

Final Master Thesis

- Exploring Factors which contribute to making
People with Disabilities feel Included at the
workplace-
A qualitative study

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Campus:
BI Oslo

Supervisor:
Laura Mercer Traavik

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Sincerely,

Karina Leslie Hadley

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Abstract

The aim with this study is to explore potential factors that contribute to making people with disabilities feel more included at the workplace. The first step was to investigate whether people with disabilities feel included at their workplace. Moreover, if they do, what are the factors that contribute to making them feel included. The results of this study indicate that the general feeling of inclusion is very high, and that management and coworkers play an important role in contributing to making employees with disabilities feel included. Further, three factors were explored which according to this study contributes to making people with disabilities feel included at the workplace. These three factors were; making sure proper facilitation was provided at the office, and especially during social work related events, good communication, which leads to interaction and relationship building, and finally, finding the right language use when interacting with people with disabilities as it ease the tension and contributes to better interaction and inclusion. There has been little research concerning how included people with disabilities feel at the workplace. This study contributes to this research area by exploring factors that according to people with disabilities play a significant role when it comes to making them feel more included at the workplace.

1.0 Introduction

A growing number of countries are now emphasizing the need to include minority groups in the workforce as a way of filling the growing employment need for the labor market, and at the same time give everyone the opportunity to contribute to society (NHF 2012). Despite the extensive focus on inclusion, studies indicate that there are still a significant number of people who wish to work, but are not able to access or get into the workforce (NHF 2012). According to numbers from the Norwegian association for people with disabilities, roughly 70 000 Norwegians with different kinds of disabilities have a desire to join the workforce, but are not able to obtain work because of their disability (NHF 2012). This can often be related to uncertainty, prejudice, and negative attitudes towards people with disabilities (Schur et al. 2005).

As a response to the large number of people with disabilities who wish to work, the Norwegian government has introduced a work strategy in order to increase the number of people with disabilities in the workforce (NHF 2012). This strategy focuses on proper facilitation and putting in place the necessary tools, in order for people with different disabilities to work (NHF 2012; Arbeidsdepartementet 2011). The labor minister claims: *“The challenges with introducing this strategy are great, but the potential benefits from this strategy are too great to not take seriously”* (NHF 2012). By including people with disabilities into the workforce, the government can potentially save billions of kroners (NHF 2012). Furthermore, most humans have the need to feel that they belong to something and are valuable (Shore et al. 2011). Without these fundamental needs in place, people might be more prone to develop and experience depression or demotivation. This can further complicate and have negative effect on people who might already be struggling with different psychological or physical disabilities (Shore et al. 2011). And hence the importance of including people with disabilities into the workforce.

Defining what a person with a disability is, can be challenging, as there are many levels, aspects, and definitions trying to explain a wide and diverse group of people (Jasper and Waldhart 2012). Disability is often socially constructed, meaning that what becomes characterized as a disability is determined by the social meaning individuals attach to particular physical or psychological impairment (Jasper and Waldhart 2012). However, the general and most

acknowledged definition of disability is; “*A physical or mental impairment that substantially limits one or more major life activities for the individual*” (Ren, Paetzold and Colella 2008, 192). A distinction between physical or psychological disabilities can also be made, where physical disability is when a physical body part impairs ones opportunities, while psychological disability is related to mental and cognitive disabilities (Ren, Paetzold and Colella 2008). It is challenging and complicated to define what a person with a disability is, as there are many levels, aspects, and ways of looking at a disability. However, the overall definition to keep in mind is that a disability is either a physical or a psychological impairment, which hinders a person in performing one or more life activities (Ren, Paetzold and Colella 2008, 192). This study focuses on people with visible physical disabilities.

Research indicates that people with disabilities struggle to become employed as a result of their disability (Ren, Paetzold and Colella 2008), despite the fact that there are laws making it illegal to discriminate against applicants based on physical or psychological disabilities or looks (Lovdata 2008).

Relatively little research has focused on how people with disabilities are included inside the work organization and among the coworkers and managers (Colella, DeNisi and Varma 1998; Robert and Harlan 2006; Schur et al. 2009). Most of the research has focused on salary and rights of people with disability in the workforce. The research that has been conducted on inclusion is seldom about how people with disabilities feel and perceive inclusion, but rather how organizations, coworkers, and leaders perceive the inclusion of people with disabilities (Schur et al. 2005). It is therefore important to get a better understanding of how people with disabilities themselves perceive inclusion when they are at work, and what factors contributes to strengthen or weakens their feeling of being included.

The aim of this paper is therefore to explore the current work situation within Norway and:

What factors contribute to making people with disabilities feel included at the workplace?

By getting a better understanding of why and to what extent people with disabilities feel included at the workplace and mapping out what practices are viewed as positive and negative, one can highlight these factors when addressing the issues of how the workforce can better include people with disabilities. Understanding what might be done in order to facilitate for greater contentment among employees with disability might not only make it more rewarding for people to work, but also increase involvement, performance, and dedication among people with disabilities.

2.0 Theoretical Background

Most of the research on the topic of people with disabilities has mainly focused on people with disabilities in general, both physical and psychological and around the subjects of the salary and rights that people with disabilities have (Baldwin and Johnson 2006). In these studies it has become evident that people with disabilities are often paid less than their coworkers without disabilities, and that they have a more challenging process in becoming hired (Baldwin and Johnson 2006). Issues around the topic of attitudes and perceptions of people with disability have also received some attention by researchers. This research has indicated that people without disabilities sometimes hold the perception that people with disabilities are less efficient, capable and have higher absenteeism rates (Altman 1981; Beattie, Anderson and Antonak 1997). However, what has received less attention within the literature on people with disability, is a more thorough research about how people with disabilities feel and perceive their work environment and how they feel they are treated by others at the workplace.

This theoretical section will therefore take a closer look at what research has been done on the subject around people with disabilities in work settings and what is still lacking. Moreover this section will look into the aspect around inclusion of people with disabilities at the workplace and how attitudes influence how people with disabilities are treated and perceived at the workplace. As the factors that explain what makes people with disabilities feel included is the main goal of this paper, it is especially important to look at what factors have been found so far to influence inclusion in general and of people with disabilities.

2.1 *People with disability at work- what we know and what is lacking?*

Relatively little research has been conducted around how people with disabilities feel in the workplace. The research that has been done has shown that people with disabilities in general feel discriminated due to the perceived attitude that they are less intelligent or capable than people without disabilities at performing specific tasks (Schur et al. 2005). As a result of the assumptions that people with disabilities are less intelligent, coworkers sometimes avoid people with disabilities as having less intelligent and productive people around oneself is often seen as undesirable (Benokraitis and Feagin 1986). The assumptions that people with disabilities are less intelligent can be seen as a contributing factor as to why many people with disabilities often have lower paying jobs and sometimes lower wages than their coworkers as their employers assume they are less efficient (Jasper and Waldhart 2012). This signifies that attitudes, stereotypes, and prejudice can be considered a key aspect as to why people with disabilities often find it hard to be included in society (Schur et al. 2005).

General categorization of individuals, such as disability, will often lead to negative stereotypes and attitudes towards people with disability, this will further affect interactions among people with and without disabilities, as people without disabilities will approach their interaction with pre assumed stereotypes and assumptions (Stone, Stone and Dipboye 1992). The negative attitudes that people hold, tend to support expectations and assumptions of low achievement and inappropriate behavior among people with disabilities (Antonak, Fiedler and Mulick 1989). This can further hinder people with disabilities in getting accepted and integrated into mainstream society and the work culture (Altman 1981).

Over the last decades, there has been a gradual increase in positive attitudes towards people with disabilities. This is often linked to an increase in knowledge and contact with people with disabilities (Yuker 1988). Studies have shown that people who have had contact with people with disabilities are better at including them as they are less prejudice and hold fewer negative attitudes towards them (Hunt and Hunt 2000). By establishing policies and focusing on bringing together resources one can increase the integration of minority groups into the workforce. The Norwegian government is currently doing this, with the aim of creating positive attitudes towards minority groups, in order to help create and facilitate for an increasing amount of interaction and contact among people

with and without disabilities (NHF 2012; Beattie, Anderson and Antonak 1997).

Even though this is a relatively new focus area, through interviews and contact with people with disabilities one can at an early stage see whether the government's focus will have any contribution for the inclusion of people with disabilities.

It is evident that attitudes, prejudice, and stereotypes are important hindrances to overcome when it comes to including people with disabilities into the workforce (Stone, Stone and Dipboye 1992). However, the challenges are how to facilitate the processes of entering the workforce more easily. In order to find these obstacles, the paper will now take a closer look on inclusion of people with disabilities, and what factors contribute to inclusion during the hiring process and once they are inside the work organization.

2.2 Inclusion of people with disabilities at work

Most humans have a need and desire to belong to something or somewhere; whether it is a family, class, or a club (Shore et al. 2011). By feeling included or achieving inclusion, one often talks about the degree to which a person feels that he is a valuable member of the group. This perception or feeling is often experienced through treatments that satisfy the person's need for belongingness and uniqueness (Shore et al. 2011). If one is able to make people feel included, the person is more likely to feel more involved and dedicated (Shore et al. 2011), hence less likely to leave the group, job, or setting he is in.

Despite many people claiming that they accept everyone regardless of sexual orientation, religion, gender, disability, or ethnicity, most people have attitudes and opinions of people who differ from themselves. Stereotypes and attitudes tend to affect how people are treated in group settings (Snyder et al. 2010). These opinions or attitudes can be both positive and negative, and at the same time vary greatly depending on the person, setting, and culture. Attitudes are usually formed as a result of learning, copying others, and one's direct experience with a certain situation or person (Pickens 2005). There has been research done on the topic of integration and acceptance. In this research area, experts tend to agree that complete integration and acceptance of different people will most likely only occur following long term changes in attitudes among people (Beattie, Anderson and Antonak 1997), these changes can be demanding and time-consuming, but by adding new information about the person or subject, one might be able to change

attitudes (Pickens 2005). It is therefore important to establish policies which focus on integrating and involving different people in order to change the attitudes and stereotypes people have.

