

Competencies in Managing Minority Groups: A Study in a Multinational Agribusiness Company in Brazil

*Competências em Gestão de Grupos Minorizados:
Um Estudo em Empresa Multinacional do Setor do Agronegócio Brasileiro*

*Competencias en la Gestión de Grupos Minoritarios:
Un Estudio en una Empresa Multinacional del Sector Agrícola en Brasil*

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ABSTRACT

Purpose: To investigate, in the context of a multinational agribusiness organization operating in Brazil, which managerial competencies are perceived as most relevant for the management of minoritized groups, considering the contemporary diversity and inclusion agenda. **Methodology:** The study adopts a quantitative approach based on a single-case study and a survey conducted with 60 managers from different hierarchical levels. Data were examined through descriptive statistics, reliability analysis, exploratory factor analysis, and comparative tests across groups. **Relevance:** The study addresses a gap in the diversity management literature in sectors that remain underexplored, such as Brazilian agribusiness, advancing the understanding of the competencies required to manage minoritized groups in organizational contexts marked by inclusion challenges. **Main results:** The findings indicate high internal consistency of the scale and identify four empirical dimensions relevant to diversity management. The most salient competencies involve inclusive leadership, communication with different groups, constructive conflict management, the promotion of welcoming work environments, and the use of formal diversity and inclusion instruments. The interpretation of the factors also allows the findings to be associated with competencies such as emotional intelligence, adaptability, and intercultural competencies. **Theoretical contributions:** The article contributes by articulating the literature on managerial competencies and organizational diversity in a sector that is still insufficiently examined, while clarifying how relational, analytical, and institutional competencies combine in the management of minoritized groups. **Social contributions:** The findings provide practical support for strengthening diversity and inclusion policies, especially through managerial development and the construction of more equitable and welcoming work environments.

Keywords: Managerial Competencies; Diversity Management; Minoritized Groups; Agribusiness; Inclusion.

RESUMO

Objetivo: Investigar, no contexto de organização multinacional do setor do agronegócio atuante no Brasil, que competências gerenciais são percebidas como mais relevantes para a gestão de grupos minorizados, à luz da agenda contemporânea de diversidade e inclusão. **Metodologia:** A pesquisa adota abordagem quantitativa, com estudo de caso único e aplicação de survey a 60 gestores de diferentes níveis hierárquicos. Os dados foram examinados por meio de estatística descritiva, análise de confiabilidade, análise fatorial exploratória e testes comparativos entre grupos. **Relevância:** O estudo contribui para suprir lacuna na literatura sobre gestão da diversidade em setores ainda pouco explorados, como o agronegócio brasileiro, avançando na compreensão de competências requeridas para a gestão de grupos minorizados em contextos organizacionais marcados por desafios de inclusão. **Principais Resultados:** Os resultados evidenciam elevada consistência interna da escala e identificam quatro dimensões empíricas relevantes para a gestão da diversidade. Destacam-se competências relacionadas à liderança inclusiva, comunicação com diferentes grupos, administração construtiva de conflitos, promoção de ambientes acolhedores e ao uso de instrumentos formais de diversidade e inclusão. A interpretação dos fatores também permite associar os achados a competências como inteligência emocional, adaptabilidade e competências interculturais. **Contribuições Teóricas:** O artigo articula literatura sobre competências gerenciais e diversidade organizacional em setor ainda pouco investigado, explicitando a combinação entre competências relacionais, analíticas e institucionais na gestão de grupos minorizados. **Contribuições Sociais:** Os achados oferecem subsídios para o fortalecimento de políticas de diversidade e inclusão, especialmente por meio do desenvolvimento gerencial e da construção de ambientes de trabalho mais equitativos e acolhedores.

Palavras-chave: Competências Gerenciais; Gestão Da Diversidade; Grupos Minorizados; Agronegócio; Inclusão.

