

دراسات نقدية ٢

المهمة السادسة

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Exploring the Link Between Norwegian Senior Leaders' Diversity Mindsets and Organizational Effectiveness.

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1. هل استخدم الباحث الاقتباسات بشكل صحيح وفقاً للقواعد الأكاديمية المتبعة؟ يجب أن يتم توثيق الاقتباسات بشكل دقيق سواء كان، مباشرة أو غير مباشرة.

لتقييم استخدام الباحث للاقتباسات بشكل صحيح وفقاً للقواعد الأكاديمية، يمكن النظر في العوامل التالية:

1. دقة الاقتباسات: الاقتباسات الحرفية موضوعة بين علامات اقتباس واضحة، وتُنسب بشكل صحيح إلى مؤلفها وإذا كانت الاقتباسات دقيقة، فهذا يعد مؤشراً على الاستخدام الصحيح.

2. التوثيق: يتضمن البحث توثيقاً صحيحاً لكل اقتباس، سواء كان مباشراً أو غير مباشر، وفقاً لنمط الاقتباس المعتمد (APA). يجب التأكد من وجود تفاصيل كافية مثل اسم المؤلف، سنة النشر، ورقم الصفحة.

3. التنوع في المصادر: اعتمد الباحث على مجموعة متنوعة من المصادر الأكاديمية، مما يعكس عمق البحث وفهم الموضوع.

4. التحليل والتفسير: اظهر الباحث قدرة على تحليل الاقتباسات وتفسيرها، بدلاً من الاكتفاء بعرضها فقط.

5. تجنب الاقتباسات المفرطة: الاقتباسات متوازنة مع المحتوى الأصلي للباحث، حيث يُظهر الباحث أفكاره الخاصة بجانب الاقتباسات.

إذا كانت هذه العناصر متوافرة في البحث، فيمكن القول إن الباحث قد استخدم الاقتباسات بشكل صحيح وفقاً للقواعد الأكاديمية المتبعة.

1. هل استخدم الباحث الاقتباسات بشكل صحيح وفقاً للقواعد الأكاديمية المتبعة؟ يجب أن يتم توثيق الاقتباسات بشكل دقيق سواء كان مباشراً أو غير مباشر.

6.2 Further Research

The study needs for further understanding on Senior Norwegian Leaders' Diversity Mindsets and Organizational effectiveness. However, the findings suggest that there is relationship between LDMs and OE, while most of the leaders in the study have a growth mindset that has a positive view to diversity inclusion for achieving OE. The recurring pattern of the study is that leaders in the study have presented positive mindsets to diversity and positive relationship between LDMs and OE. Despite that the study put emphasis on leaders often behaving as proactive to diversity. However, the findings show that diversity may not a one step forward, it requires time to define, understand and adapt it. Despite a close relationship between LDMs and OE, and leaders lack better understanding of diversity, and lack of diversity inclusion, recruitment and monitoring strategy and diversity policy. Its therefore, considerable to make further study on these variables to strengthen this research further. Additionally, leaders in the study did not mention AGE as a diversity except one therefore, making further research on "leader's diversity mindsets and in age" based on this, it could be appropriate the informants have an appropriate knowledge in diversity in age while the research observes the leaders' Mindsets in Age. This could probably help to capture more varied findings on LDMs in Age. However, the study's findings contributed to several connections that would have been interesting to investigate further. For example, why organizational leaders are not familiar with ARP, 2020? The knowledge and experiences of the leaders in the study indicated nearly zero knowledge and experiences to ARP 2020. Study indicated gender and ethnicity has positive relation in OE highlighting for effective service and customer retention for value creation. Further research needed for better understanding on their roles in business organizations.

