performance, with 25% reduction in profits over the past two years, 15% decrease in sales revenue and 20% drop in productivity levels (SPOC Report, 2020). While the exact causes of this underperformance remain uncertain, existing indicators suggest that challenges related to workforce diversity and inclusion may be contributing factors (SPOC Report, 2017). The consequences projected is disparities in pay, promotions, and training opportunities and reduced job satisfaction and cohesion within organizations (Bezrukova, 2010).

Despite having human resource manuals in place, SPOC's policies have limited emphasis on managing and leveraging workforce diversity and promoting inclusive practices (SPOC Report, 2019). The company's workforce is highly diverse, with 60% of employees from different ethnic backgrounds, 30% female representation in the workforce and 20% of employees from various religious backgrounds. However, the presence of group separations and lack of meaningful inclusion appear to be creating internal divisions that hinder collaboration, reduce efficiency, and affect overall organizational performance. If these diversity and inclusion challenges persist, SPOC may continue to experience declining productivity and competitiveness in the oil and gas sector and difficulty attracting and retaining top talent in a competitive industry. This study aims to assess workforce diversity and inclusion in the South Sudan oil and gas industry, identifying gaps and opportunities for improvement. The research will investigate the current state of diversity and inclusion practices in SPOC and explore strategies to enhance organizational performance.

1.4 Purpose of the study

The purpose of the study was to assess the workforce diversity and inclusion in SUDD petroleum operating company, Juba South Sudan.

1.4.1 Objectives of the study

The study was guided by the following research objectives

- i. To examine the collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan.
- ii. To examine the commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan.
- iii. To examine the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan.

1.5 Research Questions

- i. What is the collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan?
- ii. What is the commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan?
- iii. What is the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was conducted in Sudd Petroleum Operating Co. South Sudan's Juba is home to Ltd. In Block 5A of the Republic of South Sudan, the corporation is involved in the exploration, development, and production of hydrocarbon resources. The Sudd Petroleum Operating Company headquarters in Juba, South Sudan, the study conducted the investigation. Sudd- Petroleum was selected due to a number of performance issues the company was experiencing, none of which had a clear reason.

1.6.2 Content Scope

The study examined assess the workforce diversity and inclusion in South Sudan oil and gas industry in Sudd petroleum operating company, Juba South Sudan.

1.6.3 Time Scope

The study covered the period between 2019-2025, the time chosen is appropriate since it provides avenues for assessing the study organization in terms of the workforce diversity measures needed to ensure the state workforce diversities. The study gathered information and interviews in 5 months from May, 2025 to August, 2025.

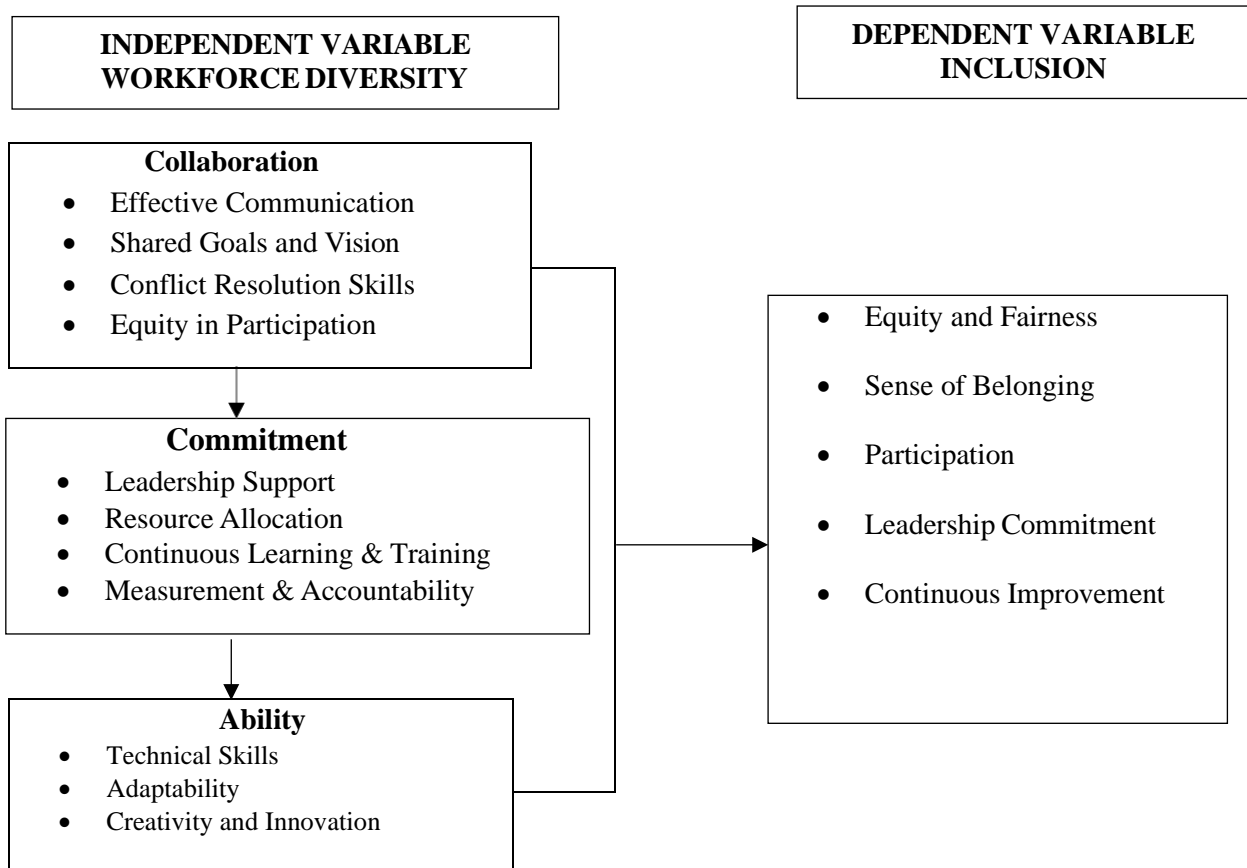
1.7 Significance of the Study

The outcomes were utilized to handle diversity data to improve and expedite work processes, formulate and implement policies, and solicit support and lobbying from different stakeholders to empower businesses in a variety of activities that impact their performance.

The results of the study are helpful to academics because they give them a foundation for future research and knowledge addition. The study's conclusions raise awareness among the interested parties and help them comprehend the benefits and drawbacks of the current workforce diversity and inclusion.

The report provides information on how businesses should handle diversity in an effort to position themselves for improved success. The results give an upper hand for the organizations in facilitating their performance.

1.8 Conceptual framework



Source: Adopted from Gellner, (2019) and modified by the researcher, (2025)

Description of the conceptual framework

This study is built on two key variables the independent variable (workforce diversity) and dependent variable (inclusion). Workforce diversity is comprised of three components: collaboration, commitment, and ability. Inclusion is conceptualized through five components: equity and fairness, sense of belonging, participation, leadership commitment, and continuous improvement. The interplay between workforce diversity and inclusion is expected to have a positive impact on organizational performance, driving innovation, productivity, and competitiveness. By understanding the relationships between these constructs, organizations can develop targeted strategies to leverage diversity and promote inclusion, ultimately enhancing their overall performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provided literature by scholars in areas related to the current study. The was presented in accordance to workforce diversity and inclusion in SUDD petroleum operating company, Juba South Sudan. Literature inclined to the above guidelines were searched from published documents, journals, conference papers and the internet.

2.2 Theoretical Review

2.2.1 Cultural Historical Activity Theory (CHAT)

The study adopted a Cultural Historical Activity Theory (CHAT) the originated in the work of Lev Vygotsky and his colleagues in the 1920s and 1930s.

It focuses on understanding and explaining the links between individual processes of learning and development, and the cultural and social contexts in which all learning and development take place (Leadbetter, 2008). The concept of artifact-mediated and object-oriented action in activity systems is considered the basis of CHAT (Vygotsky, 1997). Artifacts can be both material (i.e. a book) and internal representations of such mental models (for example the meaning and significance of a book for a teacher) (Cole, 1996). Activity systems are complex social organisations that involve the following elements: subjects, their communities, rules, artefacts, division of labour, and outcomes mediated through object (Engeström, 1999).