RESUMEN

Objetivo: Investigar las competencias necesarias para la gestión de grupos minoritarios en una organización multinacional del sector agrario que opera en Brasil, destacando la importancia de la diversidad en la agenda organizacional. **Metodología:** Investigación cuantitativa basada en un estudio de caso y técnica de encuesta. **Relevancia:** La gestión de la diversidad es un tema creciente, pero todavía insuficiente para abordar las disparidades organizacionales. Este estudio proporciona una visión general de las competencias necesarias para promover culturas organizacionales más inclusivas y plurales. **Principales Resultados:** Las competencias más valoradas incluyen la inteligencia emocional, la adaptabilidad y las competencias interculturales. Los gestores con alta inteligencia emocional crean entornos de trabajo más inclusivos y motivadores. La adaptabilidad es crucial para acomodar las diversas necesidades de los profesionales y responder a situaciones inesperadas. Las competencias interculturales permiten una navegación efectiva a través de la diversidad cultural de la organización. **Contribuciones Teóricas:** Este estudio destaca la importancia de desarrollar competencias específicas para una gestión efectiva de la diversidad y la inclusión, sugiriendo la necesidad de programas de formación continua para mejorar estas competencias. **Contribuciones Sociales:** La implementación de políticas de diversidad, junto con un liderazgo comprometido y competente, puede aumentar la satisfacción laboral y la retención de talentos, contribuyendo a la efectividad general de la organización. Este estudio ofrece información valiosa para gestores y responsables de políticas en recursos humanos, particularmente en el sector agrario.

Palabras Clave: Competencias Gerenciales, Gestión de la Diversidad, Grupos Minoritarios, Inteligencia Emocional, Adaptabilidad.

■ INTRODUCTION

In contemporary debates on diversity and inclusion, much of the literature has focused on sectors such as technology, health care, education, and knowledge-intensive services. By contrast, agribusiness remains relatively underexplored, especially when the focus is on the managerial competencies required to manage minoritized groups in the Brazilian context. This gap is relevant not only for academic reasons, but also because agribusiness combines territorial capillarity, strong regional heterogeneity, marked hierarchical structures, pressure for productivity, and cultural continuities that may hinder the practical translation of the diversity agenda.

Although the literature on diversity management has advanced substantially, a distance persists between, on the one hand, generic formulations about inclusion and, on the other, the specification of the managerial capabilities required to operate in concrete contexts. Analytically, it is not enough to state that diversity is desirable; it is necessary to understand which cognitive, relational, and institutional repertoires enable managers to sustain effectively inclusive practices in complex organizational environments. It is precisely at this point that the notion of managerial competence becomes central (Boyatzis, 1982; Dutra, 2004; Fleury & Fleury, 2001).

Within this framework, this article adopts a clear analytical focus: it investigates the managerial competencies required to manage minoritized groups in a multinational agribusiness company operating in Brazil. To this end, the study is structured around the following research question: which managerial competencies are perceived as most required for managing minoritized groups in a multinational agribusiness company operating in Brazil? Secondly, the article examines whether such competencies vary according to respondents' sociodemographic and work-related characteristics.

The intended contribution is threefold. First, the article empirically delimits the discussion within a sector still underexplored in the diversity literature. Second, it makes explicit the analytical path through which quantitative evidence supports the identification of core competencies. Third, it offers applied implications for leadership development, the design of human resource policies, and the institutionalization of inclusion practices.

In addition to this introduction, the article presents the theoretical background, method, results, discussion, conclusions, and a synthetic appendix with complementary analyses.

■ THEORETICAL BACKGROUND

The analysis of managerial competencies required to manage minoritized groups demands more than recognition of the growing social heterogeneity of organizations. It presupposes an understanding of the conditions under which difference ceases to be merely a compositional fact and becomes

a properly organizational problem: one involving recognition, participation, belonging, and institutional translation. In other words, it is not enough to ask who composes the workforce; it is necessary to examine how certain differences are perceived, valued, managed, or neutralized in everyday managerial practices.

This inflection is relevant insofar as the literature on diversity and inclusion consistently indicates that representation should not be confused with effective inclusion. In parallel, the literature on managerial competencies suggests that competent action does not derive solely from technical knowledge or formal authority, but from the capacity to interpret situations, mediate tensions, and mobilize responses appropriate to the context. When these debates are articulated, it becomes possible to argue that managing minoritized groups depends on specific competencies capable of operating in environments crossed by socially hierarchical differences and persistent asymmetries of power and recognition.