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differentiated student mindset as "a growth" and "a fixed" mindset. Dweck defined Mindsets as an individual's psychological state of understanding of the worldview that takes part in individual actions and determinations (Bernecker and Job 2019, p. 179). Dweck's understanding of mindset origination as a fixed or a growth mindset has an impact on an individual's motivation to determine the course of action (C. S. Dweck, Walton, and Cohen 2014, pp. 5–6). The critical of having what type of mindset the leader could bring OE into practice by accepting and valuing the team members for better work and creating a sharing culture to cultivate and develop the organization to result in OE. Recent research has found that mindset theory is valid with duplicatable intervention sizes effects (Yeager and Dweck 2020, p. 18). A growth mindset is preferred as it is open to learning, and experience and contributes to learning that results in substantial growth, to see ideas from a variety of angles (Yeager and Dweck 2020). The fixed mindset contradicts the growth mindsets and is termed as an individual's mindset as innate, permanent, and unchangeable (Bernecker and Job 2019, pp. 179–80).

In addition, the consequences of differences in mindsets are "strikingly large and persistent across age, sex, culture, ability level, and socioeconomic status" (Matthews 2007, p.12). Recent research has shown that people consider the "fixed mindset as a gift and praise more likely to choose tasks in their comfort zone" (C. S. Dweck, Walton, and Cohen 2014, p. 8). In contrast, individuals with a growth mindset "as a deliberative mindset have been shown to evidence a broader span of visual attention" (Bernecker and Job 2019, pp. 179–86). Fixed mindset gets attention to attract people to believe and praise as a form of understanding and the resulting individual's mindset stays in a narrow position to view a single angle instead of getting a wider understanding through learning (C. S. Dweck, Walton, and Cohen 2014, p. 8). The main understanding of mindset is that "people differ in their beliefs about the malleability of human attributes, such as intelligence and personality" (Bernecker and Job 2019, p. 185). From the thesis's perspective, leaders' diversity mindset is related to leaders' diversity understanding based on ethnicity, gender, and age as (Dweck, 2008) defined the concept of mindset as a "fundamental understandings of sociocultural constructs and human interactions". This means LDMs are descriptions of an individual belief, and experience as the leader can be characterized as a growth or fixed mindset and OE could be positive where a growth mindset is employed. Recent research by (C. Dweck 2015) has found "hard-working children could foster a growth mindset and its benefits" while, (King 2017, p. 138) finds that "Entity theorists tend to think of intelligence as something fixed and immutable".

1.1 Introduction.

1.1 Background Introduction.

Leaders' Diversity Mindsets (LDMs) in the field of organization and leadership, reflect the mindsets of leaders' approaches for achieving organizational effectiveness (OE). As Northouse (2004) defined leadership as a process that influences occurring within a group context and which involves goal attainment (Chin et al, 2016, p. 2). LDMs is defined as Van Knippenberg, et al (2013) define diversity mindsets as "mental representations of team diversity" (Homan 2019, p. 5) which means leaders' favourable mental representation of diversity linked to OE depending on the leader's ability to represent different ideas to evolve. The background for choosing this research statement is to explore the relationship between Norwegian senior leaders' diversity mindsets (LDMs) and (OE). According to van Knippenberg & Van Ginke (2022) leadership for diversity mindset is limited to theory and received empirical follow-up leader mindset lacking attention to leaders' diversity mindset. This gap of lacking Leaders' Diversity Mindsets in general and specifically in the Norwegian context is my main motivation to study the relationship between LDMs and OE. (Van Knippenberg, et, al 2013b) define diversity as any attribute referring to differences in people in terms of physical and psychological. Triana (2017) defined diversity as "deep diversity" and "surface diversity" referring to deep diversity as the unobservable dimension of the individual such as personality, mindsets and values and Surface diversity as the outer look of the individual such as sex, race, age, however, my thesis emphasizes leaders' diversity mindsets as leader's beliefs, experiences, and mindsets in gender, age, and ethnicity to understand how LDMs relate to OE. (Kirchhof (1977) defines OE as the ultimate outcome, which is the combination of managerial effectiveness and factors beyond organizational control, additionally, (Holbeche 2017) defined OE as it intends to measure the principal assumptions relating to what enables an organization to produce the results it calls for, both the means and the ends. Michalman & Hans (1978), define effectiveness as the process to achieve higher goals in an organization. OE as where the organization is effective in leading diversity and including the well-being of OE as employees' inclusiveness to measure the result of the leader's diversity mindset (Dhoopar, et al, 2023, 4). However, Senior leaders in this context is where leaders have the decision-making authority in a connection with diversity, as executive leaders, and consultants involved the leadership activities across the organization, particularly diversity and inclusion strategies.