People have a tendency to avoid areas and subjects that are unfamiliar and uncomfortable (Flynn 2005). However, research in this area has shown that more contact and exposure to the “unfamiliar” can change attitudes and discard stereotyping and prejudice (Hall, Crisp and Suen 2009). Pettigrew and Tropp (2006) concluded that contact and interaction is sufficient in order to create better understanding between different people and groups. It is therefore important to facilitate and open up to inclusion and more contact between people with and without disabilities (Pettigrew and Tropp 2006). Studies have shown that people who have had substantial contact with people with disabilities tend to develop a greater amount of positive attitudes as getting to know them results in disconfirmation of stereotypes and negative assumptions (Fichten, Schipper and Cutler 2005). Furthermore, people who claim to have positive attitudes and do not have typical prejudice against people with disabilities also showed that they have had more interaction and contact with people with disabilities, hence better at including them into their own group (Hunt and Hunt 2000). This shows that the contact they have had, functions in a way that it disconfirms possible negative attitudes and stereotypes (Yuker 1994) and “normalizes” people with disabilities in a way, making it easier for people without disabilities to include them.

By facilitating for better understanding among people with and without disabilities, through training programs, socialization, or interaction groups, one may increase the contact and interaction and hence the understanding of how people with disabilities feel (Pettigrew and Tropp 2006). At the same time, by increasing the interaction, people with disabilities may get a better understanding of their coworkers and understand what aspects of their disability that makes it challenging to involve them (Barnes and Mercer 2005; Hunt and Hunt 2000). This might seem wrong as the people with a disability are often considered the “victims” and should not have to seek understanding from groups who discriminate against them. However, coworkers and supervisors may find it difficult to engage with people with disabilities as they are afraid of behaving inappropriately (Hagner 2003). Some people with disabilities might find it annoying that people ask them about their disability, while others do not mind.

Therefore, mapping out individual's personalities, boundaries, and opinions are important in order to avoid and prevent potential unnecessary conflicts (Barnes and Mercer 2005). Furthermore, emphasizing the importance of mentoring and facilitation for good integration and communication among all coworkers (Hagner 2003) in order to create a comfortable and "safe" work culture.

Another important contributor in creating better inclusion and contact between people with and without disabilities at the workplace is one's identity. In order for people in general to feel that they are part of a setting or group, it is important to be able to identify with the setting, and at the same time be sure of one's own identity (Barnes and Mercer 2005). By being part of a work setting, one is less likely to be excluded from main stream society as work culture and settings gives one the opportunity to grow and develop a role and identity within multiple groups (Barnes and Mercer 2005). By being employed and part of a setting helps give a sense of stability and normality for people with disabilities. Little research has been done on their identity and their place and role within a setting or group. It is therefore important to take a closer look at how people with disabilities feel, develop, and act, once they are inside a work setting as a person's identity is crucial for peoples well-being. Furthermore, it strengthens one self's confidence and one's ability to read and understand a social settings. Seeing how important and crucial it is to find one's identity (Hogg and Terry 2000), it is important to keep in mind that it might have an even greater significance for people with disabilities and people who do not belong to a majority group. This can be explained by the fact that they to a greater extent might experience prejudice and discrimination in their daily life, hence making it especially important to form a positive social identity to hold on to.

As can be seen from this section, inclusion is a complex concept which requires multiple aspects in order to be achieved. In general, people have a need to feel included. Through contact people interact with each other and are better able to achieve inclusion of members (Hagner 2003), hence becoming better at achieving inclusion among employees.

2.3 The hiring process

People with disabilities do not only experience prejudice and stereotypes, they also experience bias and low performance levels (Colella, DeNisi and Varma 1998). Employers and companies tend to have positive attitudes towards people

with disabilities who work in general. However, when it comes to the actual hiring of disabled people, concerns about facilitation and assistance combined with negative attitudes about productivity level arises (Hernandez et al. 2008). Larger companies are more prone to hiring people with disabilities than small companies are (Houtenville and Kalargyrou 2012). This is linked to the fear of high costs that are associated with facilitating people with disabilities. Another concern which worries the employers is job performance and the absenteeism that people with disabilities might have, as the stereotype is often associated with low productivity, high rate of accidents, and a high turnover rate (Colella, DeNisi and Varma 1998).

The cost around hiring a person with a disability is therefore often a concern for many employers and companies. Larger companies are less hesitant to employ people with disabilities compared to smaller companies (Houtenville and Kalargyrou 2012). However, in Norway, this is no valid excuse, as the government provides necessary equipment for employees who need special facilitation (NHF 2012; Arbeidsdepartementet 2011). Furthermore, data and research around the subject has also indicated that in general there is minimal additional cost related to hiring people with disabilities (Jasper and Waldhart 2012).

Making the assumption that all people with disabilities are the same is another challenge that is often encountered. Bearing in mind that certain jobs are especially can be more challenging for people with different kinds of disabilities. The aim here is not to claim that people with disabilities can perform to the same extent as every other person, but rather that they can perform well having the needed qualifications and under good conditions (Colella, DeNisi and Varma 1998).

A way of helping companies and supervisors getting over the fear of hiring people with disability is through the usage of companies who specialize in employment and hiring of people with disabilities (Jasper and Waldhart 2012). This is beneficial as these companies to a greater extent are aware of what kind of jobs and work settings different disabilities can handle and cope well with, as it is evident that certain disabilities make certain jobs very challenging. By hiring a company who specializes in this type of recruitment, the management and the coworkers might be less hesitant, as the process is left to people who are well

qualified (Jasper and Waldhart 2012). This is especially important in high skilled and status jobs, as it contributes to decreasing the prejudice and negative stereotypes that some people without disabilities have about people with disabilities (Makas 1988).

2.4 Being part of the work environment

Approximately 25% of people with disabilities claim they have experienced work discrimination through not getting promoted, lower pay, and less responsibility (Balser 2002). This is in accordance with other research which claim that people with disabilities are more prone to experience injustice and unfair treatments, which further leads to a lower job satisfaction (Snyder et al. 2010). The discrimination further leads to a greater amount of challenges when it comes to getting employed and developing a social network (Chan et al. 2005). This potential exclusion can lead people with disabilities to feel excluded and less desirable than people without disabilities in general.

People with disabilities are part of a group which is at times obviously discriminated against (Braddock and Bachelder 1994). This is evident as people with disabilities tend to have slimmer chances of achieving promotion and salary advancement compared to their coworkers without disabilities (Braddock and Bachelder 1994). The fact that people with disabilities experiences this discrimination more often than their coworkers without disabilities, can be linked to the manager's and company's attitudes. Managers sometimes hold negative biases and certain perceptions of how people with disabilities are, hence diminishing their chances of getting hired or even called into an interview (Hernandez et al. 2008). The existing biases and stigmas that are linked to people with disabilities are currently the foremost reason for why unemployment rates among people with disabilities are still high (Chi-Geng Qing and Qu 2003). This shows the importance of attitude change among people, in order to create a more beneficial and including setting for everyone.

People with disabilities often experience prejudice and negative assumptions. However, research has been able to prove many of the myths wrong. Some of the research that has been conducted on people with disability and work settings indicates that people with disabilities are just as good employees as their coworkers without disabilities (Braddock and Bachelder 1994). Research has been able to show that many employers are mistaken when making these assumptions

(McFarlin, Song and Sonntag 1991), as the employers who have hired people with disabilities claim that they frequently demonstrated better or equal performance, accident rates, absenteeism, and turnover rate to their coworkers without disabilities (Braddock and Bachelder 1994). In Chomka's study from (2004), 80% of the businesses in his research reported that people with disabilities had better or the same attendance as their coworkers. Additionally, they had a lower turnover rate, indicating that people with disabilities are especially valuable in occupations that often experience high turnover rates (Houtenville and Kalargyrou 2012). A possible explanation for the low turnover rate among people with disabilities, is that once they have been able to retrieve a job, they are willing to sacrifice a lot in order to maintain it, as finding a new one can be challenging.

It is evident that people with disabilities are just as valuable to a work setting as employees without disabilities; however, there is done relatively little empirical research on coworker's inclusion of people with disabilities and their enthusiasm to choose to interact with people with disabilities (Colella, DeNisi and Varma 1998). The research that has been conducted indicates that supervisors and coworkers attitudes have a significant impact on the employment experience for people with disabilities (Marti and Blanck 2000). Supervisors and leaders have shown to play a significant role as they have the responsibility to focus on fairness and facilitate for a good and safe environment where everyone feel that they have the opportunity to voice their opinion without losing dignity or respect (Cropanzano and Greenberg 1997). It is also the supervisor's role to promote and facilitate for interactions among workers, assisting in providing diversity, and information for all employees on how to handle and tackle people with disabilities (Cropanzano and Greenberg 1997).

Due to the prejudice and discrimination people with disabilities experience, many decide to not tell coworkers and supervisors about their disability if it is possible (Dalgin and Gilbride 2003). This can be explained as their disability often results in closer supervision at the workplace, hence lower levels of satisfaction (Schur et al. 2009). Further, people with disabilities are often perceived as nice and caring, but low on competence (Fiske et al. 2002). This results in coworkers often avoiding them. When coworkers do decide to collaborate with them it is in order to be perceived as nice and carrying as they are taking care of the less fortunate and capable ones (Schur et al. 2005). In these

situations, people feel that they are treating the person with a disability nicely and taking care of them, and at the same time, they appear as more intelligent because the person with a disability is perceived as less smart. By acting in this way, the person without a disability encourages discrimination of people with disabilities at the workplace (Schur et al. 2009). Therefore, even though coworkers “include” people with disability it is often at a superficial level, resulting in hurt feelings and exclusion. It is therefore evident that the contact and interaction between people with disabilities are important when it comes to acceptance and inclusion.

2.5 Research Question

As has become evident by looking at what research has been done in the different fields around people with disability, it is apparent that they are more prone to discrimination, exclusion, and have a harder time getting employed (Braddock and Bachelder 1994). These negative attitudes in society and life can have harmful consequences as it hinders socialization, acceptance, and feelings of belongingness and inclusion, this can further result in negative social identity development (Shore et al. 2011). In general, people have a need to feel included. Through contact, people interact with each other and are better able to achieve inclusion from others and be satisfied at work (Hagner 2003). When it comes to people with disabilities, one can see that they in general feel discrimination due to the perceived attitude that they are less intelligent or capable than people without disabilities (Schur et al. 2005).