Based on this premise, this section organizes the article's theoretical framework in three movements. First, it discusses the literature on diversity, inclusion, and minoritized groups, highlighting the distinction between presence and inclusion. Second, it examines the literature on managerial competencies in diversity contexts, with emphasis on the relational, intercultural, and adaptive capacities required in such environments. Finally, it presents the analytical model of the study, explaining how the interpretation of the central competencies results from the articulation between the empirical structure identified in the factor analysis and the theoretical references mobilized. In this way, the section seeks to build a conceptual basis coherent with the research question and the methodological strategy adopted.

Diversity management, inclusion, and minoritized groups

The literature on organizational diversity increasingly distinguishes representation from inclusion. Representation refers to the presence of people with different social markers; inclusion refers to the concrete conditions through which these differences can be recognized, valued, and converted into effective participation, voice, and belonging (Shore et al., 2011; Nishii, 2013; Shore & Chung, 2024). Thus, an organization may increase compositional diversity without necessarily building an inclusive climate.

In this study, the expression minoritized groups is used to designate collectives that, due to historical and organizational processes of underrepresentation, discrimination, or unequal access to opportunities, occupy disadvantaged positions in relation to majority groups. The category refers less to absolute numerical size than to the asymmetric distribution of power, recognition, and access to resources. This conceptual precision is important because it avoids treating diversity as a merely depoliticized difference.

The classic literature shows that the organizational value of diversity depends on the lenses through which differences are interpreted and mobilized. Cox (1991, 1993) highlights the importance of organizational multiculturalism; Thomas and Ely (1996) argue that differences generate value when connected to learning and work transformation; and Fleury (2000) shows that, in the Brazilian context, diversity management must move beyond discourse to reach more consistent institutional devices. More recently, the inclusion agenda has shifted the focus from workforce composition to

psychological climates, organizational practices, and leadership behaviors that sustain belonging and the appreciation of uniqueness (Randel et al., 2018; Chung et al., 2024).

Managerial competencies for diversity contexts

The literature on managerial competencies suggests that superior performance does not derive solely from technical knowledge, but from the articulation among motives, self-control, judgment, communication, and contextualized action capability (Boyatzis, 1982; Le Boterf, 1987; Zarifian, 1999). In diverse environments, this articulation becomes even more demanding because managers must interpret differences, manage tensions, reduce relational biases, and transform normative principles into effective routines.

Three sets of competencies are especially recurrent in this literature. The first concerns emotional intelligence, understood as the ability to recognize, regulate, and mobilize one's own emotions and those of others in complex interactions (Goleman, 1995). In diversity contexts, this competence is particularly important for listening, empathy, conflict mediation, and the handling of situations involving symbolic exclusion.

The second set involves intercultural competencies. Here, the issue is not merely to tolerate differences, but to know how to interact, coordinate, and make decisions in contexts in which cultural, religious, generational, and identity-based references are not homogeneous. In multinational and territorially dispersed organizations, such as those in agribusiness, intercultural competence ceases to be peripheral and becomes part of the core of managerial effectiveness.

The third set involves adaptability. Rather than an abstract disposition toward change, the adaptability relevant to this study is that which allows the diversity agenda to be translated into recruitment, development, communication, learning, and correction of representational imbalances. In other words, it is not enough for managers to be favorable to diversity; they need to convert it into institutional action.

2.3 Analytical model of the study

In this study, the identification of core managerial competencies requires an analytical movement that articulates empirical evidence and theoretical interpretation more rigorously. To this end, a two-step procedure is adopted. First, the empirical structure of the scale is examined through exploratory factor analysis, with the objective of identifying first-order components. Second, these components are interpreted in light of the specialized literature, allowing their consolidation into higher-order managerial macrocompetencies.

This strategy is analytically consistent because it avoids two recurrent risks. On the one hand, it prevents the imposition of theoretical categories entirely external to the empirical material; on the other, it avoids restricting the analysis to the fragmented description of items, factor loadings, and statistical indicators. As a result, it becomes possible to construct a more robust interpretive synthesis, capable of bringing the quantitative structure of the data closer to the conceptual categories mobilized in the literature on managerial competencies and diversity management.