To begin with, the element of *Subjects* refers to the persons or groups working to achieve an object which leads to an outcome. Human subjectivity is seen to stem from existing activity processes (Stetsenko & Arieivitch, 2004). Secondly, *Community* is defined as “multiple individuals or subgroups who share the same general object” (Roth & Tobin, 2002, p. 114). For the purposes of this research, by community we refer to the head teacher, teachers, parents, pupils, support staff and other school

stakeholders, who collaborate and work together in a specific school. Thirdly, the element of *Rules* refers to the explicit and implicit regulations that drive actions and interactions within an activity system (Roth & Tobin, 2002). In the school context, these rules might relate to the general rules that govern the school as a community, the

school policy on inclusion, class sizes and curricula that are applied in classrooms. Fourthly, *Artefacts* can be seen as cultural products or as mediating artefacts in terms of ‘what, how, why and where to’ regarding the levels of working, ‘co-ordination, co-operation and communication’ (i.e. professional development materials focusing on inclusive education). Fifthly, *Division of Labour* refers to each individual’s role demarcation and role expectation in the pursuit of a desired outcome within an activity system (i.e. who does what) (Leadbetter, 2008). Next, the *Object* of the activity entails the source of motivation for a person’s actions, and thus defines the activity itself. The *object* can be the goal of an activity, the subject’s motives for participating in an activity, and the material products that subjects gain through an activity (Yamagata- Lynch & Haudenschild, 2009). In this sense, the element of *Outcomes* is mediated by the *Object* element. Sannino and Ellis (2013) note the perceived difference between the current state of the object and the desired outcome in terms of the motivation that drives the subject into developing the goals and actions to transform the object into the desired outcome. In the context of this study, by object we refer to teachers’ motivation in effectively supporting all students by providing them with equal and quality opportunities for participation.

2.3 Related literature

In more detail, the artifact-mediated construction of the object of the activity usually happens through tensions. Due to the multi-voice character of the activity system, tensions may rise between the elements of the activity (Engeström, 1999). For instance, different voices are rooted in the history of diverse communities of practice (i.e. between home and school). However, tensions within or between activity systems offer the potential for learning, which in the CHAT framework is called ‘expansive learning’ (Engeström, 1987). Arguably, as CHAT aims to bring such tensions at the forefront and encourage teachers’ reflections on such tensions, it may contribute to teachers’ collaborative learning on inclusion and inclusive practice in the school context (Waitoller & Kozleski, 2013). The ultimate goal of this project aligns to the aforementioned assertion as we aim to examine the ways in which teachers’ collaborative partnerships and activities may combat various forms of exclusion, and thus promote inclusion, in schools.

2.3.1 Workforce diversity

Work force diversity has over the years become a global organizational imperative. The contemporary work force is more diverse than ever due to several factors including but not

limited to demographic, globalization, intense competition, economic factors, the demand for the best and brightest talents, anti-discrimination measures, and the demand for quality products and services. In today's scenario workforce diversity is a necessity for the development, both in terms of economic growth and satisfactory intellectual, emotional and moral existence (Saxena, 2014). He further explained that in business firms the workforce diversity among employees does not merely mean differences in languages, perception, and attitude but also the management of differences of skills and knowledge, because according to him knowledge sharing is an important aspect to improve productivity among the organization which is guided by social interaction (Kumar and Suresh, 2020).

Although there has been some steady growth in the adoption of diversity management programs Kioko, (2012), the desired level is farfetched. Over the last decade, there have been reported cases of failure of the diversity management programs of some firms (Christian, Porter and Moffitt, 2006), however, there were stories of successful diversity programs. Therefore, it is important for organizations to understand, embrace and manage diversity for the benefit of the organization. As Ferreira and Coetzee (2010) postulates, managing diversity in the workplace is part of employee retention and attraction, with the intention to energize workplace productivity, thus increasing the organization's competitive edge. As cited by

Ferreira and Coetzee (2010), Arnold & Randall (2010), stated that, in today's world of globalization and demographic change, the workforce is becoming increasingly diverse, which has resulted in a greater variety of knowledge, skills, experiences and attitudes, all of which contribute to the organization's performance in what has become a highly competitive global business market. Supporting workplace diversity has the potential to have a positive impact on recruitment, retention, and employee engagement (Neault and Mondair, 2011), which will by extension impact positively on organizational performance. Over the years, researchers have explored the relationship between diversity and performance, however they cannot still agree in totality the impact the former has on the later. In this paper, the authors attempt to review the works of scholars mainly looking at four key diversity factors (generational diversity, gender diversity, ethnic diversity and educational diversity) and their relationship with performance.

Workforce diversity broadly refers to the heterogeneity and differences among employees in an organisation relating to age, cultural background, race, physical ability, gender, sexual orientation, language, religion, appearance and economic status (Inegbedion et al., 2020). Research tends to refer to diversity in the workforce as ‘inclusion’, ‘inclusive

workplace’, ‘equality in the workplace’, ‘diverse workforce’ and ‘equal opportunities’ (Le et al., 2018; Le et al., 2021; Seliverstova, 2020). While the terms are often used together and may be related, they are unique (International Labour Organisation, 2022).

Since its inception, definitions of diversity have broadly focused on the personal characteristics of particular groups (e.g., ethnicity, gender, age). However, the focus can often vary across countries and cultures (ILO, 2022). The International Labour Organization (ILO) (2022) offers a useful working definition for each of the broader terms, stemming from the wider research. They define diversity as referring to the similarities and differences which exist between people that may have an impact on their employment and their opportunities and outcomes within the workplace. Diversity is said to not only relate to similarities and differences with regards to characteristics like age, gender, disability, culturally and linguistic diverse (CALD) background, race, to name a few, but also to aspects such as values, caring responsibilities, work role, place in the hierarchy, and workstyles.

While diversity has tended to focus on characteristics like gender, ethnicity, race, age, sexual orientation, and disability, this has been shifting to include other aspects of identity including skills, cognitive styles, or values (Clauss-Ehlers et al., 2019). Diversity is also often influenced by more than one characteristic and the research stresses the importance of understandings of intersectionality for example, where a person may be diverse in their gender, ethnicity and disability (Frenkel & Wasserman, 2020; Johnson et al., 2020).

2.3.2 Inclusion

Meanwhile, the term inclusion is more relational, referring to the experience people may have in the workplace and how valued they feel for their skills, contributions and experience. Inclusion is about people feeling a sense of belonging with others in the workplace, enabling them to feel a sense of equality and thereby thrive in their engagement and performance (Appiah et al. 2018; Le et al., 2021).

According to the International Labour Organization’s (2022) global study Transforming Enterprises through diversity and inclusion, ‘inclusion’ relates to when

individuals feel both a sense of belonging (with strong connections and acceptance from others) and individuation (whereby they feel seen, valued and understood without having to conceal parts of themselves or adapt to fit in with others). Inclusion also means employees from under-represented groups

have a voice in the decision-making processes and are treated fairly in organisations (Le et al., 2018; Le *et al.*, 2021).

2.4 Nature of workforce diversity management in organizations

Ethnic diversity implies diversity in languages, religions, races & cultures. The growth of ethnicity was the focus of 90's & it is still gaining more momentum (Arokiasamy, 2015). There has been an increase in multicultural workforce in the organizations for utilizing greater participation & synergy to improve & increase both employee satisfaction & business performance. This increase is due to multicultural increase of our society. Ethnic diversity is highly relevant in an increasingly globalized world. It is a current fact of life. A moderate level of ethnic diversity has no effect on team performance in terms of business outcomes i.e. sales, profit, & market share (Kunda & Mor, 2017). However, if at least the majority of team members is ethnically diverse, then more ethnic diversity has a positive impact on performance. The diversity recognition and focus are ideal for enhancing the performance for the organizations as means to generate effective defence in the people categories and status of people living in an organization.

Wilson and Schwabenland (2016) empirically explored that ethnicity is insignificantly negative in its relationship to both employee productivity and performance. Ethnic diversity would benefit team performance due to a more diverse pool of skills and knowledge that leads to complementary and mutual learning. For example, due to complementarities and learning opportunities, ethnically diverse teams are associated with more creativity and innovation (Akpakip, 2017). On the other hand, the costs associated with more ethnic diversity would be related to more difficult communication and coordination. All in all, ethnic diversity is an influential source of heterogeneity. Ethnically diverse teams working in relatively homogeneous organizations experienced performance deficits relative to the more homogeneous teams.