Based on the research conducted around how people with disabilities feel, the main focus has been on how society are treating them, rather than how they feel treated by society, especially once they are inside the workforce. It is therefore lacking research around the area of how people with disabilities feel once they are inside the workforce. Understanding what factors contribute to the feeling of inclusion or exclusion for people with disability is vital. As the government and society is emphasizing and facilitating for including more people with disability into the workforce, it is therefore important to map out the positive factors which people with disabilities feel that contributes to make them feel more included at the workplace.

In order to be able to make a thorough research, the focus will be on people with a visible physical disability, rather than psychological disabilities or both. This is based on the fact that there are many degrees and varieties of

disabilities, it is therefore necessary to narrow it down to a certain extent. Further, some people with disabilities avoid telling their leader or coworkers as they are afraid of discrimination and prejudice (Dalgin and Gilbride 2003). The candidates in this study therefore all have a visible disability which makes it challenging to hide it from the people they work with.

Furthermore, as there are many aspects that influence a person's perception of how one is treated at the workplace. The main focus will be on the role managers and coworkers play in facilitating people with disabilities into the work culture and setting. The reasons for focusing on the role of managers and supervisors are due to their superior role in the process of contributing to a good work culture and environment which everyone can feel a part of (Cropanzano and Greenberg 1997). The little research that has been done in this area indicates that supervisor's attitudes have a significant impact on employment experiences for people with disabilities (Marti and Blanck 2000). As there is relatively little research done in this area, it is more vital to map out positive behaviors and actions in order to develop guidelines. By being able to facilitate for people with disabilities to appreciate and like their work, they might have a better chance at showing their capabilities, and at the same time, people without disabilities who holds prejudice and discriminating thoughts, might be proven wrong, hence creating a needed attitude change within society.

3.0 Methodology

3.1 Qualitative Research and research design

The aim of this paper is to study people with disabilities and their perceptions and feelings of how they are treated at their workplace by their supervisors and coworkers. Therefore, an exploratory and descriptive research design has been chosen, as it contributes and facilitates for finding important factors to subjects which have previously not been thoroughly studied (Thagaard 2009). Through interviews, the goal is to explore corporate culture and significant factors, as interviews are considered a good way of exploring unconscious or subtle values and assumptions within an organization (Schur et al. 2009). By interviewing candidates, the goal is to identifying links between gaps that tend to be challenging to find through quantitative studies and questionnaires (Patton

1990). Further, as qualitative research and interviews are designed in order to facilitate wider and in-depth understanding of a phenomenon, it better contributes to mapping out and finding factors that are significant. In this study the aim is, through in-depth interviews with participants, to find what factors and behaviors by managers and coworkers that are perceived as including by people with disabilities. Appendix one explains the framework for the interview and how the different variables might contribute to explore potential new factors and how the coworkers and managers influence the work life of people with disabilities. Further, table 1; demographics give an overview over the main demographics of each participant as this can contribute to explore whether the demographics are relevant for achieving inclusion and explain other potential factors and findings.

3.2 Procedure

The procedure of the data collection was done in different stages. First the interview was made with the aim of covering the different aspects that were needed. The measures and objectives for the interviews will be studied further in the interview section. Simultaneously with the process of making the interview, participants for the study were contacted in order to organize and plan a time schedule for when the different interviews could be conducted. Further details about the sample will be discussed in the sample section below.

The interviews were conducted either at the respondent's home, or at coffee shops that were convenient for the respondent. The respondent decided themselves at what locations and settings they preferred to be interviewed. This was done in order to let them feel they were in a setting that they felt comfortable with. For the respondents that were interviewed at their homes, it was mostly for practical issues. They did not seem to mind that the interviews were done at their homes. All the interviews were recorded with the consensus of the participants in order to process and save as much information as possible. After the interviews were conducted, they were transcribed within a few days in order to keep the memory, attitude, expressions, and experience fresh from the interview. More in-depth information about the procedure from the different steps will now be discussed.

3.3 Interview

The data collection was done through individual interviews, as interviews are considered the main approach for data collection when it comes to qualitative research (Ryen 2002). As it is people with disabilities' self-opinions, experiences, and feelings that this paper aims at addressing, interviews were considered a suitable approach as it focuses on the participant's thoughts and experiences which have significance to them. This will allow them to share observations about their interpretation of how they feel included at their workplace (Askheim and Grennes 2008). Through the interviews, the goal is to a greater extent be able to interpret and explore what contributes to inclusion multiple techniques, as interviews also allow for observation of the participants. This is especially beneficial in order to get a better understanding of how they perceive the work culture, their coworkers managers (Scott and Usher 1996).

The goal with the interviews has been to grasp and get a deeper understanding of the participant's experiences and feelings, in order to collect more data as to what factors and situations contribute to inclusion and integration of people with disabilities. The benefit of conducting interviews is that it allows the respondents to control how open they want to be and what they desire to share (Thagaard 2009). This has been important as some people are more open than others, and everyone has individual levels of comfort zones. This study has therefore used a semi structured interview method, with the aim of giving the participants some room for elaborating freely on certain topics, and more precise on others.

The interviews were structured in a way that would give the participants as much time and opportunity to get comfortable during the interview process; by having general questions about their workplace and work setting in the beginning and more personal related question about their disability closer to the end. This is important as it gives the participants time to feel that they are trusted and taken seriously (Thagaard 2009). The Interviews started with general information about this study and about me, in order to introduce them once again to what this study was about and gain more trust from the participants. These background questions are important as it gives a good indication about the different demographics of the participants. By having good knowledge about the demographics of the candidates, the analyses process will become easier as one can see whether the

different demographics play significant roles when it comes to what kind of factors contributes to inclusion and integration.

The last part of the framework for the interview focuses on how they perceive the people and organization around them at work. The colleagues give a good indication about the general inclusion and their experience with everyday life situations at work, as they are the people one generally has the most interaction with during work. This will also give room to explore the potential role the colleagues play when it comes to making the participants feel more welcomed. The openness and how easy or normal it is to talk about the disability will also be reflected when one talks about the role and interaction with colleagues.

The questions were organized in a way that subjects such as relationships with leaders and coworkers were mixed among each other in a way that allowed them to think broadly rather than only focus on one subject at the time. This was done in order to avoid triggering potential negative feelings, but rather allow for them to move on. In the end, the more personal questions came, such as personal experience with negative contact with people, and also the questions around the subjects of their disability, how it happened, and their potential complications and time away from work that is related to their disability.

3.4 Sample

The sample is important when it comes to collecting data. As the focus of this study is people with disability and what factors make them feel included at the workplace, it is important that the participants have the requirements needed in order to answer and contribute with valuable information (Thagaard 2009). It was therefore important that the participants all had a visible physical disability and was currently employed. As was mentioned earlier, the reason for limiting the sample to those specific criteria's can be linked to the broad definition of disability; "*a physical or mental impairment that substantially limits one or more major life activities for the individual*" (Ren, Paetzold and Colella 2008, 192). In order to collect data for this study, ten candidates were needed that were willing to be interviewed based on their experience at their workplace and how they perceive their coworkers and leader, and their own disability and contribution to inclusion

Finding participants that are qualified and willing to take part in studies can often be a challenging process (Thagaard 2009). In this case, the snowball technique approach was used in order to gather the ten candidates for the study. The snowball effect involves finding one participant who knows more potential candidates as they are often in the same environments and groups (Thagaard 2009). The snowball technique was beneficial, by contacting five candidates, the rest were recommended by the first five. Most of the respondents are from the central part of eastern Norway.

The candidates in this study have for the most part not had any difficulties in getting employed, except one. This one respondent had to work for a long period through the Norwegian social service program, NAV, before the company was willing to hire the respondent on a permanent base.

The sample for this study consists of people between the ages of 24-65, all with different levels of visible physical disabilities. They are all currently employed, but some work full time and others part time. The main demographics can be seen in table 1; demographics below:

Table 1 Demographics

Respondent	Sex	Age	Occupation	Disability
1	Female	24	Teacher	Birth complications; left arm has no strength
2	Male	41	Car service consultant	Accident- Paralyzed from waist and down
3	Male	42	IT Expert	Born without lower left arm, has a metal hook
4	Male	41	Public speaker and consultant	Born- Amputated both legs as a child
5	Female	29	Project engineer	Born with rotated joints- paralyzed from the waist
6	Male	49	Wheelchair consultant, public speaker, and social worker	Accident- amputated both legs
7	Male	26	Public speaker, teacher	Born with spinal muscle atrophy
8	Female	53	Wheelchair consultant and social worker	Accident- amputated leg under the knee

9	Male	65	Teacher	Accident- double amputated arms
10	Male	41	Sports consultant and manages coach trainings	Born- cerebral palsy

3.5 Transcribing and coding

Transcribing the interviews was done soon after the interviews were conducted, by listening to the tape recorder from the interviews and notes. It was a thorough, but useful process, as it allowed for more time to listen and reflect over the responses and reactions the participants had expressed. The tape recorder was also very helpful in the way that it allowed to go back and listen to parts of the interviews multiple times in order to better grasp the content, which was very beneficial during the analysis of the collected data.

In the process of coding the responses, it was divided into the main categories from the framework for the interview; personal experiences, colleagues, and leaders. Further, the demographics were also thoroughly organized as they might also contribute to exploring factors for the different sexes, ages, disabilities etc.

3.6 Ethical Reflections

In the process of qualitative studies and when conducting interviews, it is vital to take into account ethical considerations as one is stepping into people's private spheres. The most important aspect to take into consideration when it comes to interview and data collection is to protect the respondent and prevent any potential damage (Thagaard 2009). All the participants in this study are therefore anonymous. This is also done in order to allow the participants to feel that they can be more open when answering the interview questions, as they can feel secure that people around them will not be able to identify and recognize them. This also protects the third party that is involved in this study; the organization, leaders, and colleagues of the participants. When the respondents were first contacted, they were informed about what the study was about, and that participation was based on candidates that freely wanted to participate. Before each interview all the participants were again informed about the study, and that

they could personally decide to not answer any questions and withdraw at any time. This allowed them to decide freely if there were certain aspects and areas that they desired to keep to themselves.