METHOD

The research underlying the results of this study can be characterized as a quantitative case study conducted in a multinational company in the agribusiness sector with relevant operations in Brazil. The methodological strategy combines a survey and inferential and exploratory statistical analysis. The choice of a case study is justified insofar as the objective is not to estimate national prevalence, but to understand, with contextual depth, which competencies are perceived as most relevant for managing minoritized groups in a specific organizational environment.

The eligible population comprised 210 professionals distributed across different hierarchical levels, and the final sample consisted of 60 respondents from management, coordination, supervision, shift leadership, and non-managerial positions. Although the hierarchical distribution is heterogeneous, the number of respondents should be read with analytical caution: the study offers exploratory and contextualized evidence, rather than a sufficient basis for broad generalizations.

To clarify the composition of the sample and its distribution across the organization's different hierarchical levels, Table 1 presents the relationship between the eligible population and the effective respondents in each functional group. This explicit presentation is important because it situates the empirical reach of the study and qualifies the reading of the results in light of the unequal distribution of participants across organizational strata.

Table 1.

Sample composition by hierarchical level

Functional group	Sample	Population
Management	16	20
Coordination	13	40
Supervision	21	25
Shift leader	3	80
No leadership/management position	7	45
Total	60	210

Source: Research data.

As shown, the sample is concentrated mainly in the supervision, management, and coordination levels, whereas the participation of shift leaders was proportionally lower. This configuration reinforces the contextual and exploratory character of the research, while also providing a sufficient basis for analytically examining how the investigated competencies are perceived by different segments of the organizational structure. Based on this characterization of the sample, the article now describes the data collection instrument and the analytical procedures adopted in the study.

The data collection instrument was developed based on the competency framework proposed by Lorentz (2014) and operationalized in 20 items assessed on an 11-point Likert scale. The items cover the understanding

and appreciation of diversity, empathy, equal opportunity, inclusive environment, support for development, conflict management, handling of ethnic, religious, and sexual-orientation differences, inclusive leadership, training programs, behavioral exemplarity, communication, and the continuous review of practices.

Data collection took place between December 2023 and April 2024 through an electronic form. Before the definitive application, a pretest was conducted to verify the clarity, form, and adequacy of the instrument. In ethical terms, participation was voluntary and based on informed consent in a digital environment. No names, registration numbers, or personal identifiers were collected; the results were treated in aggregate form, preserving participants' confidentiality and anonymity.

The analyses were conducted using IBM SPSS Statistics 25, with a significance level of 5%. Initially, descriptive statistics were produced. The reliability of the scale was then assessed using Cronbach's alpha, and its dimensionality was examined through exploratory factor analysis with Varimax rotation, preceded by the KMO test and Bartlett's test of sphericity. For comparisons between groups, t-tests, Mann-Whitney tests, and Kruskal-Wallis tests were used, according to the nature of the variable and the distribution of the data. In all cases, associations were not interpreted as causality.

■ THE ORGANIZATION STUDIED

The organization studied operates in approximately 100 countries and holds a relevant position in Brazilian agribusiness, with a logistics chain distributed across 13 states and approximately 3,500 direct employees in 22 locations. It is, therefore, an environment in which geographical dispersion, unit integration, operational pressures, and regional differences make people management particularly challenging.

According to internal information used to characterize the case, the company had recently undergone the integration of acquired organizations and was experiencing significant turnover rates. In this context, the leadership and human resources agenda assumes strategic importance. Diversity management, however, still appears incipient and more closely monitored through indicators than fully incorporated into routines, practices, and competencies. This makes the case particularly useful for investigating which managerial capabilities are perceived as necessary when inclusion is still undergoing institutionalization.

■ RESULTS

This section seeks to demonstrate how the quantitative evidence mobilized by the study supports the identification of managerial competencies associated with the management of minoritized groups. This approach is grounded in the premise that, in studies of this nature, the relevance of the results lies not only in the presentation of statistical indicators, but also in the possibility of converting empirical regularities into analytically consistent interpretation. In other words, the purpose is not simply to report frequencies, means,

or coefficients, but to make explicit the path through which the structure of the data informs the construction of the article's substantive argument.