2. هل تم توثيق جميع المصادر بشكل صحيح؟ يجب التأكد من أن جميع الأفكار والنظريات المأخوذة من مراجع أخرى موثقة بدقة في النص وقائمة المراجع، وفقاً للنظام المعتمد مثل (APA أو MLA)

لتقييم ما إذا كانت جميع المصادر موثقة بشكل صحيح في البحث، يجب النظر في النقاط التالية:

Chapter

1. التوثيق في النص:

- تواجد إشارات دقيقة لكل فكرة أو نظرية مأخوذة من مراجع أخرى وأن الاقتباسات المباشرة وغير المباشرة تتضمن أسماء المؤلفين، وسنة النشر، وأرقام الصفحات .

2. قائمة المراجع:

- تتضمن قائمة المراجع جميع المصادر المذكورة في النص، ومرتبة وفقاً للنظام المعتمد (APA) ومطابقة تفاصيل التوثيق في القائمة مع ما تم ذكره في النص.

3. الامتثال للقواعد الأكاديمية:

- التنسيق يتوافق مع معايير الاقتباس المتبعة في النظام المستخدم وجميع المراجع بنفس النمط من حيث الترتيب، وعرض المعلومات (مثل اسم المؤلف، سنة النشر، عنوان العمل، إلخ).

4. التنوع والكفاءة:

- تشمل المصادر مجموعة متنوعة من الأبحاث والمقالات التي تعكس عمق الموضوع كما يجب أن تكون المصادر موثوقة وحديثة.

5. المراجعة الدقيقة:

- من المهم مراجعة النصوص مباشرة للتحقق من وجود أي أخطاء في التوثيق أو نقص في المعلومات.

إذا كانت هذه العناصر موجودة وتم توثيق كل الأفكار والنظريات بدقة، فيمكن القول إن التوثيق كان صحيحاً وإذا كنت بحاجة إلى تحديد الصفحات، يجب مراجعة البحث بشكل دقيق للتحقق من كل مصدر

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developing a new narrative of mindset to advance inclusion as it increases OE. Despite progress has been made towards gender diversity in organizational leadership in Norwegian contexts, there are still challenges that need to be further communicated organizationally and addressed academically. Nevertheless, the study shows leaders with growth mindsets can encourage diversity and inclusion in their organizations. However, it requires from the leaders to adapt the demographic changes and prioritize including diversity in their recruitment strategies and have a mixed organizational culture by creating organizational culture from diverse colleagues' cultures. Furthermore, the study shows that the relationship between diversity work and (OE) depends on a leader's diversity mindset. This means leaders with growth mindset being more adaptive and make use of the potential of diversity to encourage creativity and collaboration, to achieve OE agreeing with recent research of (Jeanes, 2023). On the other hand, findings show diversity inclusion practices brings innovation and change and are vital for achieving effectiveness in private organizations, while public organizations mainly depend on diversity for effective service delivery. despite findings indicate effective communication and collaboration are key important factors for fostering and creating a common open working culture, and leadership plays a critical role in implementing it and to change their assumptions and beliefs about what is appropriate and effective for the organization.

According to Dhoopar, et al (2023) OE as where the organization is effective in leading diversity and including the well-being of the team members. Similarly, suggest the empirical findings that achieving genuine inclusivity and equity requires prioritizing diversity and inclusivity at all levels of leadership, by addressing gender representation, cultural differences, and emphasizing women in higher positions. Leaders with inclusive leadership behaviour aim at creating an intentional inclusion as belongingness and uniqueness within the team (Randel et al., 2018). As leadership for diversity mindsets can enhance the OE (Van Knippenberg and Van Ginzel 2022) and suggests the study that all leaders do not possess positive view of diversity. To cultivate a more inclusive mindset, leaders need to possess a growth mindset and recognize diversity as is an important resource for increasing OE. However, findings suggest accepting diversity as difference in gender, age, and ethnicity and fostering inclusive leadership are vital for achieving OE.