As some of the participants in this study have rare disabilities, certain aspects of their disabilities have been left out in order to better protect the anonymity of the candidates. Having to exclude certain information in this study has been difficult as many of the candidates have used their disability as an advantage in their way of achieving their goals in certain aspects. Even though certain information is excluded due to the anonymity of the participants, the information was taken into consideration during the analysis section as the degree of disability and certain aspects of it often have an impact.

3.7 Reliability and Validity

A central argument when it comes to qualitative measurement and studies is the validity and reliability. Reliability shows how trustworthy and reliable the study is (Thagaard, 2009). In order to make this study as reliable as possible, the different approaches and steps that have been made in this study will briefly be explained here. First, the interview was developed based on questionnaires and on theory. These measures were made into more open questions, in order to have the respondents elaborate personally around the questions. The interviews took between 30 minutes to 2 hours depending on the participants. The interviews were never interrupted or cut short because of time, as allowing the participants to take their time and talk in their own pace was important. In order to make sure that all the significant data was properly obtained, I got permission from all participants to record the interviews. This eased the process of transcribing and analyzing their mood, reactions, and feelings during the interviews.

4.0 The analyses

This analysis section will focus on the findings from the data collection and how they contribute to exploring what factors help people with disabilities feel more included at the workplace. As have been mentioned earlier in the methodology section, the interviews were divided into main categories; personal experience, coworkers, and the leaders. Additionally there are the demographics

which are also taken into consideration. In order to see how the participants responded to the different sections and questions, a spread sheet was made, where all the responses that were possible to measure were put in. Experiences and examples were made as an appendix to the sheet in order to support the responses. The spreadsheet was divided into the three main categories in order to compare the responses from the different section, for than to compare the categories to see whether they affected each other. The responses from the different categories combined with the demographics can reflect whether there are factors that contribute to better inclusion then others.

There was relatively little variation among the participants as to whether they felt included or not, as most of them felt that they were well included at their work. However, there were important and insightful aspects around what factors and different behaviors contributed to making the participants feel more included into the work environment. After some thorough analysis of the different categories and across the categories, there are several connections and also different factors which can be seen as contributors to better inclusion of people with disabilities in the workforce, such as the importance of proper facilitation, good communication, and the language use, these factors and how they contribute to inclusion will be discussed further in depth in the following sections.

4.1 Inclusion- The four categories

This section will focus on the general inclusion analysis and responses from the main categories.

4.1.1 General feeling of inclusion- personal experience

Table 2.

Levels	Very High	High	Medium	Low
Respondents	9	1	0	0

As one can see from the table above all the respondents feel they have a fairly high level of inclusion at their workplace. The one candidate who felt it was high rather than very high can be linked to the work setting and demographics, as this candidate is a relatively young and a newly educated female at a very male

dominate workplace. Additionally this participant claimed that work related activities and the office were often poorly facilitated for people with a disability. The participants that indicated that they experienced a very high level of inclusion emphasized the importance of being treated like everyone a contributing factor to making them feel included.

“I feel very included when they treat me like everyone else, talk to me, and take my knowledge seriously. I get just as much credit and critic and that makes me feel treated like everyone else and therefore included”

“Yes, I feel included, but only when people treat me like everyone else, and not when they try to do everything for me because they think I am completely helpless. I know they mean well, but sometimes it is just too much, but again that is an adjustment. At work, my coworkers now know when I need help and not now”

Being treated like everyone else was what all the participants emphasized as an important part of feeling included at work. Receiving special treatment or unnecessary facilitation just because they have a disability often contributed to feeling less included as it distanced them from their coworkers.

4.1.2 Inclusion through the role of the leader and contentment at work

The leader’s goal in a work setting is to help the organization achieve its best and to make sure that all the employees are facilitated properly. It is therefore important to look at the role of the leader in order to see how the participants feel that it contributes to inclusion.

Table 3. Inclusion from leader

Level	Very high	High	Medium	Low
Respondents	7	2	1	0

The above indicates that the great majority of the participants felt that the leader contributed to very satisfying levels of inclusion at the workplace. The three participants, who claimed the leaders were very high or medium, elaborated that the management had varying issues. This interfered with the leader’s role of

contributing to provide the proper facilities for the employees. Despite the fact that the leadership in the selected organizations had faults and difficulties, the candidates still felt that the general inclusion was good, as was seen in the section of general inclusion. One of the participants said this about the level of inclusion that he felt from his leader:

“I feel that my leader care about me, regardless of my disability, I feel that they care about everyone. They do no focus on my disability, and that is good, because it is irrelevant for the job I have”

Accordingly to previous studies, this study also indicates that the leader is an important contributor to satisfaction at the workplace (Cropanzano and Greenberg 1997). Table 4 indicates that the level of contentment at the workplace. As one can see the same amount of participants are very content with the workplace and with their leader (see table 3). The three responders that indicated a level 4 contentment of the workplace is the same three candidates that claimed the leader inclusion was below a very high level. This might be linked to the leader's role and that his contribution is very important in order for the employees with disabilities to feel happy and valuable at work. The three participants, who claimed they did not experience a very high level of inclusion from their leader, claimed it could be linked to the leader's work overload. They often experienced that the leader had non-personnel related issues and tasks that took a lot of the focus away from personnel tasks. As a consequence of the leaders work overload, the participants claimed they often got extra work as well, and personnel matters that are important for the work environment were often not prioritized. The indication that there is a link between the role of the leader and the happiness among the workers with disabilities at the workplace is therefore not unexpected, as it is the leader's role and responsibility to provide a good and satisfying workplace. However, the high number of participants who claimed the general level of inclusion was very high at their workplace does not indicate a relation to the leader or happiness at work.

“I do feel that the management kind of care about me, but at the same time I feel that the management's care is superficial, but that is the same

with everyone, not specifically to me because of my disability. In other words they do not always contribute to the overall picture at work”

Table 4: level of contentment at work (6very content-1 discontent)

Level	6	5	4	3	2	1
respondents	6	1	3	0	0	0

4.1.3 Feeling of inclusion from coworkers

Table 5; Feeling of inclusion from coworkers

Level	Very High	High	Medium	Low
Respondents	9	1	0	0

The leader does not indicate to influence the level of inclusion workers with disability feel at work, as 90% of the participants claimed they felt very much included at work, while 70% claimed they felt a very high level of inclusion from the leader and contentment at work. What contributes to give workers with a disability a very satisfying feeling of inclusion at the workplace, compared to from their leader can be related to the importance of coworkers. As table 5 indicates 90% of the sample claimed they felt a very high level of inclusion from the coworkers. According to the sample, this is because of the substantial time one spends with ones coworkers and the relationships that are developed as a consequence. Further, the 30% of the sample who claimed they did not feel a very high level of inclusion from the leader also emphasized the importance of help and support from ones coworkers, when the leader could not contribute properly. According to one of the candidates; the coworkers were more important than the management because:

“The management is not very good here; they do not really care about how we are and how our work situation is unless something serious

happens. But the coworkers are great and we have a lot of fun together and we work together as a team and help each other out when needed”

This section indicates that the overall feeling of inclusion on a general base and from coworkers is very satisfactory. Further, the importance of feeling included from the leader, indicates to be related to the overall contentment of the workplace, and how well the leader is able to perform his/her job. This section signalizes that people with disabilities do feel included when coworkers and managers treat them like the rest of the employees. In order for the participants in this study to be able to work and function at the same level as people without disabilities, they depend on the people around them to sometimes contribute and facilitate places or settings for them. From the previous section about inclusion, the whole sample claimed that being treated like everyone else was what contributed to making them feel included. However, finding the balance for how much help one should offer a coworker with a disability or whether one should ignore their disability can often be hard to establish and understand. These next sections will therefore explain what behaviors and factors this sample claimed contributed to making them feel treated like everyone else and included at the workplace.

4.2. Finding the balance of appropriate facilitation at work for people with disabilities

The demographics of this sample vary greatly and the disabilities and individual needs of the different participants are not comparable. Never the less, all the participants require facilitation at different levels in order to contribute and work at the same level as their coworkers without a disability. Proper facilitation is also according to the sample vital as it gives the employees with disabilities the opportunity to function and participate at the same level as their coworkers. Being able to function, but also participate at the same level is seen as very important as work is not all about working, but also establishing connections and building relationship with coworkers and managers. If employees with disabilities are not provided the needed facilitations in order for them to participate at all settings, it can potentially cause a divide, as the coworkers who participate becomes closer, hence leaving the employee with a disability even further outside the work environment.

Table 7: Facilitations at work

Level	Excellent	Good	Ok	Poor
Respondents	4	5	1	0

Table 7 reflects the level of satisfaction the respondents felt with their companies and how well they facilitate the work situation for them. Overall, it is evident that the majority of the respondents are satisfied with the amount of facilitation their companies provide. What is important to keep in mind when analyzing this finding is the variety of disabilities the different candidates have. The four participants, who claimed that the facilitation at their workplace was excellent, are all participants who are able to walk and move around quite easily. The six respondents who responded that the facilitation was good or ok all have disabilities that require wheelchairs or other assistances in order to move around easily. This data therefore indicates that facilitation when it comes to people that are not able to walk is often the most common hinder.

“I do not feel that I am excluded from activities at work or on social settings outside work with coworkers. It is almost always facilitated, I do not have any bad experiences, and the few times there have been a few steps or something, I’ll just adjust. That’s never a problem”

The five participants who claimed that they felt the facilitation they received at work was good, emphasized that it was only occasional that proper facilitation lacked, often in work settings outside the office. Two of the five candidates claimed that the facilitation was excellent, and when sporadically places were difficult for the respondents to access, the respondent decided to look at it as a compliment, as they believed that people just did not think about the fact that they needed special facilitations because they are usually mobile and flexible. This way they turn it into something positive and decide to look at it as something good and a way of being treated like everyone else.