With this purpose, the section is organized as a progressive analytical movement. First, the profile of respondents is presented, accompanied by the interpretive cautions required for properly delimiting the empirical scope of the findings. Next, the internal consistency and factor structure of the scale are examined, in order to verify its robustness as a basis for the subsequent analysis. The configuration of the extracted components is then interpreted, showing how they can be articulated into higher-order managerial macrocompetencies. Finally, comparisons between groups are discussed, in order to observe the extent to which these competencies are perceived homogeneously or differentially within the sample. Thus, rather than merely reporting results, this section organizes the empirical ground on which the theoretical discussion of the study rests.

Profile of respondents and interpretive cautions

The research sample is composed mainly of men (65.0%), cisgender people (98.3%), heterosexual people (96.7%), and white or brown respondents (90.0% combined). Half of the respondents are located in the Southeast region, and 73.3% have up to two years of tenure in the organization. There were no respondents with disabilities in the sample.

These data are analytically relevant for two reasons. First, they show that the study primarily captures the managerial self-perception of socially majority groups, rather than the direct experience of minoritized groups. Second, the absence of people with disabilities among the respondents should not be converted into a causal inference about the organization's policies; it may reflect the actual composition of the managerial workforce, the recruitment conditions of the research, or both. For this reason, throughout this section, the findings are treated as evidence about perceived competencies, not as a measure of the effectiveness of the inclusion policy.

Reliability and factor structure of the scale

The scale showed excellent internal consistency, with a Cronbach's alpha of 0.955 and a standardized alpha of 0.964. The KMO index was 0.772, with Bartlett's test significant ($p < 0.001$), supporting the adequacy of the exploratory factor analysis.

The extraction of components, with Varimax rotation, resulted in four factors that jointly explain 80.774% of the total variance. This result is robust for exploratory purposes and indicates that the construct is not unidimensional. Instead, the competencies required for managing minoritized groups are distributed across an articulated set of relational, cultural, and institutional dimensions.

To synthesize the main indicators of internal consistency and the adequacy of the empirical base for factor analysis, Table 2 presents the central results regarding the reliability and dimensionality of the scale. These indicators are relevant because they provide the statistical support for the subsequent interpretation of the extracted components.

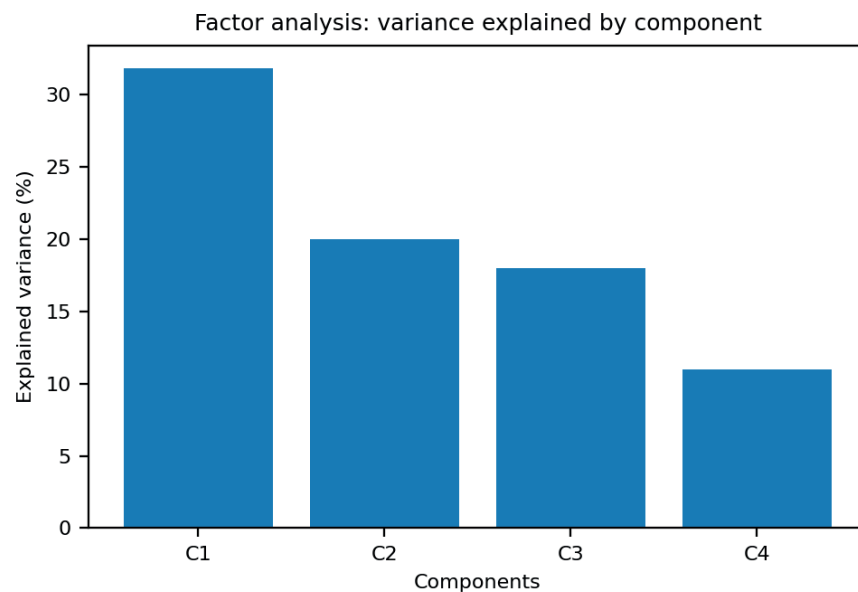
Table 2.*Central indicators of reliability and dimensionality*

Indicator	Value
Valid cases	60
Cronbach's alpha	0,955
Cronbach's alpha (standardized items)	0,964
KMO measure	0,772
Bartlett's test (approximate chi-square)	1412,548
Bartlett's test (df)	190
Bartlett's test (p-value)	< 0,001
Number of retained components	4
Total variance explained	80,774%

Source: Research data.