According to Wong, Gardiner, Lang & Coulon (2010) ethnicity can be used as a proxy for cultural background and diversity in ethnicity can be expected to be positive for innovative performance, since it broadens the viewpoints and perspective in the firm. Moreover, based on Timmermans *et al.*, (2011) study some levels of diversity

in ethnicity might be positive associated with innovation, high degree of diversity in ethnicity might be negative since it can create conflict and cliques due to social categorization. The status of positive form connected

to innovation can enhance and induce functionality of the world systems that can support the organizational functioning.

Diversity can be experienced through gender; Gender-based inequities in organizations are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males (Arokiasamy, 2015). In other words, organizations prefer to hire male workers compared with women because they are perceived to have better performance and ability to manage their jobs.

Durga (2017) established significant amount of workforce diversity remains ineffective if gender issues are not first recognized and managed. According to Kyalo (2015) providing an equal job opportunity to women is vital to improve performance of employees in an organization. These societal mandates eliminated formal policies that discriminated against certain classes of workers and raised the costs to organizations that failed to implement fair employment practices. Discrimination on hiring workers based on gender has resulted in organizations hiring workers who are paid higher wages than alternative workers, but are no more productive. The value of diversity is hence effective for the managed considerations that can implement employee's practicable ventures in life and avenues in developed focused.

Maingi (2015) found that age heterogeneity on its own has a negative effect on individual productivity. Moreover, in the case of routine tasks, there are no substantial gains from age heterogeneity that could offset the increasing costs resulting from greater age heterogeneity. Thus, companies with routine types of work, increasing age heterogeneity overall leads to a decline in productivity. The researchers also stated the western findings suggested that the

older and younger employees must come together to form coherent and viable corporate culture. From the researcher, these values possessed by different age groups can complement each other in companies and it tends to achieve better firm performance. In her study result, showed that different age groups provide different values for companies and these values can complement each other which improve companies performance.

Religious in organizations where workers are predominantly from one religion, there are tendencies to ignore the minorities' religious requirements such as their days of worship therefore a challenge. This may especially be so for faith-based companies of a certain ideology or workers who wish to live consistently with their beliefs in organizations that are expressly

non-religious. Bezrukova (2010) argued that as the focus on diversity and inclusion in the workplace grows, so does the visibility of faith in the workplace. When the organization's values align with those of its employees, there is positive impact on employee and customer loyalty, productivity and customer satisfaction. Religion and spirituality have in the past been seen as a private matter with little or no place in most organizations.

Mazibuko & Govender (2017) provides that as organizations embrace an expanding global economy and increase their sourcing of global job candidates, religious diversity in the workplace is rising. In addition, a growing number of employees are taking their religion and spirituality to work. Religion and spirituality, for many employees, are no longer a part of their lives that they leave at home. Spirituality for these employees is a way of life their religion and spirituality define who they are. Religion is not limited to traditional, organized religions, but also includes religious beliefs that are practiced by a small group of people and are not part of a formal church or sect." Religious observances or practices include, for example, attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities. Religion and other forms of diversities can generate effective means to managing the diverse employees in the organizations that is attributed for means of living stakes managements.

2.5 The collaboration on inclusion

The literature has broadly defined supply chain collaboration as multiple firms or autonomous business entities engaging in a relationship that aims to share improved outcomes and benefits (Soosay and Hyland, 2015). Thus, collaboration can exist in many forms internally, externally, vertically and horizontally (Barratt, 2004) and is often regarded as a deliberate strategy (Fawcett *et al.*, 2010). In their content analysis of the collaboration literature, Soosay and Hyland (2015) found that research has concentrated on dyadic buyer supplier vertical collaboration. Miemczyk *et al.*, (2012) called for researchers to look beyond dyadic relationships by taking a network perspective that includes horizontal relationships and the roles of non-business actors. Few authors have explored horizontal relationships in the context of sustainable supply chain management (SSCM), with Touboullic and Walker

(2015) suggesting the relational view (Dyer and Singh, 1998) would be an appropriate theory for such future work. More generally, supply chain research into modern slavery is limited, with Gold *et al.* (2015) calling for more empirical work. Further, although previous studies

have considered the impact of environmental regulation (Sharfman *et al.*, 2009; Ramanathan *et al.*, 2014), there is a need to also examine the impact of social regulation, i.e. modern slavery legislation, on collaboration.

Active collaboration within professional communities has received great attention in the area of inclusive education. Inclusive education is considered as an approach which meets the needs of a wide range of learners who may be vulnerable to exclusion, despite their needs, abilities, gender, race and socio-economic background (Waitoller & Kozleski, 2013). In this vein, the term ‘inclusive practice’ refers to the instruction assessment, classroom behaviour management, and collaboration with teachers and other staff members (Malinen *et al.*, 2013). Research evidence suggests that teachers’ collaboration plays an important role in enhancing the educational experience of all students, regardless of gender, social class, sexual orientation, SEN status or any other characteristics (Mulholland & O’Connor, 2016; Robinson, 2017; Karousiou, Hajisoteriou & Angelides, 2019). Hang and Raben’s (2009) study highlights that teacher collaboration may increase students’ (and particularly those characterised as having SEN) access to a wider range of instructional methods, improving their academic potential and outcomes. In addition, teachers’ collaborative activity may increase interaction between students and their peers, while enhancing their self-esteem and mitigating challenges related to students’ behaviour (Murawski, 2010).

As it has been argued, collaboration entails one of the main pillars underpinning inclusion in diverse school settings (Hajisoteriou & Angelides, 2016). It may promote teachers’ inclusive professional competence, knowledge, skills, and values. Similarly, Waitoller and Kozleski (2013) explain that providing teachers with the opportunity to reflect on their experiences of collaboration with other members of the community (including their current understandings and their perceptions of tensions that might arise in this process) may help them to become more inclusive teachers. However, Cook and Friend (2010) differentiate collaboration from other styles of interpersonal interaction, defining collaboration as a style for direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work towards a common goal. Collaboration presupposes joint work, shared responsibility and high levels of mutual trust and respect.

In addition to collaboration between competitors, there has also been research into collaboration with external stakeholders such as NGOs or non-business actors (Bäckstrand, 2006; Mena and Palazzo, 2012). Hahn and Gold (2014), for example, have considered

collaboration amongst business and non-business actors when implementing Base of the Pyramid (BoP) projects. These non-business actors contribute non-tangible resources (such as local market expertise, information and know-how) and facilitate trust amongst other BoP actors. Other studies have researched collaboration with NGOs; for example, McDonald and Young (2012) investigated the evolving relationship between Greening Australia (NGO) and Alcoa (an Australian mining company) where collaboration improved the reputation of both organisations. Similarly, Rodríguez et al. (2016) researched the benefit of six firms collaborating with an NGO to implement supplier development programmes to alleviate poverty. Likewise, Albino et al. (2012) confirmed that both vertical collaboration within the supply chain (customers and suppliers) and outside (NGOs and governments) were effective for enhancing environmental performance, reducing emissions and establishing innovative initiatives.

In the context of modern slavery, Gold et al. (2015) discussed the multi-stakeholder approach needed to remediate slavery with reference to initiatives in West African cocoa farms and tobacco sourcing in Kazakhstan involving buyers, suppliers, government, NGOs, communities, etc. The examples further highlighted the complementary resources, including local knowledge that non-business actors can offer to the relationship. However, there is scope to build on these insights by using first-hand empirical evidence to further understand the impact of non-business actors being present during horizontal collaboration. In particular, no prior literature has looked at this empirically in the context of modern slavery.

2.6 The commitment on inclusion

Most scholars acknowledge workplace diversity in its value of individual differences has the potential to create a positive environment in which employees feel appreciated with their abilities being fully acknowledged (Seliverstova, 2020; Yadav & Lenka, 2020a, 2020b). Studies also suggest that workplaces that are diverse and embrace inclusion are more productive (Triana et al., 2021), and can improve innovation (Sung & Choi, 2021), while at the employee level, diversity can improve employee wellbeing (Le et al. 2018; Le et al., 2022), career success and cultural intelligence (Le et al., 2023), and motivation (Lin, Li & Lam, 2021). Further, enhancing the diversity of the workforce and industry overall in order to work towards

industry agreed goals of increasing global equity in mining ultimately align with the 2015 UN Sustainable Development Goals (SDGs) (Kincaid & Smith, 2021).