“I always feel that the facilitation is good, and I decide to believe that when there are settings through work that are poorly facilitated, it is because they forget, because I am so good at getting around, and not because they are trying to keep me away. It always works out”

The three remaining candidates who responded that the facilitation at their workplace was good claimed it was excellent when the question was asked directly. However, later during the interview, the candidates elaborated on different examples where the facilitation had been poor. They had multiple examples of times they had to be carried up stairs, into boats, and other places in order to be able to participate. This indicates that the facilitation is not always as satisfying as one first believes. When the participants were confronted with these contradicting statements, they claimed; “it is just the way it is”. They believe that not all places should have elevators and not every place have to be accessible for a wheelchair.

“We often have work parties at my coworker’s apartments and we go to bars together; I cannot expect all my coworkers to have wheelchair accessible places. I am flexible, and coworkers help carry me up or down stairs in order for me to access. I would not want people to not go to a bar just because I cannot stroll easily around. I have to be flexible as well”

These findings indicate that the facilitation for the different candidates is excellent or very satisfying at the workplace, nevertheless during activities and settings outside the office proper facilitation is often more challenging. Five of the candidates also indicate that being lifted and carried by coworkers is not looked upon as something uncomfortable and unquestionable, while one participant claimed that being carried was not desirable.

One candidate in this study experienced that the facilitation at the company was ok. This respondent had multiple examples of times when parties were arranged at places the candidate could not access due to the wheelchair, hence resulting in not being able to participate at the different social settings the job organized. Accessing the cantina takes approximately 15 minutes one way from the office building, as many detours must be made due to the wheelchair. This results in no time at eating, and the respondent therefore usually stays behind and eats at the desk alone. Doors to enter the building are also challenging as only a few of them are accessible for people with wheelchairs, and they are often

located far away from the parking garage. This requires the candidate to spend extra time and effort in order to enter and exit the workplace.

“I understand that the management and coworkers choose activities and settings that are practical and suitable for the majority and for the specific activity, but I do feel hurt when I am not able to join because it is not accessible for me. Further, this winter everyone at the office received an email about a ski day except me, they had specifically deleted me from the list as they assumed I could not join, but I have a special ski that I can sit on and I am just as fast. I confronted the management about that, and was invited, but it was very hurting that they tried to hide it from me, especially since this was finally an activity I could join, compared to all the other settings that have been impossible for me to join on previous occasions.”

Facilitation is a challenging situation for both employees with disabilities and their leaders and coworkers, as it is sometimes easy to forget or know how to approach it. By not being able to handle it the right way; the consequences can be hurtful and condescending for the employee with a disability. From table 7 and this section, 90% of the sample claims they are fairly content with their workplace and their efforts with facilitating places and activities for them. However, there are examples and times that there are situations where proper facilitation is forgotten or not taken into consideration, and as a consequence the employee with a disability is either left out or need to find alternative solutions. According to 90% of the sample, the facilitation at the office is for the most part very satisfying. Social work settings and arrangements outside the office, on the other hand is often more challenging. Not having the opportunity to always participate at social work events was according to the sample difficult and hurtful, as it is through the social work settings that relationships develop and social interaction increases. Therefore by not facilitating properly for everyone to participate at social work settings, one hinders employees to have an equal opportunity to be included at the workplace. Proper facilitation is therefore according to this sample very important at both the office, but especially during social work activates as it allows for interaction and feeling of inclusion.

4.3 Finding the balance of appropriate communication and interaction

Communication is in most settings the reason for success or failure. Good communication is something the participants in this study emphasize as important in order to overcome barriers and problematic situations related to their disabilities. Three of the participants in this study are currently public speakers, as they hope to encourage and help people with disabilities get into the workforce and participate in normal activities. Communication was according to the whole sample seen as important as it was related to the feeling of respect and inclusion. All the respondents prefer people and coworkers to ask them if they have questions regarding their disability as it functions as an icebreaker and because they understand that people wonder. All the participants felt that when their coworkers avoid the subject about their disability it can potentially establish a distance between the people with a disability and the colleagues as one are not able to communicate clearly. Communication is therefore seen as an important contributing factor to strengthen the feeling of inclusion at the workplace for employees with disabilities according to this sample. One participant said this:

“Just ask! It is awkward if you don’t because both parts know they want to. On the first day at my current job, the HR manager sat across me for three hours during lunch and different meetings, tripping and wanting to ask me questions, but just did not have the courage. It was so awkward. When she finally did, the tension went away and the environment has been great since, so it is important to ask and get it out of the way”

The consensus among the participants that asking is preferred indicates that it is important to ask if one has a question regarding their disability. The participants understand that people wonder, and they can feel the tension if one tries to ignore it. Asking about one’s background is common in most settings when one meets new people, it should therefore not be any different when meeting people with disabilities. Asking, according to the sample, is important and great; however, a majority of the participants agreed that there are certain responses from people when asking about their disability that are undesirable.

4.3.1 Pity

Pity was for three of the candidates the worst kind of response and interaction when they talk to people about their disability. They did not believe it was meant as hurtful or condescending, but rather as a pat on the back for still having courage. Nevertheless the participants feel that pity is related to looking down at them and for being different.

“The worst is when they ask you what happened, and then I tell them about the accident that got me into the wheelchair, and then they look so sad and say ohh that is so horrible. But for me it is not horrible, it happened a long time ago, and I have been able to do so many things because of it, I don’t think it’s horrible. My life is good”

This indicates that the respondents do not necessarily feel sorry for themselves; they have embraced their disability and the consequences of it. Further, some of the participants have told stories about old ladies giving them money because they are so good at using their wheelchair. By showing pity and emphasizing how sad and challenging it must be to have a disability, contributes to making a distance between people with disability and people without disabilities.

4.3.2 The great thing about children

Children are known for saying what they want and asking about anything they wonder about. Parents occasionally get embarrassed by their children at times because of their inappropriate questions. However, five of the ten respondents in this study said children are the best and least awkward people to meet when it comes to interaction and questions regarding their disabilities. The participants claimed children were preferred as they are straight forward when they ask questions. What happened to you? Does it hurt? And how do you eat, go to the bathroom etc.? The participants who claimed that children were desired when it came to interaction supported their statements with the notion that the children do not give them pity. They ask until all their questions are answered and then they move on.

Even though children are not often a part of the work environment, one can make the assumption that a direct conversation between people with and

without disabilities is preferred also at the workplace when it comes to discussing the disability. This assumption can be supported by one of the candidates who answered this when he was asked how he feels when people ask him about his disability:

“It’s good when they ask, but its akward when they obviously want to ask, but do not dare. Children are great that way, because they just ask and move on”

Getting over the barrier of asking is therefore important as this study indicates that it is important for the participants and their coworkers to talk about the disability as it is a subject of interests to the coworkers. Asking directly about the disability from the start is therefore important as it is necessary in order for the people with disabilities and their coworkers to have the talk before they can start connecting about other interests and subjects.

4.4 Communication and appropriate facilitation

In the previous section special facilitation at work and the importance of good communication have been discussed in order to be included at the workplace. This section will now take a closer look at the aspect of special treatment at work and how that is experienced by the participants. Six of the ten participants in this study expressed they felt that their coworkers at times tried helping them too much. The six participants agreed that it was with good intentions, but that they sometimes felt that it contributed to making a distance between the participants and their coworkers. This was explained by the fact that they receive help because their coworkers assumed they are not able to perform the action by themselves. This was especially condescending when the participants were in fact able to perform the action independently. Getting special treatment and extra help was also difficult as they felt they were not treated at the same level as their coworkers, resulting in a distance between the participants and their coworkers. With the gap between them, inclusion and interaction becomes harder. Being treated like their coworkers both positively and negatively was therefore desired.

“It is just as bad to get positive benefits and treatments as it is to get negative associations and benefits”

In situations when the six respondents who claimed they sometimes received too much help from their coworkers, they further emphasized the importance of communicating clearly with their coworkers that the extra help is not necessary. In these situations they underlined the importance of telling their coworkers that the offer and help is appreciated it, but they preferred to ask for help rather than always receive it. Making sure that their coworkers were not offended was important for them as the offer for help was meant with good intentions, rather than as condescending.

“You have a choice to either get offended when people ask you for help or you can appreciate it and say yes or no thank you. I think bottom line, most people are nice and just want to help”

The six respondents who felt that their coworkers at times contributed too much, agreed that the longer one were employed a place, the less of a problem it became, as their coworkers often needed some time to adjust and learn the person with a disability's limitations and possibilities. Three of the respondents also expressed good experience with telling their coworkers about their possibilities and potential limitations. Communicating that they preferred their coworkers to ask them directly if there was anything they wondered about and that the participants themselves preferred to ask for help if they needed it. This had been very positive and contributed as an icebreaker. This had also contributed to positive responds from the coworkers and facilitated for faster and easier contact and interaction. This indicates that good and clear communication from both the person with a disability and their coworkers and management is important in order to facilitation for contact and inclusion.

4.5 Language

Three of the respondents who participated in this study are currently working as public speakers with the aim of contributing to getting more people with disabilities into the workforce and to push their limits. Four of the participants have participated in sports and programs which promote people with

disabilities and their possibilities, such as Paralympics and the Norwegian TV show- Ingen Grenser. By participating at shows and sports events, the goal is not only to push their own limits, but also to make disability less of a taboo and unknown area for people. The regular experience with people being unsure of how to approach or talk to people with disabilities, has contributed to the desire to change it. Some of the reason for the insecurity during contact is the lacking knowledge about how to refer to a person with a disability according to the sample. As a consequence of the needed knowledge about correct words and how to use them, they are often not integrated into groups and are not able to make connections and relationships with people. The correct use of words is important as it shows respect. However; all ten participants in this study believe that the language aspect around disabilities has become too complicated. Five of the participants claim all different kinds of words are ok, as this is a way of making the subject less scary. Further, all ten participants agreed that it is not necessarily the word that is used, but rather the meaning and intention behind it.