As shown, the indicators point simultaneously to high internal consistency and adequacy of the data matrix for factor extraction. Taken together, these results allow the analysis to move from the statistical verification of the scale to the examination of the distribution of variance across the retained components, an aspect that helps qualify the internal structure of the construct under investigation.

Figure 1 complements this reading by visually presenting the variance explained by each component extracted in the factor analysis. Its inclusion allows clearer observation of the relative weight of each factor in the composition of the empirical structure of the scale.

Figura 1.*Variance explained by component extracted in the factor analysis*

From factor structure to core competencies

Table 3 synthesizes the interpretation of the four first-order components. Rather than merely reproducing factor loadings, the table translates the empirical structure into managerial meanings consistent with the literature. This step is central to making explicit, in an analytically consistent manner, how the observed empirical structure supports the identification of the competencies highlighted throughout the study.

To make explicit the passage from factor structure to the substantive interpretation of the findings, Table 3 organizes the four first-order components, the items with the greatest concentration in each of them, their analytical interpretation, and the associated macrocompetence. In this way, the table functions as a bridge between empirical evidence and the consolidation of the core managerial competencies discussed in the study.

Table 3.

Interpretive synthesis of factor components and associated macrocompetencies

Component	Items with greater concentration	First-order interpretation	Associated macrocompetence
1	Q13, Q14, Q15, Q17, Q18, Q19, Q20	Inclusive leadership, communication, exemplarity, and continuous review of practices	Emotional intelligence applied to inclusion
2	Q03, Q04, Q05, Q06, Q07, Q08	Everyday coordination of diversity, support for development, and constructive management of differences	Emotional intelligence applied to inclusion / intercultural competence
3	Q01, Q10, Q12	Appreciation of diversity and handling of specific identity-based differences	Intercultural competence
4	Q09, Q11	Goals, metrics, and corrective action regarding representation	Adaptability with institutional translation

Source: Research data.

As shown, the extracted components not only confirm the multidimensional nature of the construct, but also allow the analysis to move beyond a strictly statistical reading toward a managerially meaningful interpretation. Together, they show that the competencies required for managing minoritized groups are distributed across relational, intercultural, and institutional dimensions, providing an analytical basis for their subsequent condensation into higher-order macrocompetencies.

Components 1 and 2 concentrate items associated with inclusive leadership in everyday interaction: communication, behavioral modeling, the incorporation of diversity into team development, empathy, a welcoming environment, and constructive conflict management. Components 3 and 4, in turn, add two complementary dimensions: the handling of specific identity-based differences and the institutional formalization of diversity through goals, metrics, and corrective actions.

Taken together, these four components can be condensed into three managerial macrocompetencies. The first is emotional intelligence applied to inclusion, as it brings together empathy, listening, conflict management, respectful communication, and the capacity to act as a model of inclusive behavior. The second is intercultural competence, expressed in the handling

of ethnic, religious, generational, and sexual-orientation differences. The third is adaptability with institutional translation, that is, the capacity to convert the recognition of diversity into learning, team development, training, monitoring, and the correction of imbalances. Thus, the final categories were not arbitrarily added to the text; they emerge from the integrated interpretation of the empirical components in light of the literature.

Figure 2, in turn, organizes the mean scores of the scale items. A high pattern is observed in almost all items, with emphasis on Q04, Q03, Q06, and Q08, whereas Q09 and Q11 appear as comparatively lower items, suggesting that the formalization of diversity into metrics and corrective actions tends to be perceived as a less consolidated dimension than the relational discourse of inclusion.

Figure 2.