Research suggests that diversity can provide benefits such as increased creative potential, the capacity to tap into wider social networks, information and outcomes that incorporate the concerns of multiple parties (Hossain et al., 2020; International Labour Organization, 2022). Bringing a diverse mix of people into a workplace with varied skills, experiences and perspectives has the potential for improved outcomes for the workforce, the performance of the business, as well as society and the economy overall (ILO, 2022).

According to Sung and Choi (2019) changes in the labour force, compounded by the pandemic, have put many organisations in a quandary forcing them to revise and institute new policies and practices designed to attract and retain employees from different backgrounds.

2.7 The ability on inclusion

the ability through Labour scarcity is currently affecting many industries around the world, particularly the resource industries of mining and energy. According to recent reports, mining companies are experiencing a notable shortage in staff with 71% of leaders in the sector indicating that staff shortages are hampering their efforts to deliver on production targets and objectives, while 86% of mining executives suggest recruiting and retaining talent has become increasingly difficult (Abenov et al., 2023). These challenges according to a recent McKinsey report (2023) look set to continue at a global level given the 63% drop in mining engineering enrolments in Australia over the last ten years. Countries like the US are facing similar issues with mining graduations dropping by 39% since 2016. Further compounding the staff shortages include the aging workforce, with the industry facing a looming crisis, with almost half of the skilled technical workforce due to retire in the next decade (PWC, 2019).

A range of strategies and initiatives are being employed by mining companies to address the workforce issue and attract and retain more staff. These strategies include automation (Oshokoya & Tetteh, 2018), more flexible work arrangements like offering fly- in/fly-out (AWRA, 2023), and promoting better working conditions and higher wages (Juif & Franker, 2018). Another solution being offered is to draw on the resource of groups of people often under-represented within the workforce,

including immigrants (Knights, 2020), those from indigenous backgrounds (Minerals Council of Australia, 2023), women (AWRA, 2023; Perks & Schulz, 2020), neurodiverse people (Bewsey, 2020), and immigrants and veterans (Davies, 2018; Harvey & McKinnon, 2019).

According to Kincaid and Smith (2021), some companies within the industry are increasingly looking to Diversity and Inclusion (D&I) programs to help attract, retain, and support staff from under-represented groups. However, the studies around these programs and initiatives are limited. To address the gap in the research and lack of information about these programs in the mining context, Kincaid and Smith (2021) undertook an analysis of eight mining companies from 2012-2019 to determine their efforts in the diversity and inclusion space. They found that while more attention was being paid to diversity and inclusion in the industry, the reporting of progress and outcomes of these programs in companies in this space could be more transparent.

Zaffron et al., (2019) claim the lack of information available on diversity and inclusion initiatives in the sector, is one of the greatest barriers to the adoption of this strategy. While national reports exist in various countries (for example, Australia and Canada), there is no current report on diversity and inclusion in the mining workforce across the industry (PwC, 2019). Further, there is limited research available on the varied international perspectives on diversity and inclusion, which is of particular significance to this industry given its international nature (Kincaid & Smith, 2021).

2.8 Challenges to diversity and inclusion

While the benefits of diversity and inclusion are notable, there is no denying that there are challenges and obstacles to their successful implementation. Studies show that these challenges may include cultural and structural barriers at the organisational level (Kemp & Owen, 2020). For example, limited flexibility, parental leave and a culture of travel/relocation often preclude women with children who may want to enter the resources workforce (Pugliese, 2021). Increasingly, the industry is focusing on ethnic or racial diversity (Mell, 2020), as well as age diversity (given that the mining workforce is one that is rapidly aging) (Lööv, Abrahamsson & Johansson, 2019).

Diversity and inclusion efforts are well publicised in annual reports with ample metrics, policies, and associated data to demonstrate the overall inclusiveness of a company (Global Reporting Initiative, 2019). In order to support businesses in their

corporate sustainability reporting, the Global Reporting Initiative (GRI) instituted a range of standards (released in 1998), which are considered the leading standards. The International Institute for Environment and Development further recommended regular public sustainability reporting including the adoption of GRI standards specifically by mining companies (Kincaid & Smith, 2021). It is

said that now almost every major mining company adheres to annual sustainability reporting, which have now become a way to showcase their commitment to sustainability efforts, particularly those around diversity and inclusion, driven by increasing demand in the community and industry for more action on diversity (Mell, 2020).

2.9 Research Gap

Despite the extensive literature on workforce diversity, inclusion, and collaboration within organizational a significant research gap remains in the integration and empirical investigation of how collaborative practices among employee in the oil and gas sector or professional communities translate into inclusive workplace especially in complex, diverse contexts. While numerous studies have examined diversity along axes such as gender, ethnicity, age, religion, and cognitive style (Seliverstova, 2020; Clauss-Ehlers et al., 2019), and have highlighted the benefits and challenges associated with managing such diversity (Akpakip, 2017; Mazibuko & Govender, 2017), fewer studies have focused on the dynamic interplay between diversity management and collaborative practices aimed at fostering inclusion. Furthermore, much of the current research remains sector-specific, fragmented, or predominantly conceptual, with limited empirical evidence linking artifact-mediated collaboration (as framed in Engeström's Activity Theory) with actual inclusive outcomes in either education or industry (Waitoller & Kozleski, 2013).

Additionally, while the role of external stakeholders (e.g., NGOs) in fostering collaboration has been acknowledged, their impact within horizontal, multi-actor networks in addressing social exclusion remains underexplored. This indicates a pressing need for interdisciplinary, context-specific research that empirically examines how collaborative strategies across diverse professional and cultural groups concretely influence inclusive practices and outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter entailed research methodology that was used in the study. This included the research design, target population, the sample size and sampling procedure to be used. The research instruments were employed in the study, measures to test reliability and validity of the study, the data collection procedure and data analysis techniques finally the ethical consideration that were followed during the study.

3.2 The Research Design

The study adopted a descriptive design. This design was selected because the researcher intends to establish facts that already exist as opposed to creating new information that necessitate experimental research. Descriptive research was used to describe the status of workforce diversity management. The study was cross-sectional because data will be gathered from the respondents at one point. It was carried out using quantitative methods to generate information by use of questionnaires. The study therefore was based on the views of the respondents to draw conclusions and also make recommendations.

3.3 Study area

The study was conducted in Sudd Petroleum Operating Co. South Sudan's Juba is home to Ltd. In Block 5A of the Republic of South Sudan, the corporation is involved in the exploration, development, and production of hydrocarbon resources. The Sudd Petroleum Operating Company headquarters in Juba, South Sudan, the study was conduct the investigation. Sudd- Petroleum is selected due to a number of performance issues the company were experiencing, none of which had a clear reason.

3.4 Study Population

The study targeted a population of 78 respondents who comprises of administration, operations staff, Engineering, finance and accounting, contracts management and

project officers the employees that has adequate understanding of the study. The study population represent the

entire population of the employees in the Sudd petroleum operating company. These were chosen since the management problem of diversities affects all the categories of the employees.

3.5 Sampling procedures

The study employed a combination of simple random sampling and convenience sampling techniques. Simple random sampling was used to select respondents from among operational employees, finance staff, engineering personnel, contracts management employees, and project officers. These groups have sufficient knowledge and experience regarding workforce diversity, making them appropriate for the study. In addition, convenience sampling were used to select administrators, as this method provides an opportunity to engage respondents who are readily available and accessible. The approach helped minimize discrimination and bias in the selection process while ensuring relevant perspectives are captured.

3.5.1 Sample Size

A sample is the subset of a population that was chosen to represent the population. Basing on the study population, the researcher selected respondents using Krejucie, Robert, Morgan, Daryle table of 1970. The total sample is based on the total populations that provided 53 as a sample population as shown in the table in Appendix I.

Table 1: Sample Size distribution for respondents / key informants

Category	Target Population	Sample Size	Sampling Techniques
Administration	5	4	Purposive sampling
Engineering	5	5	Purposive sampling
Finance and accounting	5	5	Simple Random
Contracts management	2	2	Purposive sampling
Operations Staff	52	31	Simple Random
Project Officers	9	5	Purposive sampling
Total	78	52	

Source: Primary Data, 2025

3.5.2 Sampling Techniques

The study adopted a mixed-method sampling approach, specifically combining simple random sampling and convenience sampling techniques. Simple random sampling was applied to select participants from operational employees, finance staff, engineering personnel, contracts

management employees, and project officers. These categories of employees are directly involved in the day-to-day activities of the organization and possess adequate knowledge and experience related to workforce diversity.