“All words are ok, there are so many words and they keep changing all the time, I can’t even keep track of them, how can I expect people without disabilities to be updated on this, when I am not able to.”

Another challenging aspect about the language subject is how one should handle the fact that people with disabilities use many of the words that are politically incorrect to use, among each other and about themselves. Six of the candidates claimed to joke and use politically incorrect words about themselves. When they were asked how they react when their coworker use incorrect words and joke about people with disabilities, all six of the candidates agreed with one of the candidates who stated this:

“Once I have joked about it, and made fun of my disability or disability in general, I also have to understand and let other people joke about it as well, anything else would be wrong. It would be confusing, it would be like telling a child that smoking is dangerous and then go and smoke in front of the child. We have to be consistent, If someone does not like other to

joke around the subject that's fine, but then they should not joke themselves either”

“By being flexible and letting people use all kinds of words, one makes it less scary and opens up to discussion, jokes, and openness around it. I never think that a person tried to hurt me by using politically incorrect words, people are nice”

During the process of contacting people with disabilities in order to get participants to this study, one person was contacted after having written an article in a newspaper. During the process of explain what the study was about and what qualifications the candidates needed, the word handicapped, which is still accepted was used rather than the currently correct and preferred word in Norwegian; funksjonsnedsettelse. The person got upset and corrected the mistake immediately. Even though this person was not part of the study; it is important to keep in mind that people are different and some are not ok with any usage of words. The six candidates who jokes about their disability and uses all the different words; correct or incorrectly, does it to get contact with people and to show that human contact and respect is so much more than about what words are used. By getting over the language barrier, one can more easily interact and develop a relationship which the candidates claim contributes to inclusion.

5.0 Discussion

The aim of this study has been to explore factors which can contribute to increase the feeling of inclusion for workers with disabilities. In general, the overall perception of inclusion is fairly satisfying according to the sample in this study. Three factors have been found to play a significant role in contributing to making people with disabilities feel included at the workplace. The factors are; communication, proper facilitation, and appropriate usage of language and words. These factors are viewed as important as they contribute to an increase in interaction with ones coworkers, and therefore contributing to making the workers with a disability feel more included at the workplace.

According to this study; the leader indicated to play a significant role at contributing to making people feel content at the workplace. 70% of the sample

indicated that the leader made them feel very included, and the same 70% responded that they were very content with their workplace. The remaining 30% claimed due to work overload and not feeling prioritized made them feel less included by the leader and less content with the work environment. Similar results have also been shown in previous studies, where the leader is shown to play an important part of the process of making people satisfied and comfortable at their workplace (Cropanzano and Greenberg 1997; Marti and Blanck 2000; Buchanan and Huczynski 2010). This reflects the importance of the leader, and how interaction and contact with the leader is important in order for workers with disabilities to feel included at work.

The importance of one's coworkers is also a factor which has been indicated to play a noteworthy part of making workers with disabilities feel included at work (Marti and Blanck 2000). This can be linked to the amount of time one spends with ones coworkers and the relationships that are developed during these interactions which has been shown to contribute to positive experiences in previous studies (Cropanzano and Greenberg 1997). According to this sample, the importance of interaction and contact with ones coworkers and leaders contributes significantly to the overall contentment and feeling of inclusion at work for employees with disabilities. It is therefore important to make sure that all the needed facilitations and requirements are there, for these interactions to occur. These factors will now be discussed.

Interaction with ones coworkers and leaders is important in order to feel included at the workplace. In order for people with disabilities to interact properly they sometimes require proper facilitation in order to take part of interacting with the rest of the organization (Arbeidsdepartementet 2011). Proper facilitation is needed at multiple levels and places. Proper facilitation at the workplace is vital in order for workers with disabilities to be able to perform to their full potential (Arbeidsdepartementet 2011). During social work activities proper facilitation is needed in order to allow them to participate at the same level as their coworkers without disabilities.

According to the data from this study, 90% of the sample felt that the facilitation they had at their specific workplace was satisfying. Only one candidate in this study expressed dissatisfaction with the facilitation at the workplace. This was based on doors that were not wide enough for the candidate's wheelchair to

get through, steps and platforms that were impossible to access with a wheelchair, and the inability to eat lunch in the cafeteria with the coworkers as the detours required the whole lunch break, leaving no time for eating. As a result, this candidate, of the entire sample, felt the least included at the workplace. The lack of proper facilitation at this workplace is the responsibility of the leader (Cropanzano and Greenberg 1997). Not taking action in this situation contributes to make this candidate feel left out from daily routines as activities are inaccessible. When the candidate was asked how it feels to not be able to eat lunch with everyone else, it was evident that it was hurtful. However, the candidate added that it was ok, because sometimes this candidate needs some extra rest, and it is therefore good to have the lunch break alone. Despite the fact that this candidate at times need some extra rest, and prefer to spend some time alone, it should not be because there are no other options, but rather because that's what the candidate desires. This indicates that despite the fact that the candidates at times express that it is okay that they are not able to access and participate at all settings, it is hurtful and is considered an unfair treatment from the leader and the management as it is their responsibility to make sure their employees have the required facilitations (Buchanan and Huczynski 2010).

Despite the fact that one candidate felt that the facilitation was poor at the workplace, the remaining 90% of the sample were content with the facilitation they experienced at their specific workplace. However, facilitation outside the office during work related activities did not receive the same satisfaction according to the data from this study. 50% claimed that the facilitation during work related activities outside the office was good, while 10% claimed it was ok. Activities outside the office can be Christmas parties, Friday beers, and trips. It was during these settings that the candidates in this study indicated that participating, if possible, often required flexibility and an open mind. All the participants concurred that not all places can be facilitated for people with disabilities, a fact they have come to an agreement with. However, the sample concurred that the management and the leader can in many situations become better at choosing places and activities that are accessible for people with disabilities. 40% of the candidates claimed it was often during Christmas parties and other settings when all or many of the employees were going out to eat or drink that could be the most challenging, as not all restaurants and bars are

wheelchair accessible. In the process of planning social work activities, the leaders should show that they sincerely care about their employees and make sure that the restaurants or locations they choose for the Christmas party or other settings facilitates the needs of all the employees (NHF 2012).

Friday beer or other social events outside the office which are arranged by coworkers is also often challenging for employees with disabilities. The participants claimed that they did not want to stop their coworkers from going to the places they preferred, and do activities they desired. The participants further claimed that they believed that the coworkers did not choose inaccessible places and activities on a purpose, but rather because they forgot the facilitation needs of their coworkers. As have been mentioned earlier, five of the respondents in this study are highly motivated people who want to help other people with disabilities. However, when they experience inefficient facilitation they do not communicate the challenges, but rather find alternative ways. By utilizing the next factor which was explored in this study; good communication, they could influence the places and activities that are chosen for social work-related events.

There is a clear difference between the satisfaction of facilitation at the office and during social work settings according to this sample. This should be acknowledged by leaders, coworkers, and workers with disabilities in order to become better at facilitating for the employees with disabilities in order to include everyone in the whole work organization. However, as was indicated by the sample, the social settings are the area which needs better facilitation. These events and settings are often organized by coworkers without a clear leader, with the sole intention of having a good time. It is therefore important to keep in mind that these coworkers might not have the same training and qualifications in making sure that everyone is included. Communication is therefore important as it can contribute to better understanding of the needs and requirements of the individual.

As this section indicates, facilitation can be a challenging part for both the employees with disabilities and for their coworkers and leader. The employees with disabilities desire to be treated like everyone else, but they still require special facilitation on occasions. In order for the leader, coworkers and the employees with disabilities to organize and make sure the needed facilitation is

always at hand, interaction and communication is important in order to make sure that everyone can perform and contribute their best.

Communication was a factor that all the candidates in this study agreed was important and one of the main contributors to feeling included at work. They reasoned this with the fact that they experienced communication between people as vital in order to develop a relationship, create mutual understanding, and collaboration. This is also in accordance to previous studies which have shown that an open communication climate contributes to making the employees feel trusted, confident, and secure (Buchanan and Huczynski 2010). The candidates in this study claimed that many of the situations where the facilitation had been poor, could have been prevented if the management/ coworkers and the person with a disability had communicated better. Three candidates claimed they felt they were at times guilty themselves because events were not properly facilitated as they could have communicated clearly to their leader or coworkers and explained the situation and needed facilitation. Even though it is the leader's job to facilitate all their employees properly (Cropanzano and Greenberg 1997), the employee with a disability can contribute and help the leader, by communicating clearly what facilitations and needs the person requires (Buchanan and Huczynski 2010). The results from this study indicate that seven of the ten candidates claimed that poor facilitation was not intentional, but rather coworkers or leaders that forgot. Communication between the person with a disability and the coworkers/leaders is therefore vital in order to contribute to proper facilitation.

One of the candidates emphasized the importance of good communication as a reason for his success in being able keep his job after his disability become more challenging last year. The management had sat down with him and discussed and asked him how he felt, what he wanted and how they could contribute to accomplishing his goals. He has now been given the flexibility he needs; a new cantina is being built on his floor, as the building does not have an elevator. This candidate also highlighted the importance of talking to ones coworkers, and collaborating with them throughout daily activities, which enables relationships to be built and the company to function better as communication gives better collaboration, which in this case also gave better outcome, efficiency, and inclusion.

“It makes no sense for me to walk the three stories I have to walk up to get to my boss's office which takes me about 30 minutes just to drop off some paper, when a colleague is going up there anyways. But then again it makes no sense for my colleague to walk up with his/her papers if I am going there anyways. You give and you take”

As the analysis and the example above indicate, communication is also important in everyday interaction and communication between people with disabilities and their coworkers and leaders (Buchanan and Huczynski 2010). All the participants in this study showed great understanding that their coworkers and leaders had questions about their disability and issues concerning it. 100% of the sample agreed that if coworkers or managers had questions related to their disability, they should ask. Asking was desired as it contributes to ease the tension between the person wondering and the person with a disability and opens up for discussion. One candidate claimed; *“it's a great icebreaker”*. Avoiding the subject of the person's disability is not recommended according to the sample as that signifies that one is scared and uncertain. The results indicate that one should ask, as avoidance is experienced as awkward; *“it is awkward when you don't ask, because we can feel and see that you want to”*.