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1. نوع المصادر:

- تشمل المصادر مقالات علمية محكمة، كتب أكاديمية، وتقارير موثوقة ولا توجد مصادر التي تفتقر إلى مراجعة الأقران أو المنشورة في مجلات غير معروفة تعتبر أقل موثوقية.

2. تنوع المصادر:

- المصادر متنوعة، مما يعكس شمولية البحث وفهم الموضوع من زوايا متعددة كما ان المصادر تشمل دراسات سابقة وبيانات من مؤسسات معترف بها.

3. حداثة المصادر:

- المصادر حديثة، حيث إن الأبحاث في مجالات معينة تتطور بسرعة وتشمل المراجعة دراسات من السنوات الأخيرة، خاصة تلك التي تناولت الموضوع بشكل مباشر.

4. توثيق المصادر:

- يتضمن البحث توثيقاً واضحاً ودقيقاً لكل مصدر، مما يسهل على القارئ التحقق من صحة المعلومات وجميع المصادر موجودة في قائمة المراجع.

5. الإشارة إلى الأبحاث الرئيسية:

- يشير الباحث إلى الأبحاث الرائدة في المجال، مما يعكس وعيه بالمعرفة الحالية والمناقشات العلمية.

3. هل اعتمد الباحث على مصادر موثوقة ومراجعة علمياً؟ يجب أن يكون الباحث قد استند إلى أبحاث علمية منشورة ومصادر موثوقة وليس مصادر غير معتمدة أو غير مرجعية.

developing a new narrative of mindset to advance inclusion as it increases OE. Despite progress has been made towards gender diversity in organizational leadership in Norwegian contexts, there are still challenges that need to be further communicated organizationally and addressed academically. Nevertheless, the study shows leaders with growth mindsets can encourage diversity and inclusion in their organizations. However, it requires from the leaders to adapt the demographic changes and prioritize including diversity in their recruitment strategies and have a mixed organizational culture by creating organizational culture from diverse colleagues' cultures. Furthermore, the study shows that the relationship between diversity work and (OE) depends on a leader's diversity mindset. This means leaders with growth mindset being more adaptive and make use of the potential of diversity to encourage creativity and collaboration, to achieve OE agreeing with recent research of (Jeanes, 2023). On the other hand, findings show diversity inclusion practices brings innovation and change and are vital for achieving effectiveness in private organizations, while public organizations mainly depend on diversity for effective service delivery. despite findings indicate effective communication and collaboration are key important factors for fostering and creating a common open working culture, and leadership plays a critical role in implementing it and to change their assumptions and beliefs about what is appropriate and effective for the organization.

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4. هل تم احترام حقوق الملكية الفكرية للمؤلفين والمفكرين الآخرين؟ يجب التأكد من أن الباحث لم يستخدم أفكار الآخرين أو أعمالهم دون توثيق صحيح.

لتقييم ما إذا كانت حقوق الملكية الفكرية للمؤلفين والمفكرين الآخرين قد تم احترامها في البحث، يجب مراعاة النقاط التالية:

1. التوثيق السليم:

- جميع الأفكار، النظريات، والاقتباسات من مؤلفين آخرين موثقة بشكل دقيق ويتضمن ذلك استخدام الاقتباسات المباشرة وغير المباشرة بشكل صحيح، مع ذكر أسماء المؤلفين وسنوات النشر وأرقام الصفحات.

2. الإشارة إلى المصادر:

- يُعزى الفهم أو المعلومات المستخلصة من أعمال الآخرين إليهم بشكل واضح وعدم القيام بذلك يعتبر انتهاكًا لحقوق الملكية الفكرية.

3. تجنب الاقتباسات المفرطة:

- هناك توازن بين الاقتباسات والمحتوى الأصلي للباحث حيث استخدام الاقتباسات بشكل مفرط دون تقديم تحليل أو تفسير خاص بالباحث يمكن أن يشير إلى عدم احترام حقوق الملكية الفكرية.

4. استخدام المصادر الموثوقة:

- أن البحث مستندًا إلى مصادر موثوقة ومعترف بها، مما يعكس احترام الباحث لعمل الآخرين.