Convenience sampling was used to select administrators. This approach is deemed appropriate because administrators are fewer in number and may have varying schedules, making it practical to select those who are readily accessible and willing to participate. Convenience sampling in this context allowed the researcher to capture critical administrative perspectives without introducing unnecessary delays to the data collection process.

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3.6 Data collection methods and Instrument

3.6.1 Primary data

The study relied on primary data which is information that a researcher collects first-hand for a specific research purpose, directly from the original sources. This was obtained directly from respondents through the use of structured questionnaires.

3.6.2 Research Questionnaire

The questionnaires contained both closed-ended and open-ended questions to capture quantitative and qualitative information on workforce diversity. This method is chosen because it allowed for the collection of first-hand, specific, and relevant data directly from participants, ensuring accuracy and reliability.

These were delivered to the respective respondents (employees of Sudd operating company). The study adopts the scales of Kyalo (2015) and Gupta (2016) on the collaboration on inclusion, the commitment on inclusion, and the ability on inclusion. The questionnaire was structured on the basis of section A, Demographic traits of respondents, section B is on the collaboration on inclusion and section C on the commitment on inclusion and D on the ability on inclusion.

3.7 Data Analysis

3.7.1 Quantitative Analysis

The responses from the closed-ended questionnaire items was coded and analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations. This helped summarize and present the data in a clear and concise manner. Where applicable, inferential statistical tests may be conducted to determine relationships or differences between variables. The analysis will be performed using statistical software which is SPSS.

Table 2: Mean Rang of a five-level Likert scale

Scale	Mean range	Interpretation
Strongly agree	4.20-5.00	Very high
Agree	3.40-4.19	High
Not sure	2.60-3.39	Moderate
Disagree	1.80-2.59	Low
Strongly Disagree	1.00-1.79	Very low

Adopted from Renis Likert (1932)

3.7.2 Qualitative Analysis

The responses from open-ended questions was analyzed using thematic analysis. The researcher was carefully read through the responses, identify recurring patterns or ideas, group them into themes, and interpret their meanings in relation to the research objectives. This approach helped capture deeper insights and contextual nuances that may not be evident from numerical data alone.

3.8 Quality Control

3.8.1 Data Validity

To ensure the validity of the questionnaire three experts in research involved in instrumentation of the research instruments. In this regard, after formulating the questionnaires, they were submitted to the experts to ensure their validity through their duty's basis. This was base on the estimated alpha coefficient value of 0.7 and more. Thus, after the expert's judgment, the compilation of the resonances from the experts were computed to determine the content validity index (CVI). The findings

from the three experts were used to establish content validity index.3.9 Validity of the Instruments. Validity were tested as follows:

$$CVI = \frac{\text{valid Items}}{\text{Total Number of Items}}$$

The acceptable rate that researcher preferred is 0.5 that resulted from the division of the corrected questions out of the total questions.

Experts	Valid questions	Non-Valid	Total
1	25	2	27
2	22	5	27
3	23	4	27
Total	70	11	81

$$CVI = \frac{70}{81}$$

The CVI that was computed above 0.864, the research instruments are declared valid by the experts. Because the CVI is above 0.7, then the research instrument is valid.

3.8.2 Data Reliability

The reliability of the questionnaires is improved through pre-testing of pilot samples. This was enabled the amendment of some questions. Furthermore, reliability of the scales were carried out with the application of the Cronbach Coefficient Alpha for the computations so as to check for the internal consistency of the scales. The Cronbach coefficient alpha on internal consistency test is used with the results to be presented in table below. Results with the alpha coefficient from the findings indicated that the instrument had an internal consistency and is therefore reliable.

Table 3: Showing reliability of the research instrument

Items	No of items	Cronbach value
The commitment on inclusion	8	.832
Collaboration on inclusion	8	.754
The ability on inclusion	7	.720
Total	23	.781

Results with the alpha coefficient from the findings indicate that the instrument has an internal consistency and is therefore reliable since the cronbach value is high, 0.781.

3.8 Ethical considerations

This study was conducted following ethical procedures governing social research studies. An introductory letter was obtained from Uganda Christian University, introducing the researcher to the respondents as seeking assistance in conducting the survey. Consent were sought from respondents before questionnaire is handed to them or before interviews is conducted. Attention was also given to the rules governing photography in the area of study for the observable elements of the study.

The questionnaire contained an introductory statement requesting for the respondent's cooperation in providing the required information for the study. The respondents were further assure of the confidentiality of the information provided and that the study findings were meant for academics' research purposes only. Plagiarism avoided by acknowledging secondary information sources through referencing.

3.11 Limitation of the study

The major limitations of this study are expected to be time constraints, and lack of first-hand writings. To get an accurate data needs it need to be considered that a lack of time and willingness by entrepreneurs to complete questionnaires might create problems in obtaining a representative sample.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter analyzes the data collected from the respondents, presents, interprets and discusses it. The chapter comprises the questionnaire response rate and objective specific themes. The chapter found out results on the assessment the workforce diversity and inclusion in the oil and gas industry. The subsections here include: Demographic information, *to examine the collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan, the commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan and to examine the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan.*

4.1 Demographic Information

This section analyses, presents and interprets the findings on the respondent's age in completed years, their gender, level of education, and how long they have worked for the organization.

4.1.1 Gender of the respondents

The respondents were asked to state their gender in completed years. The results are as shown in table

Table 4: Showing the gender of respondents

	Frequency	Percent
Male	30	57.7
Female	22	42.3
Total	52	100.0

Source: *Computation from field data, 2025*

The results show that out of the 52 respondents who participated in the study, 30 (57.7%) were male while 22 (42.3%) were female. This indicates that there were more male respondents compared to female respondents, suggesting a gender

imbalance in the sample. The higher proportion of male participants may reflect the gender composition of the population under study or could be influenced by factors such as accessibility, willingness to participate, or the

nature of the study area. Nonetheless, both genders were fairly represented, which provides a balanced perspective, though slightly male-dominated.

4.1.2 Age of the respondents

The respondents were asked to state their age in completed years. The results are as shown in table.

Table 5: Showing the age of respondents

Category	Frequency	Percentage
18-27 years	8	15.4
28-37 years	27	51.9
38-47 years	8	15.4
48-57 years	7	13.5
58 and above	2	3.8
Total	52	100.0

Source: *Computation from field data, 2025*

The age distribution results indicate that the majority of respondents, 27 (51.9%), were within the 28-37 years age bracket. This suggests that the study population was largely composed of young adults in their prime working and productive years. Respondents aged 18-27 years and those aged 38-47 years each accounted for 8 (15.4%), showing an equal representation of younger and middle-aged participants. Meanwhile, 7 respondents (13.5%) were aged 48-57 years, while only 2 respondents (3.8%) were 58 years and above, indicating minimal representation of older individuals. Overall, the findings highlight that most participants were relatively young, with fewer respondents in the older age categories, which may have implications for their perspectives, energy levels, and attitudes towards the subject of study.

4.1.3 Education of the respondents

The respondents were asked to state their education in completed years. The results are as shown in table.

Table 6: Showing the education

Category	Frequenc y	Percen t
Secondary	23	44.2
Tertiary	17	32.7
Diploma	7	13.5
Degree	5	9.6
Total	52	100.0

Source: *Computation from field data, 2025*

The education level distribution shows that the largest proportion of respondents, 23 (44.2%), had attained secondary education, followed by 17 (32.7%) with tertiary qualifications. A smaller number, 7 respondents (13.5%), had obtained diplomas, while only 5 (9.6%) held degree qualifications. This indicates that the majority of participants had relatively lower formal education, with fewer progressing to higher academic levels such as diplomas and degrees. The dominance of respondents with secondary and tertiary education suggests that the study sample was composed mainly of individuals with basic to intermediate qualifications, which may influence their knowledge, skills, and perceptions relevant to the study area.