According to this study communication plays a significant role in the process of contributing to feeling included, as it helps coworkers and leaders to achieve the right balance in facilitation and assistance. Another aspect of communication which according to this study is important is to understand the language which is used to refer to people with disabilities. In today's society with many new nationalities, religions, and backgrounds, language has become a challenging part for many (Edmondson, et al. 2009). Using the right language when approaching people is central, as it shows respect to the person one is interacting with (Edmondson, et al. 2009). The language aspect is also challenging when it comes to the area of people with disabilities and what words are correct to use and not. Over the last decades many new words have been made in order to find appropriate words to refer to people with disabilities (Uloba 2012). The government and large interest organizations which work for people with disabilities rights have been fronting these new words (Uloba 2012). One of the biggest interest organizations said in a conversation that:

“Language is very important, as it gives a feeling of power. This is why it is so important to formulate and use the correct words, in order to prevent using unnecessary power” (Interest organization for people with disabilities)

As an attempt to increase the knowledge and the importance of using the right language when referring to and interacting with people with disabilities, the major interest organizations for people with different disabilities have developed a list (Uloba 2012). The list has the aim of contributing to making the language aspect easier for everyone, as it explains what words are ok and what words to avoid. The whole sample in this study experience the language aspect as too complicated. With the extensive list that has been developed, and the frequent changes and development of new politically correct words has made it challenging to keep up with. 50% of the sample claimed that any words were fine, while the remaining 50% claimed certain words are considered condescending and hurtful, but if people were unsure, they should ask, as that was not experienced as condescending.

According to this study; three main factors have been explored as important in the process of contributing to the feeling of inclusion at work. The main criteria for the whole sample were being treated like everyone else in order to feel included. As the sample in this study all have physical disabilities which hinders them at performing certain activities, finding the right facilitation and assistance is important in order to allow them to participate and contribute at the same level as their coworkers. In order for the right facilitations and adjustments to be made in order for the employee with a disability to be able to participate at the same level as their coworkers, communication is necessary. Communication allows the employee with a disability to explain their needs and the leader and coworkers to comprehend them. This simplifies the process of finding the right facilitations and making sure events and activities are properly suited for all the employees.

The language usage and the challenges around knowing what words to use and not are also related to communication. Proper, open, and good communication is vital in order for both coworkers, leaders, and the employees with disabilities.

The three factors which according to this sample contribute to making people with disabilities feel included at work are; appropriate facilitation, good communication, and the proper language use. However, as became evident from the analysis and discussion section; good communication is a contributing factor for enabling appropriate facilitation and the correct language use. Communication is therefore a factor a leader, coworkers, and people with disabilities should pay close attention to and strive to fulfill, as it increases the level of inclusion for people with disabilities. However, it is important to keep in mind that all parties have to collaborate and interact clearly as communication is a two way interaction.

6.0 Practical Implications

There are several implications that can be recognized from this study. If an organization is not able to fulfill the needs of their employees, they can potentially loose valuable and key workers (Shore, et al. 2011), and in the case of people with disabilities, it can contribute to keeping them excluded from the workforce (Arbeidsdepartementet 2011). According to this study, there have been explored three factors which can add and contribute to increase the inclusion at the workplace for people with disabilities. Further, the factors can help the coworkers, the management, and the people with a disability to facilitate for better inclusion at work.

By making sure that all employees have the proper facilitations at the workplace and during social and formal work activates, one allows everyone to participate and interact at work and in work settings. With the proper facilitation, the employees with disabilities are usually able to perform their tasks efficiently and at the same level as their coworkers (Arbeidsdepartementet 2011). Previous research has shown that managers and employees are often concerned about the productivity level and abilities of people with disabilities, as they often assume they are lower than for people without disabilities (Hernandez, et al. 2008). By facilitating employees with disabilities in a proper way, one will contribute and provide a satisfying work setting, hence be able to limit negative attitudes and prejudice. According to the results in this study, the participant's claim that proper facilitation can increase the feeling of inclusion, as it allows for better

participation, hence, it contributes to more interaction between the person with a disability and their coworkers.

In relation to being able to participate properly through good facilitation, this study also indicates that open and good communication is vital in order to enable interaction and relationship development. This is in accordance with previous studies which indicated that communication facilitations for the growth and development of relationships and helping people become part of groups and environments (Barnes and Mercer 2005). It is therefore important for leaders and coworkers to communicate clearly with coworkers and managers in order to establish a good relationship.

These factors are important in order to help people with disabilities feel more included and part of a workplace. As it is the leader's responsibility to make sure that all the employees are properly facilitated and taken care of (Cropanzano and Greenberg 1997), it is important for the leader to know about these factors and use them during planning and organizing of the employees and their work activities. As this study indicates, it is not only at the specific workplace, proper facilitation is vital, but also activities and settings outside the office, as social work settings are often places where coworkers have time and space to interact in a casual and more private way. Informing leaders and coworkers of people with disabilities about these factors can therefore facilitate and allow all employees who desire to participate at any social or formal work event to do so, and increase the feeling of inclusion for the employee with a disability.

As this study indicates; it is during social work events proper facilitations most often are lacking. It is therefore important for the coworkers and managers who plan the social work events to take responsibility and take into consideration the needs of the different employees. As the focus during these social work events should not be about what activities one is doing and where one does it, but rather including everyone and allowing everyone to participate if they desire to.

7.0 Theoretical Contribution

This study adds value to the theoretical field about people with disabilities and inclusion as it shows the perspective of people with disabilities, rather than their coworker and leaders. This is important as the majority of the research that has been conducted about people with disability in the workforce has mainly

focused on either the salary and recruitment process or on perceptions and attitudes toward people with disabilities at the workplace (Altman 1981; Baldwin and Johnson 2006; Beattie, Anderson and Antonak 1997). Further, little focus has been on how people with disabilities feel inside the workplace, but rather the experience of coworkers and managers (Schur, Kruse and Blasi et al. 2009; Robert and Harlan 2006). This study has therefore focused on knowledge and experience from people with disabilities about what they feel contributes to making them feel included at the workplace. The main findings from this study, indicates the importance of proper facilitation, good communication, and finding the balance of the correct usage of language at work in order for people with disabilities to feel included.

Over the last years the government has had the goal of increasing the interaction between people with disabilities and their leaders and coworkers. This has been done with the aim of increasing the number of people with disabilities in the workforce and contributing to making them feel more included and part of society (NHF 2012). This study suggests that the policies and focus on this subject has been beneficial, as the sample indicates that 90% of the sample feel very included at their workplace.

8.0 Limitations

The findings in this study should be interpreted in the light of some limitations. As this study is based on qualitative measures, the external validity is low as there were only ten participants in the study (Askheim and Grennes 2008). However, the internal validity is the strength of this study as the goal is to gain a detailed understanding of a person's experience and situation (Askheim and Grennes 2008). As a consequence of the snowball technique which was used in order to find participants, some of the participants know each other (Thagaard 2009). However, they were not interacting with each other during the interviews and showed great independence and self-reflections. Furthermore, many of the participants in this study are very strong individuals, who are very passionate about the right of people with disabilities and work with contributing to achieving better inclusion at work and in general throughout society for people with disabilities. Also taking into consideration that the sample is small and limited, the findings in this study should be interpreted with care, even though the responses

were rather consistent. The variety of disabilities the participants have differed greatly, and the timespan the candidates have had their disability vary. This should also be considered a limitation as it is difficult to generalize the different needs the candidates require.

9.0 Future Research

In the light of this study and its limitations, there are certain aspects that would benefit from more in depth and further research. As the sample is small and limited it would be beneficial to increase the sample to a bigger population in order to check generalizability among people with disability. Further, as this study indicates that the policies and adjustments the government has introduced in order to increase the number of people with disabilities in the workforce has had a positive effect, as the feeling of inclusion is very good. However, this should also be studied from the perspective of the coworkers and managers and whether there has been any attitude change. This is because previous studies have indicated that people are often hesitant towards people with disability in the workforce as they are perceived as less efficient and intelligent (Stone, Stone and Dipboye 1992: Antonak, Fiedler and Mulick 1989). A closer look at this area might reveal if the increase in contact has led to more tolerance and acceptance as previous research and contact theory indicates that it will do (Hunt and Hunt 2000: Pettigrew and Tropp 2006).

Many of the candidates emphasize the importance of alternative and solution oriented thinking, as they often experience poor facilitation and access possibilities. As there is an increasing focus in establishing and providing proper facilitation for people with disabilities (Arbeidsdepartementet 2011), will it affect the creativity and practical thinking skills of the people with disabilities? A long term study would therefore be interesting in order to see whether people with disability are more practical and creative as a consequence of their disability and whether this will change over the next decades, as facilitation will hopefully become better.

10.0 Concluding remarks

With the growing importance and talk from politicians and other important organizations and the inclusion pressure in our fast changing society, it is

important and vital to include everyone. In order to do so, the people who are to be included also need to be aware of what is expected of them and what they can do in order to ease the inclusion process. The goal with this paper has therefore been to take a closer look at what factors contributes to inclusion according to employees with visible physical disabilities. By exploring factors which according to people with disabilities contribute to increase the feeling of inclusion at the workplace, the goal is to provide coworkers, leaders, and employees with disabilities guidelines for how to better include people with disability at the workplace.

According to the results from this study; people with disabilities generally feel very included at their work place. The leaders are seen as important contributors to contentment at work, while the coworkers add to the general feeling of inclusion at the workplace. The main factors which were explored in this study as contributing factors to feeling included at work for employees with disabilities was; proper facilitation, good communication, and appropriate language use. As proper facilitation and the perception of appropriate language use are both factors which vary depending on the individual in this study; communication is especially important in order to understand the needs and desires of the person with a disability, in order to facilitate for the two other factors to be fulfilled.

Further, in order for coworkers and leaders of people with disabilities to establish good relationships and communication, they need to interact. As a way of contributing to interaction between employees with disabilities with their coworkers and leader, proper facilitation at all locations is required in order for the employee with a disability to be able to participate. Proper facilitation is therefore a key contributor to establishing good communication and interaction possibilities.