Mean scores of the items of the managerial competencies in diversity scale

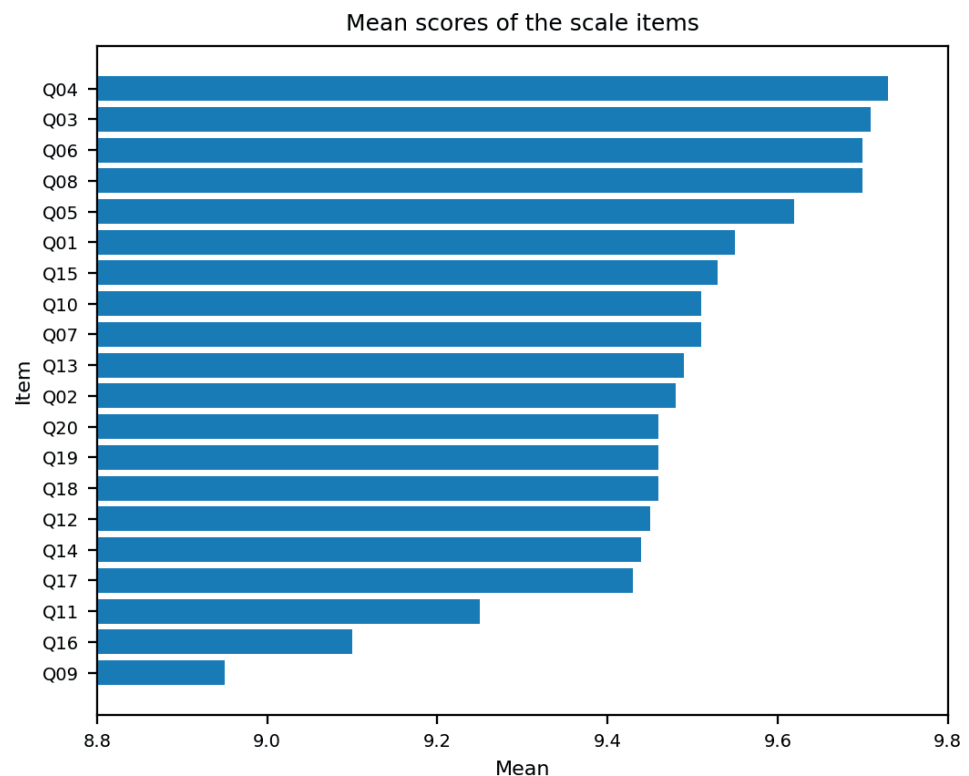


Figure 2 corroborates that items associated with an inclusive environment, equal opportunities, and the everyday handling of differences obtained higher scores, whereas items linked to the definition of goals, metrics, and corrective actions showed relatively lower means. This contrast is analytically relevant because it suggests that, in the case studied, the relational dimension of inclusion appears more consolidated than its formalization into institutional management instruments. This finding supports the interpretation that diversity management requires not only interpersonal awareness, but also the organizational and institutional translation of the inclusion agenda.

Comparisons between groups

Comparisons by age group, education, macro-region, position, and tenure in the organization did not show statistically significant differences. Substantively, this suggests that the perception of the competencies required for diversity management is distributed relatively homogeneously across the subgroups of the analyzed case.

Differences by sex, however, deserve attention. Women attributed significantly higher scores to items such as empathy, constructive conflict management, inclusive leadership, team development, awareness of biases, communication, exemplarity, and continuous review of practices. The result does not authorize an essentialist explanation; it only indicates that, in this sample, women tended to recognize as more central some relational and reflexive components of inclusive management.

Because this is a cross-sectional study with a small sample and self-assessment data, it is reiterated that such differences should be read as patterns of perception, not as evidence of actual performance superiority between groups.

Appendix A synthesizes the main results of the comparisons between groups.

DISCUSSION

The results reinforce that the management of minoritized groups cannot be reduced to a single competence or to a generic moral attitude. The factor structure identified points to a more complex arrangement in which relational, intercultural, and institutional dimensions are articulated. In other words, the effective manager in diversity contexts is not merely one who “values differences,” but one capable of sustaining inclusive interactions, coordinating differences in everyday work, and transforming the diversity agenda into organizational devices.