4.1.4 Working experience of the respondents

The respondents were asked to state their working experience in completed years. The results are as shown in table

Table 7: Showing the Working experience

Category	Frequency	Percen t
1-2 Years	9	17.3
3-5 years	12	23.1
6-8 years	13	25.0
9-11 years	17	32.7
12 above	1	1.9
Total	52	100.0

Source: *Computation from Field Data, 2025*

The findings on working experience reveal that the majority of respondents, 17 (32.7%), had between 9-11 years of work experience, followed closely by 13 (25.0%) who had 6-8 years of experience. This shows that most participants were relatively

experienced in their respective fields. Additionally, 12 respondents (23.1%) had worked for 3-5 years, while 9 respondents (17.3%) had 1-2 years of experience, indicating a fair representation of early-career

individuals. Only 1 respondent (1.9%) had worked for 12 years and above, showing limited representation of highly experienced individuals. Overall, the data suggests that the study sample was dominated by respondents with moderate to substantial work experience, which could contribute to more informed and practical insights into the subject under investigation.

4.1.4 Nature of their engagement

The respondents were asked to state their engagement in completed periods. The results are as shown in table

Table 8: Showing the nature of employee engagement

	Frequency	Percentage
Weekly	6	11.5
Monthly	21	40.4
Quarterly	17	32.7
Semi-annually	4	7.7
Annually	4	7.7
Total	52	100.0

Source: *Computation from Field Data, 2025*

The results on employee engagement indicate that the majority of respondents, 21 (40.4%), reported that engagement activities take place on a monthly basis. This is followed by 17 respondents (32.7%) who stated that engagement occurs quarterly. A smaller proportion, 6 respondents (11.5%), reported weekly engagement, while 4 respondents each (7.7%) indicated that engagement is conducted semi-annually and annually. These findings suggest that most organizations prefer a monthly or quarterly approach to employee engagement, which allows for regular interaction without being overly frequent. However, the relatively low percentages for weekly, semi-annual, and annual engagement indicate that less frequent strategies may not be as effective in maintaining continuous employee involvement and motivation.

4.2 The rate on how the collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan.

Table 9: Descriptive statistics showing the rate on the collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan.

	Mean	Std. Deviation
Is the department actively collaborating with other departments to promote an inclusive workplace culture?	3.50	1.44
Are the employees from diverse backgrounds are encouraged to work together on projects and tasks?	3.65	1.29
Does the management support and facilitates cross-departmental initiatives that foster inclusion?	3.61	1.40
Do you think collaboration in the company allows everyone's ideas to be valued regardless of background?	3.50	1.47
Does the company allow team members to openly share information and resources across different roles and backgrounds?	3.50	1.44
Is collaboration efforts at SPOC improved understanding and respect among employees of different cultures?	3.61	1.45
Average	3.56	1.415

Source: *Computation from Field Data, 2025*

The descriptive statistics on collaboration and inclusion at Sudd Petroleum Operating Company (SPOC) reveal moderate perceptions among employees. The overall average mean of **3.56** with a standard deviation of **1.415** suggests that respondents generally agreed that collaboration exists, though opinions varied across individuals. Specifically, the highest-rated item was *encouragement of employees from diverse backgrounds to work together* (Mean = 3.65, SD = 1.29), indicating that diversity in teamwork is fairly recognized. Similarly, *management support for cross-departmental initiatives* (Mean = 3.61, SD = 1.40) and *collaboration improving*

cultural respect (Mean = 3.61, SD = 1.45) also scored above average, highlighting management's positive role in fostering inclusion.

On the other hand, aspects such as *valuing everyone’s ideas regardless of background* (Mean = 3.50, SD = 1.47), *sharing of information and resources across roles* (Mean = 3.50, SD = 1.44), and *active collaboration across departments to promote inclusivity* (Mean = 3.50, SD = 1.44) recorded slightly lower but still moderate agreement. The relatively high standard deviations across items (ranging from 1.29 to 1.47) suggest differing perceptions among employees, with some strongly agreeing while others remain neutral or disagree. Overall, the findings indicate that collaboration for inclusion is present at SPOC but not strongly established, signaling room for improvement in ensuring consistency and stronger buy-in across the workforce.

4.3 The rate on how the commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan.

Table 10: Descriptive statistics showing the rate on the commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan.

	Mean	Std. Deviation
Does the company’s leadership demonstrate a strong commitment to promoting inclusion in the workplace?	3.71	1.25
Does inclusion clearly reflect in the company’s policies, strategies, and decision-making processes?	3.7115	1.19
Does SPOC allocate sufficient resources (time, budget, training) to support inclusion initiatives?	3.69	1.21
In the company, are leaders and managers actively model inclusive behaviors in their daily work?	3.76	1.26
Are employees are encouraged and supported to participate in inclusion-related programs or activities?	3.69	1.21
Does the company regularly reviews and improves its practices to ensure all employees feel valued and respected?	3.63	1.26
Average mean	3.71	1.23

Source: *Computation from Field Data, 2025*

The descriptive statistics on commitment to inclusion at Sudd Petroleum Operating Company (SPOC) reveal a generally positive perception among employees. The overall average mean of

3.71 with a standard deviation of 1.23 indicates that respondents moderately agreed that the company demonstrates commitment to inclusion, though variations in opinions still exist.

The highest-rated aspect was *leaders and managers actively modeling inclusive behaviors in daily work* (Mean = 3.76, SD = 1.26), suggesting that leadership conduct plays a key role in shaping inclusion within the company. Closely following are *leadership commitment to inclusion* (Mean = 3.71, SD = 1.25) and *inclusion reflected in company policies, strategies, and decision-making* (Mean = 3.71, SD = 1.19), showing that both leadership intent and organizational structures are moderately aligned with inclusive practices.

Other important areas, such as *allocation of resources to support inclusion* (Mean = 3.69, SD = 1.21), *encouraging employees to participate in inclusion programs* (Mean = 3.69, SD = 1.21), and *reviewing practices to ensure employees feel valued* (Mean = 3.63, SD = 1.26), also scored above average. These results imply that while SPOC is making visible efforts toward inclusion, the commitment may not yet be fully consistent or strongly embedded across all levels.

The relatively close means across all items suggest a fairly balanced perception of inclusion efforts, while the standard deviations reflect differing experiences among employees. Overall, SPOC shows a moderate-to-strong commitment to inclusion, but continuous reinforcement, especially in resource allocation and systematic policy implementation, would help strengthen and sustain this progress.

4.3 The rate on how the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan.

Table 11: Descriptive statistics showing the rate on the ability on inclusion Sudd Petroleum operating Company, Juba South Sudan.

	Mean	Std. Deviation
Are employees in my department have the skills needed to work effectively in a diverse and inclusive environment?	3.75	1.15
Does the company provides adequate training to improve employees' ability to practice inclusion?	3.50	1.44
Are managers are equipped with the knowledge and skills to lead diverse teams successfully?	3.48	1.47
Are the employees able to communicate respectfully and effectively across cultural and professional differences?	3.78	1.36
Is the company able to adapt its practices to meet the needs of a diverse workforce?	3.75	1.41
SPOC has the capacity to identify and address inclusion challenges promptly and effectively.	3.38	1.52
Average mean	3.60	1.39

Source: *Computation from Field Data, 2025*

The descriptive statistics on ability for inclusion at Sudd Petroleum Operating Company (SPOC) indicate moderate employee perceptions, with an overall **average mean of 3.60** and a **standard deviation of 1.39**. This suggests that employees generally agree that the company and its staff possess some level of ability to support inclusion, though responses vary significantly across individuals.

The highest-rated aspect was *employees' ability to communicate respectfully and effectively across cultural and professional differences* (Mean = 3.78, SD = 1.36), followed closely by *having the skills needed to work in a diverse environment* (Mean

= 3.75, SD = 1.15) and *adapting company practices to meet the needs of a diverse workforce* (Mean = 3.75, SD =

1.41). These results reflect that employees are fairly confident in their interpersonal and adaptability skills when it comes to inclusion.

On the other hand, weaker areas were noted in *managers' ability to lead diverse teams successfully* (Mean = 3.48, SD = 1.47), *training provided to improve inclusion skills* (Mean = 3.50, SD = 1.44), and especially *the company's capacity to identify and address inclusion challenges promptly* (Mean = 3.38, SD = 1.52). These relatively lower means highlight gaps in leadership development, organizational responsiveness, and structured training initiatives.