5. الامتثال للقوانين:

- اتباع الباحث القوانين واللوائح المتعلقة بحقوق الملكية الفكرية، مثل قوانين حقوق النشر.

1. استخدام برامج كشف الانتحال:

- يجب أن يتم فحص النص باستخدام برامج مثل Turnitin أو Grammarly أو أي برامج أخرى مشابهة لكشف السرقات الأدبية وهذه البرامج يمكن أن تساعد في تحديد مدى تطابق النص مع مصادر أخرى.

2. تحليل الاقتباسات:

- ينبغي التحقق من دقة الاقتباسات والتوثيق إذا كانت هناك اقتباسات غير موثقة أو استخدام غير صحيح للأفكار بدون الإشارة إلى المصادر، فقد يكون هناك انتحال.

3. التوازن بين الاقتباسات والمحتوى الأصلي:

- هناك نسبة متوازنة بين الاقتباسات والمحتوى الأصلي للباحث، حيث إذا كان النص يعتمد بشكل مفرط على الاقتباسات دون تقديم تحليل أو أفكار أصلية، فقد يشير ذلك إلى انتحال.

4. مراجعة النص:

- تم مراجعة النص للتأكد من أن الأفكار المقدمة تعكس الفهم الشخصي للباحث وإذا كان النص يحتوي على جمل أو عبارات تبدو غير متنسقة مع أسلوب الكتابة العام للباحث، فقد يكون ذلك مؤشرًا على انتحال ولم يتم ملاحظة ذلك

لتقييم ما إذا كانت الدراسة تحمل أفكارًا جديدة أو نتائج أصيلة تعود إلى الباحث، يمكن النظر في النقاط التالية:

1. المساهمة الأصلية:

- تحتوي الدراسة على فرضيات ونتائج تعكس فهمًا جديدًا للقضايا المطروحة مما يمكن أن تكون هذه المساهمة في شكل نظرية جديدة، نموذج، أو نتائج تجريبية لم يتم تناولها سابقًا.

2. تحليل البيانات:

- يُظهر الباحث قدرة على تحليل النتائج بشكل مبتكر، مما يعكس استخدام أساليب جديدة أو تناول موضوعات من زوايا غير تقليدية.

3. التفسير والتحليل:

- يحتوي البحث على تفسير عميق للأفكار والنتائج، بدلاً من مجرد تلخيص الأبحاث السابقة حيث يمكن أن يتضمن ذلك مناقشة كيفية تأثير النتائج على فهم الموضوع.

4. مقارنة بالأبحاث السابقة:

- يتناول الباحث كيف تختلف أفكاره أو نتائجه عن الأعمال السابقة، مما يدل على الابتكار والتفرد.

5. تطبيقات عملية:

- الدراسة تقدم اقتراحات أو توصيات عملية بناءً على النتائج، فهذا يعد مؤشرًا على الأصالة.

5.4 The Weakness and Strengths of the Study

The study's limited informants make it difficult to generalize its findings, despite it sheds light on Norwegian senior LDMs and the relationship between LDMs and OE contributing to existing research on this field. Informants' definition of diversity mostly indicate they have a positive

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4.0. Empirical Findings.

In this chapter I present the data collected through semi-structured interviews and referred to as the study's empirical data. The data is presented and analysed according to informant's diversity mindset and its relation to OE. The study aims to study leaders with growth mindsets Dweck (1960) and leaders' inclusive leadership behaviour aims for creating an organizational environment for inclusion as they feel belongingness and uniqueness within the team (Randel et al., 2018). The chapter provides an overview of the findings of the study and is structured according to the contents of the research questions. The research questions are intended to being able to respond to *How are senior Norwegian leaders' diversity mindsets related to OE?* All quotes from the informants are presented in italics and are taken directly from the transcribed interview. In addition, leadership for diversity mindsets is associated to enhance the effectiveness of inclusive leadership in creating an inclusive team climate (Van Knippenbegr & Van Ginkel 2022, p789) and its positive relation to OE. As an introduction, the findings presented in the diagram below presents the relationship between LDM and OE.