This finding dialogues with the literature that distinguishes compositional diversity from effective inclusion. Shore et al. (2011) and Nishii (2013) showed that belonging, relational justice, and appreciation of uniqueness depend on an inclusive climate; Randel et al. (2018) and Shore and Chung (2024) emphasize the specific role of leadership in enabling such a climate. The present study adds that, in Brazilian agribusiness, this climate depends on a competence base that combines emotional intelligence, intercultural competence, and institutional adaptability.

Emotional intelligence appears less as an abstract psychological attribute and more as a competence applied to inclusion. It manifests itself in conflict management, listening, communication, and behavioral modeling. This helps explain why the most highly valued items are concentrated in a welcoming environment, equal opportunity, and the everyday handling of differences. It is not merely a “soft skill,” but a relational infrastructure of inclusion.

Intercultural competence, in turn, emerges as a practical requirement in a multinational, territorially dispersed, and socially heterogeneous organization. At this point, the article confirms that diversity management

implies knowing how to operate in contexts of difference, and not only adhering to the abstract principle of non-discrimination. The relevance of the items related to ethnicity, religion, sexual orientation, and age groups suggests that managers recognize the need for more sophisticated repertoires to deal with identity plurality.

Adaptability with institutional translation constitutes one of the most relevant points of the article's contribution. In this sense, the concept is anchored in more precise evidence: managers need to incorporate diversity into team strategies, training, practice review, goals, and corrective actions. This shifts the debate from the exclusively interpersonal sphere to the level of organizational design.

The results also allow a critical reading. The fact that the sample is composed mostly of socially majority groups suggests that the declared appreciation of inclusive competencies coexists with an organizational base that remains insufficiently plural in its own managerial composition. Thus, the study should not be read as evidence that inclusion is already consolidated in the company, but rather that there is relatively high discursive recognition of which competencies would be desirable. This distinction is decisive and avoids transforming correlations and high means into causal diagnoses about the effectiveness of the diversity policy.

From a practical standpoint, the findings indicate that managerial development programs in agribusiness should prioritize training in listening and conflict management; the development of intercultural competence; and concrete diversity governance instruments, such as metrics, monitoring, and protocols for correcting imbalances. In summary, diversity management simultaneously requires work on the manager's self, on interactions, and on the organizational systems in which managerial action is embedded.

■ CONCLUSION

Empirically, the study shows that the scale used has high reliability and that the competencies required for managing minoritized groups are distributed across four first-order components. Interpretively, these components converge into three macrocompetencies: emotional intelligence applied to inclusion, intercultural competence, and adaptability with institutional translation. This synthesis reinforces the analytical consistency of the path through which the quantitative findings are articulated with the central interpretive categories of the study.

Theoretically, the article contributes by showing that, in Brazilian agribusiness, diversity management cannot be reduced to individual sensitivity, nor can it be understood solely through the lens of formal representation. It depends on articulated relational, cultural, and organizational repertoires. Practically, the study indicates that inclusive leadership must be developed as a trainable and measurable capability, not merely as a normative value.

The limitations remain relevant: this is a case study with a small sample, self-reported data, and a majority composition of respondents belonging to socially majority groups. In addition, the design does not allow causal inferences. Future research may expand the comparative base to other companies and agribusiness chains, incorporate the voices of minoritized groups themselves, and combine survey data with interviews or observation

in order to understand the distance between perceived competence and effective practice.



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APPENDIX A

Synthesis of comparisons between groups

Comparison dimension	Synthesis of the result
Age group	No statistically significant differences were found in the 20 scale items.
Education	No statistically significant differences were found in the 20 scale items.
Macro-region	No statistically significant differences were found in the 20 scale items.
Position	No statistically significant differences were found in the 20 scale items.
Tenure in the organization	No statistically significant differences were found in the 20 scale items.
Sex	Significant differences were found in items related to empathy, conflict management, inclusive leadership, bias awareness, communication, exemplarity, and review of practices, with higher means among women.
Methodological reading	The comparisons should be interpreted with caution due to the sample size, the self-reported nature of the data, and the majority composition of respondents from non-minoritized groups.

Source: Research data.



NOTES

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