Overall, the findings suggest that while employees at SPOC generally possess the skills to foster inclusion, there is a need for more consistent training, stronger managerial capacity building, and proactive systems to address inclusion challenges. Strengthening these areas would enhance the company's ability to embed inclusion more effectively across all levels.

4.4 The rate on effective inclusion in Sudd Petroleum operating Company, Juba South Sudan

Table 12: Showing the effective inclusion in Sudd Petroleum operating Company, Juba South Sudan

	Mean	Std. Deviation
There is Equity and Fairness through Policies and procedures in this organization are applied consistently to all employees.	3.0577	.87253
The organisation enhances a Sense of Belonging by being accepted and valued as members of this organization.	3.9808	1.17974
Are there opportunities to contribute ideas and suggestions to Participation and decision-making processes.	3.5000	.57735
Leaders in this organization actively promote equity, diversity, and inclusion (EDI)	3.1731	.80977

The organization regularly reviews its policies and practices to ensure fairness and inclusivity	3.3654	.95031
Average mean	3.4154	0.87794

Source: *Computation from Field Data, 2025*

From the table above the average mean of 3.42 (SD = 0.88) suggests that employees at Sudd Petroleum Operating Company perceive a moderate level of effective inclusion within the organization. While certain areas, such as sense of belonging, are relatively strong, other aspects like equity and leadership commitment reveal opportunities for improvement. For equity and fairness, the mean score of 3.06 (SD = 0.87) indicates that employees feel that policies and procedures are only somewhat applied consistently. This reflects a perception of partial fairness, suggesting that some staff may still experience inconsistencies or unequal treatment in organizational practices.

The strongest score was in the area of sense of belonging, with a mean of 3.98 (SD = 1.18). This shows that most employees feel accepted, valued, and connected to the organization, which is a positive indicator of workplace culture. However, the high standard deviation suggests that not all employees share this experience equally some may feel excluded or undervalued.

Participation in decision-making received a mean of 3.50 (SD = 0.58). This indicates that employees generally believe they have opportunities to contribute ideas and suggestions. The low standard deviation reflects consistency in perceptions across respondents, which implies a reasonably strong culture of involvement. Still, there is room to strengthen employee voice further, particularly in strategic and policy-related decisions.

When it comes to leadership commitment, the mean of 3.17 (SD = 0.81) suggests only moderate confidence in leaders' efforts to actively promote equity, diversity, and inclusion (EDI). Employees recognize some positive actions but may perceive gaps between leadership's stated intentions and their visible behaviors. This area represents a critical opportunity for strengthening trust and demonstrating authentic commitment to inclusivity.

Finally, continuous improvement recorded a mean of 3.37 (SD = 0.95), reflecting a moderate perception that the organization reviews its policies and practices to ensure fairness and inclusivity. The relatively high standard deviation suggests that while some employees see these efforts as effective, others feel they are inconsistent or not well communicated.

4.5 A correlation analysis showing a significance relationship between workforce diversity and inclusion.

Table 13: Showing a correlation analysis showing a significance relationship between workforce diversity and inclusion

		Workforce Diversity	Inclusion
Workforce Diversity	Pearson Correlation	1	.340*
	Sig. (2-tailed)		.014
	N	52	52
Inclusion	Pearson Correlation	.340*	1
	Sig. (2-tailed)	.014	
	N	52	52

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis revealed a positive and statistically significant relationship between workforce diversity and inclusion at Sudd Petroleum Operating Company. The Pearson correlation coefficient of $r = 0.340$ indicates a moderate positive relationship, suggesting that as workforce diversity increases, inclusion within the organization also tends to improve. The significance value of $p = 0.014$ ($p < 0.05$) confirms that this relationship is statistically significant and not due to random chance. In percentage terms, the squared correlation coefficient ($r^2 = 0.340^2 = 0.116$) shows that approximately 11.6% of the variation in inclusion can be explained by workforce diversity. While this is not a very strong explanatory power, it demonstrates that diversity has a meaningful and measurable impact on inclusion.

These findings are consistent with organizational behavior theories and prior empirical research, which argue that diverse workforces tend to bring multiple perspectives, enhance innovation, and foster inclusive environments when effectively managed. The moderate strength of the correlation in this study may also indicate that while workforce diversity contributes to inclusion, other factors such as leadership commitment, equity in policies, or opportunities for participation also play a significant role. This aligns with the multi-dimensional nature of inclusion, which requires both structural support (fair policies) and cultural reinforcement

(sense of belonging).

4.5 A regression analysis showing a significance relationship between workforce diversity and inclusion.

Table 14: Showing a regression analysis showing a significance relationship between workforce diversity and inclusion

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.400 ^a	.160	.107	1.59583	.160	3.046	3	48	.038

a. Predictors: (Constant), Ability, Commitment, Collaboration

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.268	3	7.756	3.046	.038 ^a
Residual	122.240	48	2.547		
Total	145.508	51			

a. Predictors: (Constant), Ability, Commitment, Collaboration

b. Dependent Variable: Inclusion

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.127	.973		12.464	.000
	Collaboration	-.025	.108	-.076	-.230	.819
	Commitment	.002	.085	.005	.023	.982
	Ability	.142	.084	.461	1.690	.098

a. Dependent Variable: Inclusion

The regression analysis indicates that collaboration, commitment, and ability jointly have a significant but modest effect on inclusion at Sudd Petroleum Operating Company. The model shows a correlation coefficient of $R = 0.400$, with an *R Square*

of 0.160, meaning that about 16% of the variation in inclusion is explained by the three predictors.

The ANOVA results ($F = 3.046$, $p = 0.038$) confirm that the overall model is statistically significant, suggesting that these factors collectively influence inclusion. However, the coefficients reveal that individually, neither collaboration ($B = -0.025$, $p = 0.819$) nor commitment ($B = 0.002$, $p = 0.982$) significantly predict inclusion, while ability ($B = 0.142$, p

= 0.098) shows the strongest positive effect but is only marginally significant at the 10% level. This implies that employees' abilities play a more meaningful role in shaping inclusion than collaboration or commitment, though the overall explanatory power remains limited.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the main study, conclusions, recommendations arrived at and contribution to body of knowledge. It also gives suggestions for further research.

5.2 Summary of Findings

The collaboration on inclusion in Sudd Petroleum operating Company, Juba South Sudan

The average mean score of 3.56 (SD = 1.42) suggests that while collaboration exists, its consistency and effectiveness vary. This aligns with recent research indicating that cross- departmental collaboration is essential for driving innovation and solving complex problems. However, the effectiveness of such collaboration often depends on organizational structures and leadership support. For instance, a study by Leuhery et al. (2025) emphasized that breaking down silos and fostering a culture of shared ownership can unlock unprecedented levels of efficiency and customer satisfaction.

The variability in scores may reflect differences in departmental priorities, communication channels, and leadership engagement. Effective collaboration requires intentional strategies, such as establishing clear communication protocols, shared goals, and leadership commitment to inclusivity. Additionally, fostering an environment where diverse perspectives are valued can enhance the quality of collaborative efforts.

The commitment on inclusion in Sudd Petroleum operating Company, Juba South Sudan

With an average mean score of 3.71 (SD = 1.23), employees perceive a moderate to strong commitment from leadership towards inclusion. This perception is supported by recent studies highlighting the role of inclusive leadership in promoting a culture of openness, accessibility, and respect for diverse perspectives. For example, a 2025 study by the Financial Planning Association posited that organizational leaders who embrace the uniqueness of each individual can build stronger, more successful

teams.

Leadership commitment is crucial for embedding inclusion into organizational culture. When leaders actively model inclusive behaviors and make decisions that reflect inclusive values, it sets a tone that permeates the organization. However, commitment must be coupled with accountability mechanisms, such as regular assessments of diversity metrics and feedback loops, to ensure that inclusive practices are sustained and evolve over time.

The ability on inclusion Sudd Petroleum operating Company, Juba South Sudan

The average mean score of 3.60 (SD = 1.39) indicates that while employees feel reasonably equipped to engage in inclusive practices, there are areas for improvement. Recent research underscores the importance of training and development in enhancing employees' abilities to work effectively in diverse environments. A 2025 study published on ResearchGate found that diversity training programs can help make the workplace more inclusive, but they should be part of a larger approach that includes leadership buy-in, ongoing support, and an inclusive culture.