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5.0. Discussion

This chapter of the thesis aims to discuss the relationship between senior Norwegian leaders' diversity mindsets (LDMs) and organizational effectiveness (OE), using empirical findings and theoretical framework discussed in the literature review. The research problem is addressed by answering the main research question, as "How are senior Norwegian leaders' diversity mindsets related to organizational effectiveness?" To achieve this, I discuss the following in connection with the empirical findings, and the theoretical framework based on discussing as Norwegian senior leaders' Diversity Mindsets, Diversity in Organizational Structure, and the relationship between leaders' experiences and beliefs of Diversity Work to OE. Through this discussion, the thesis aims to provide a comprehensive understanding of the relationship between leaders' diversity mindsets and organizational effectiveness in Norway.

1.3. Scope of the Study

This study is limited to exploring Norwegian senior LDMs and OE, specifically, studying, how a Norwegian senior leader's positive diversity mindset is related to OE and opposed to a leader's negative diversity mindset as a fixed mindset related to organizational ineffectivity. The study is based on a growth mindset is related to greater self-efficacy in academic achievement Chen & Pajares (2010) and willingness to explore when faced with environmental challenges He & Hegarty (2020) for creating positive relation to OE, (J. Liu, et al, 2023, p. 2). The scope of the study including the theoretical framework is limited to the problem statement through limiting to the statement. I have interviewed 10 informants from 10 different organizations on corporate, public and interest organizations on how leaders' diversity mindsets relate to OE with the anticipation of they have experience and understanding of leading diversity.

1.4. Previous Research LDMs and OE.

Research on LDMs and OE in the last half century is being discussed across the field of organizational leadership. The concept of OE has been varied in the literature in the last ten decades. However, one common thread among definitions of OE is to be successful towards organizational objectives, and changes with changing situations, and defines OE as methods to attain and evolve organizations regarding its activity Holbeche (2018). Effectiveness is defined as terms of achieving the specified goals and objectives of the organization (Cunningham, 1977, Etzioni, 1964, Georgopoulos & Tannenbaum, 1957 & Hall, 1980). According to (Srivastava & Gautam, 2009) "the term 'measures' connotes the different parameters used by an organization to establish its effectiveness" (Dhoobar et al, 2023 7). Measurement of the OE, as Sharma & Singh (2019) in the literature has been categorized into four as financial, operational, structural, and behavioral/attitudinal. This thesis studies leaders' diversity mindset as beliefs, experiences, growth, and fixed mindsets, by studying how leaders' approach, include, engage, define, and understand diversity in accordance with OE Dhoobar et al (2023). Effectiveness is defined as the concept of organizational "success" or "worth" referring to goal attainment to "how well" an organization is doing to its "overall success" and to the adequacy of certain facilities and resources (Georgopoulos & Tannenbaum 1957, p 2). OE in this thesis is the process where an organization as a set of human capital, financial and material resources are integrated, included in pursuit of OE.

3.0. Research Methodology.

In this chapter of the thesis, I present the first part of the chapter the Research design, Sample of the study, Data Collection Method, the measuring method (semi-structural interviews), and Data Analysis. The last part of the chapter presents the generalization of the findings as validity, reliability, and Research Ethics. According to Weiss (1994), the interview is a research method that enables researchers to provide comprehensive accounts of individuals and events in real-life settings. In addition, the method of the research is considered a crucial element for understanding

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the research Question, as my research question as "How are senior Norwegian leaders' diversity mindsets related to organizational effectiveness?"

3.1.1 Research Design

The choice of the research method is often related to the research question and as I am studying "How are senior Norwegian leaders' diversity mindsets related to organizational effectiveness?" qualitative method suits my research question as it allows for the collection of diverse data in various formats, including text, audio files and handlings of the informants Köhler et al., (2022). The qualitative research method in its nature is a process of obtaining knowledge on the studied phenomena that involve quality or kind, such as understanding why people think or do certain things Kothari (2004). The adaptability and flexibility of qualitative research methods allow for combining and adjusting approaches to fit the context, according to Denzin & Lincoln (2017), Gehman et al. (2018), Glaser & Strauss (1967), and Yin (2017). Despite the availability of different methods to analyse data, I find that qualitative research is an essential method that helps to eliminate biases and ensure the accuracy of the findings of my study. In analyzing the data, I employed deductive and inductive analysis as analytical lenses for theoretical and empirical findings. The methods provide a comprehensive approach to analyzing qualitative data Azungah (2018) and involve immersing oneself in the data by reading and digesting the data in order to code the relevance to the entire data and to comprehend the underlying phenomena which the study questions to get answers.