Learning what words are appropriate to use and not when interacting with people with disabilities can be challenging, as there has become many words over the last decades. However, according to this study, if in doubt, just ask! As it can function as a good icebreaker and contribute to interaction and communication.

Good communication, proper facilitation, and appropriate language use are factors which, in this study, indicate to make people with disabilities feel included at work. According to the sample in this study; being treated like everyone else

contributes to feel included. Even though coworkers and leader might feel they are treating people with disabilities differently as they have to make special facilitation and make sure one uses the appropriate language when communicating well with employees with disabilities, they are not. By making sure these three factors are in place, people with disabilities are able to function as everyone else, hence be treated like everyone else and feel included like everyone else.

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Appendix 1 Interview guide and framework

<p>Introduction:</p> <ul style="list-style-type: none"> - Presentation of myself and the study 	<p>Objective:</p> <p>Presenting the candidates with information about me and the purpose of the study as</p>
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<ul style="list-style-type: none"> - Qualifications for the interview - Practical method subjects; note taking tape-recorded - Approximate time of interview and the right the participant have 	<p>this might contribute to better trust and higher level of comfort for the participant.</p>
<p>Background questions:</p> <ul style="list-style-type: none"> - Age, gender - Job, filed of work, kind or organization - Kind of disability; how they got it - Amount of absenteeism 	<p>Objective:</p> <p>By getting basic background about the candidates it is easier to see whether age, education, kind of industry, and kind of disability have different impacts and also starting easy to loosen up</p> <p>-questions regarding disability etc. are at the end as they may be perceived as more sensitive and personal.</p>
<p>Personal experience:</p> <ul style="list-style-type: none"> - self-reflection about their own ambitions and contributions - personal limits and opinions - self-experience with people in general: - personal feelings about the impact the disability has on their own life 	<p>Objective:</p> <ul style="list-style-type: none"> - Indicates what kind of personality-outgoing, five kinds of personality traits- check book - Comfort zone - Their perspective and feelings around their disability - Show the importance of the individuals role
<p>Colleagues:</p> <ul style="list-style-type: none"> - how colleagues treat them - their perception of what kind of contact the colleagues have with them - distribution of work among colleagues and the person with a disability - how colleagues include the candidate with social activities etc. in and outside work 	<p>Objective:</p> <ul style="list-style-type: none"> - How well they feel they are included by their colleagues reflects personality- what kind of contact is ok- level of openness - Feeling of being valued and viewed as just as capable- something like that - The potential difficulties the co-workers find about their disabilities

<ul style="list-style-type: none"> - talking about it- disability being a subject 	<ul style="list-style-type: none"> - The issue around talking about their disability - Show the importance of the colleagues role
<p>Leaders:</p> <ul style="list-style-type: none"> -special treatment from the leader - Much focus from the leader because of the disability - facilitations at activities and at work - approaching and talking about it 	<p>Objective:</p> <ul style="list-style-type: none"> - How including the leader is - How the leader view the candidate - Respect and facilitation - Difficulty or not of having a person with a disability as part of the workforce - Show the importance of leaders role

Appendix 2- The Interview

Intervju spørsmål:

Mitt navn er Karina Hadley og jeg studerer Ledelse og Organisasjonpsykologi ved Handelshøyskolen BI. Jeg arbeider med en master oppgave som omhandler hvordan mennesker med synlige fysiske

funksjonsnedsettelse trives i arbeidslivet. Oppgaven går ut på, gjennom intervjuer, å kartlegge hva slags faktorer, oppførsler og eventuelle handlinger kollegaer og arbeidsplassen forøvrig kan bidra med til økt inkludering og eventuell tilrettelegging for mennesker med nedsatt funksjonsevne. Jeg ønsker med denne oppgaven å samle informasjon om Deres erfaringer i arbeidslivet, slik at det kan oppnås en bedre og bredere forståelse av hva slags oppførsel og prosedyrer som bidrar positivt til en bedre inkludering på arbeidsplassen.

Intervjuene vil være anonyme og kan ikke spores tilbake til deltakere og vil ca ta 1 time

Intervjuet vil ha både noen åpne spørsmål og andre som er lukket, men alle deltagere vil få de samme spørsmålene.

Kvalifikasjoner: Jeg ønsker å komme i kontakt med personer med synlig fysisk funksjonsnedsettelse som er i fast jobb

Jeg ønsker å ta opp intervjuet på båndopptaker for å kunne få med mest informasjon, men vil også ta noen notater underveis om det er greit for deg?

Karina Hadley: tlf 950 14 509 Epost: karina.hadley@gmail.com

Du kan når som helst avbryte eller velge og ikke svare på enkelte spørsmål.

Har du noen spørsmål før vi begynner?

Introduksjons Spørsmål

1. Hva slags jobb har du?
2. Hvor lenge har du jobbet der?
3. Hva slags industri er det?
4. Hvor mange ansatte er det?
5. Hva slags struktur har organisasjonen? (mellom ledere? Leder?)
Hvordan fungerer det?
6. Generelt; hvor fornøyd er du med arbeidsplassen din? Fra 1 til 6.
7. Syntes du organisasjonen du jobber for bryr seg om ditt velvære?
 - a. Evt hvordan viser de deg det?
8. Om du har et problem, vil organisasjonen din stille opp for å hjelpe deg?
 - a. Har du opplevd dette? Eksempel?
9. Føler du deg inkludert? Og hva slags handlinger får deg til å føle deg inkludert?

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10. Godt arbeidsmiljø fører til inkludering og en følelse av tilhørighet
 - a. Føler du at det er ett godt arbeidsmiljø her?
 - b. Føler du at du er del av det miljøet?
 - c. Og gjør du selv noe aktivt for å være del av miljøet?
 11. Hva slags oppførsel og kontakt føler du viser respekt i forhold til din funksjonsnedsettelse?
 12. Inviteres du ofte til å bidra og er involvert i din arbeidsgruppes oppgaver?
 13. Hva er dine ambisjoner?
 - a. Føler du at det er mulig å oppnå de i din nåværende stilling?
 14. Føler du at sjefen din eller dine nærmeste overordnede viser interesse for at du skal ha det bra på jobben?
 15. Føler du at din leder, sjef og kollegaer jobber og prøver å bidra aktivt til at du kan utvikle din kompetanse og kunnskap på arbeidsplassen?
 16. Din funksjonsnedsettelse, påvirker det fordelingen av arbeid?
 - a. Opplever du at folk vil gjøre ting for deg, eller unngår å be deg om ting, siden det kanskje er vanskeligere eller tar lengre tid for deg å gjøre det enn for andre?
 17. Er kollegaer flinkere til å involvere deg nå enn før?
 18. Føler du deg mer inkludert nå enn da du begynte og var helt ny?
 19. Opplever du at ansatte spøker eller kommer med vitser og kommentarer om mennesker med nedsatt funksjonsevne? Og hvordan reagerer du evt i slike situasjoner?
 20. Ser du på deg selv som en person med en funksjonsnedsettelse?
 21. Hvordan føler du når søknader ofte oppfordrer folk med nedsatt funksjonsevne, eller forskjellige religioner, bakgrunner til å søke?
 22. Fokuserer kollegaer og ledere mye på din funksjonsnedsettelse? og hvordan snakker dere om det? -Er det ett spøkefullt tema, ett seriøst tema, ett tabu tema, hvordan føler du at folk håndterer det?
 23. Blir du alltid informert om uformelle sosiale aktiviteter i firmaets sosiale tilsetninger
 - a. I disse settingene, blir det gjort spesielle tilrettelegginger slik at du kan være med, uavhengig av din funksjonsnedsettelse?
 24. Blir du ofte invitert med ut når dine kollegaer skal ut til lunsj eller ut for en drink etter jobb?
 - a. Om nei- Hvorfor ikke? (Vanskelig å ha deg med? Flaut?)
 25. Føler du noen gang ekskludert fra aktiviteter på grunn av din funksjonsnedsettelse?
 - a. Hvordan?- er det vanskelig å ta deg med på div begivenheter og opplevelser og settinger?
 26. Føler du noen ganger at kollegaer eller/og ledere aktivt prøver å forhindre deg fra å avansere på grunn av din funksjonsnedsettelse?
 - a. På hvilken måte?
 27. Hvor vit stemmer denne påstand fra 1 til 6: Jeg er ofte blant de sist som får vite om viktige forandringer i organisasjonen
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28. Dagfinn Enerly sa i ett intervju at han opplever at folk ofte spør assistenten hans om hvordan det går med han, isteden for å spørre han direkte, noe han syns er sårende. Har du noen gang opplevd noe lignende? På jobb, foretrekker kollegaer og ikke å snakke til deg fordi de er «redde/ usikre»?
29. Hva slags meninger og følelser har du knyttet til språket som blir brukt til å referer til mennesker med nedsatt funksjonsevne?
- Er det viktig for deg at man bruker de korrekte ordene?
 - Har du forståelse for at noen syntes det er et vanskelig område, grunnet usikkerheten? Er det da greit å spørre?
30. Hvordan føler du når folk spør deg om din funksjonsnedsettelse?
- Syns du det er irriterende, inkluderende, masete, slitsomt, eller forståelsesfullt?
31. Føler du at din funksjonsnedsettelse påvirker hvordan mennesker behandler deg, og ser på deg som person? (din intelligens, kapasitet, behandler deg med mindre respekt?)
32. Føler du noen gang at din funksjonsnedsettelse er en begrensing på jobben din?
- Om ja, i form av arbeidsutføring eller i form av sosialisering og inkludering
33. Gjør du noe aktivt selv for at din funksjonsnedsettelse ikke skal bli et «vanskelig» tema for dine kollegaer og andre rundt deg?

Demografi:

34. Hva slags utdanning har du?
35. Hva slags funksjonsnedsettelse har du?
36. Hvor lenge har du hatt nedsatt funksjons evne?
37. Er du mye borte? Høyt fravær?
38. Hvor gammel er du?

Er det noe mer du vil tilføye?