Building the ability for inclusion involves more than just training; it requires creating an organizational ecosystem that supports inclusive behaviors. This includes providing resources for continuous learning, fostering an environment where employees feel safe to express diverse perspectives, and ensuring that systems are in place to address inclusion challenges promptly. Additionally, equipping managers with the skills to lead diverse teams effectively is essential for translating inclusive intentions into everyday practices.

5.3 Conclusion

Given the findings, the researcher came up with the following conclusions;

The study concludes that collaboration across departments at SPOC is moderately practiced but not yet fully optimized. While employees generally perceive that cross-departmental teamwork and sharing of ideas occur, the variability in responses suggests that collaboration is inconsistent and dependent on specific teams or units. Effective collaboration is crucial for fostering an inclusive workplace where diverse perspectives are valued, yet the findings indicate that organizational structures,

communication channels, and leadership engagement need further strengthening. Enhancing formal mechanisms for collaboration, encouraging cross-departmental initiatives, and promoting a culture of knowledge sharing will likely improve both employee perceptions and the effectiveness of inclusion-related efforts.

The findings demonstrate that SPOC's leadership shows a moderate to strong commitment to inclusion, as reflected in policy support, management modeling of inclusive behaviors, and resource allocation. Leadership commitment is a key driver of an inclusive organizational culture because it signals the importance of diversity and inclusion across all levels of the company. However, while the commitment is visible, sustaining inclusion requires continuous reinforcement through structured policies, accountability systems, and monitoring of inclusion outcomes. Strengthening these areas will ensure that leadership commitment translates into consistent organizational practice and long-term cultural change.

The study concludes that SPOC employees generally possess the skills and capacities to engage inclusively, but gaps remain in managerial capabilities, training provision, and organizational responsiveness to inclusion challenges. While communication across cultural and professional differences is strong, the lower ratings for managers' ability to lead diverse teams and the company's capacity to promptly address inclusion issues highlight areas for improvement. To enhance the organization's ability to foster inclusion, targeted training, continuous development programs, and adaptive systems are recommended. Strengthening both employee and managerial competencies will ensure that inclusive practices are embedded into everyday operations and decision-making processes.

5.4 Recommendations

Given the conclusions, the following recommendations were arrived at

Since ability showed the strongest positive effect on inclusion, though only marginally significant, the company should invest in building employee competencies through continuous training, mentorship, and skills development programs. Enhancing technical and interpersonal abilities will not only boost confidence but also increase employees' sense of value and belonging in the organization. Linking ability-building initiatives to inclusion goals can help ensure that employees feel empowered to contribute meaningfully.

To strengthen collaboration for inclusion at SPOC, the company should establish formal cross- departmental initiatives and structured platforms for knowledge and resource sharing. Regular interdepartmental meetings, joint projects, and

collaborative workshops can ensure diverse ideas are heard and integrated into decision-making. Leadership should also actively role-model collaborative behaviors, creating an environment where employees feel safe to

contribute regardless of background. Additionally, monitoring and feedback mechanisms should be implemented to evaluate the effectiveness of collaborative practices and identify areas for continuous improvement, thereby enhancing the consistency of inclusion across all departments.

The negative but insignificant coefficient for collaboration suggests that existing collaborative structures may not be effectively supporting inclusion. The organization should strengthen teamwork and cross-departmental engagement by creating platforms for shared decision-making, promoting transparent communication, and encouraging joint problem-solving. Team-building activities and inclusive leadership practices can help ensure that collaboration translates into a more positive inclusion experience for employees.

SPOC should continue to strengthen visible leadership commitment by integrating inclusion goals into strategic plans and performance evaluations. Leadership development programs focusing on inclusive behaviors, decision-making, and accountability are recommended to ensure managers and supervisors consistently model inclusivity. The organization should also allocate adequate resources time, budget, and training to support inclusion initiatives. Regular review and audit of inclusion policies will help ensure alignment with organizational goals and employee needs, fostering a sustainable culture of inclusion throughout the company.

The near-zero impact of commitment indicates a disconnect between employee dedication and perceived inclusion. Management should reinforce organizational commitment to inclusion by setting clear diversity and inclusion goals, aligning performance evaluations with inclusive behaviors, and recognizing employees who demonstrate commitment to inclusive practices. Leadership visibility and accountability are crucial in signaling that inclusion is a shared responsibility tied to organizational values.

To improve employees' and managers' ability to practice inclusion, SPOC should implement targeted training programs that build skills in leading diverse teams, effective communication across cultural and professional differences, and conflict resolution. These programs should be interactive, ongoing, and embedded in daily operations rather than one-off sessions. The company should also strengthen

organizational systems to promptly identify and address inclusion challenges, such as creating a clear reporting mechanism and continuous feedback loop. Finally, managers should receive specialized coaching to enhance their capacity to lead

diverse teams effectively, ensuring that inclusion is not only a policy but a practiced organizational competency.

5.5 Areas of further studies

- i. Longitudinal Studies on Inclusion Practices
- ii. Impact of Inclusion on Organizational Performance
- iii. Role of Organizational Culture and Contextual Factors
- iv. Effectiveness of Inclusion Training Programs

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APPENDIX I:
RESEARCH QUESTIONNAIRE

Dear Respondent

This questionnaire is designed to seek information from you on the “*assessing the workforce diversity and inclusion in SUDD Petroleum Operating Company, Juba South Sudan*”. It is carried as a partial fulfillment of the requirements for the award of a Bachelors’ degree of Science in Oil and Gas Management Uganda Christian University. Your contribution, opinions and experience will be highly appreciated.

SECTION A: DEMOGRAPHY OF RESPONDENTS

1. Gender

- a) Male
- b) Female

2. Age

- a) 20 - 29
- b) 30 - 39
- c) 40 - 49
- d) 50 +

3. Qualification academically

- a) Certificate
- b) Undergraduate
- c) Post Graduate

4. Marital status

- a) Single
- b) Married
- c) Separated/divorced

5. Time period of work

- a) 1-4 years
- b) 5-9 years
- c) 10-14 years
- d) 15 and above

SECTION B: THE COLLABORATION ON INCLUSION IN SUDD PETROLEUM OPERATING COMPANY, JUBA SOUTH SUDAN

Please indicate your level of agreement with each statement by ticking the appropriate box.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	Is the department actively collaborates with other departments to promote an inclusive workplace culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are the employees from diverse backgrounds are encouraged to work together on projects and tasks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does the management supports and facilitates cross-departmental initiatives that foster inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do you think collaboration in the company allows everyone's ideas to be valued regardless of background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Does the company allow team members to openly share information and resources across different roles and backgrounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Is collaboration efforts at SPOC improved understanding and respect among employees of different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE COMMITMENT ON INCLUSION IN SUDD PETROLEUM OPERATING COMPANY, JUBA SOUTH SUDAN

Please indicate your level of agreement with each statement by ticking the appropriate box.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	Does the company's leadership demonstrate a strong commitment to promoting inclusion in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does inclusion clearly reflect in the company's policies, strategies, and decision-making processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Does SPOC allocate sufficient resources (time, budget, training) to support inclusion initiatives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	In the company, are leaders and managers actively model inclusive behaviors in their daily work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	Are employees are encouraged and supported to participate in inclusion- related programs or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Does the company regularly reviews and improves its practices to ensure all employees feel valued and respected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE ABILITY ON INCLUSION SUDD PETROLEUM OPERATING COMPANY, JUBA SOUTH SUDAN

Please indicate your level of agreement with each statement by ticking the appropriate box.

Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

No.	Statement	1	2	3	4	5
1	Are employees in my department have the skills needed to work effectively in a diverse and inclusive environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Does the company provides adequate training to improve employees' ability to practice inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are managers are equipped with the knowledge and skills to lead diverse teams successfully?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Are the employees able to communicate respectfully and effectively across cultural and professional differences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Is the company able to adapt its practices to meet the needs of a diverse workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	SPOC has the capacity to identify and address inclusion challenges promptly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inclusion

No.	Statement	1	2	3	4	5
1	There is Equity and Fairness through Policies and procedures in this organization are applied consistently to all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The organisation enhances a Sense of Belonging by being accepted and valued as members of this organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are there opportunities to contribute ideas and suggestions to Participation and decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Leaders in this organization actively promote equity, diversity, and inclusion (EDI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The organization regularly reviews its policies and practices to ensure fairness and inclusivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX II:
SAMPLE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.