Additionally, Gale et al. (2013), a deductive strategy involves analyzing data based on pre-existing theory, while Azungah (2018) defines inductive analysis as a process of examining data in detail to obtain a comprehensive understanding of what was said and identifying key concepts and themes using the research questions as a lens. However, the importance to consider both deductive and inductive approaches to fully understand collected data and generate descriptive tables of

7. هل التزم الباحث بالمعايير الأخلاقية في البحث العلمي؟ يجب أن يكون البحث خاليًا من أي انتهاكات أخلاقية بما في ذلك التلاعب بالبيانات أو السطو على أفكار الآخرين.

لتقييم ما إذا كان الباحث قد التزم بالمعايير الأخلاقية في البحث العلمي، يمكن النظر في النقاط التالية:

1. الموافقة على الاشتراك في البحث:

- يجب أن يتأكد الباحث من حصوله على موافقة المشاركة من المشاركين في الدراسة، مما يعني أنهم قد فهموا طبيعة البحث، أهدافه، والمخاطر المحتملة.

2. السرية والخصوصية:

- ينبغي أن يضمن الباحث حماية معلومات المشاركين وسرية بياناتهم. يجب أن يتم التعامل مع البيانات بشكل يحفظ خصوصية الأفراد.

3. النزاهة العلمية:

- يجب أن يكون الباحث صادقًا في تقديم نتائج البحث، وعدم التلاعب بالبيانات أو النتائج. يجب أن يتم الإبلاغ عن جميع النتائج، سواء كانت إيجابية أو سلبية.

4. التوثيق الصحيح:

- يجب أن يتم توثيق الأعمال السابقة بشكل دقيق، بما في ذلك الإشارة إلى أي مساهمات سابقة، مما يعكس احترام حقوق الملكية الفكرية.

3.4.2 Reliability of the Research

Reliability reflects the real situation and to what extent the results can be replicated, furthermore, the study's dependability means whether the research accurately measured the variables. Reliability refers to the degree to which a research instrument produces consistent results on repeated trials Brewerton & Millward (2001). Achieving a high degree of reliability requires replicability, consistency, and stability. If another identical investigation is done, based on the same topics and methods, the findings must always get at the same result after the measurements. The study with semi-structured interviews presents consistent results based on the different data sets. I, therefore, declare, to have high reliability due to objective analysis to avoid my subjective involvements, particularly when making comparisons between different data sets. Additionally, reliability is closely linked to the replicability of the study, which determines its reliability. The findings indicate more than 6/10 of the informants have a higher diversity mindset compared to 4/10 of them having a low diversity mindset. However, when measuring human behaviour, beliefs, or interactions, there is always some degree of approximation between the instrument used and the construct being measured (McDonald, et al, 2019, p. 724). I am confidently declaring that my study has accuracy and reliability since it reflects the specific concepts being investigated, ensuring dependable results. The findings, I have ensured internal validity by accurately measuring and selecting informants, while also assessing external validity to determine the generalizability of the results. To ensure high reliability, I have conducted an objective analysis to avoid any subjective involvement in the study, and the consistency of results obtained from the semi-structured interviews further confirms this reliability. Replicability is crucial to determine the reliability of a study, and the study has shown a high level of replicability.

3.5 Research Ethics

In order to secure the quality of the study, it is essential that the ethical aspect of the study is taken into high consideration as ethics is the doctrine of right and wrong. Neuman (2011) emphasizes it as the researcher's responsibility to prioritize ethics in the research, qualitative research, in particular, involves ethical considerations since it can intrude into participants' lives Punch, (1998). Even if participants are unaware or unconcerned about ethics, it is still my personal moral and professional obligation to ensure ethical conduct in my research Neuman, (2011). As a responsible, I adhere to ethical guidelines such as obtaining informed consent, avoiding harm, and maintaining

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