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**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE**

**PRACTICES AND CHALLENGES OF MANAGING WORKFORCE
DIVERSITY: CASE OF UNITED NATION ECONOMIC COMMISSION
FOR AFRICA (UNECA)**

*A thesis Submitted to the School of Graduate
Studies of Addis Ababa University in Partial Fulfillment of the Requirements for
the Degree of Master of Art in Human Resource Management*

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DECLARATION

I, the undersigned, declare that this study entitled “*practice and challenges of managing diversity*”: *in case of United Nation Economic Commission for Africa (UNECA)* is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

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CERTIFICATE

This is to certify that this study, “practice and challenges of managing diversity: the case study of United Nation Economic Commission for Africa (UNECA)”, undertaken by Ebrahim Belayneh for the partial fulfillment of Masters of Human Resource Management (HRM) at Addis Ababa University College Of Business and Economics School Of Commerce, is an original work and not submitted earlier for any degree either at this University or any other University.

Advisor: Dr. Abeba Beyene

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This is to certify that the thesis prepared by Ebrahim Belayneh, entitled: practice and challenges of managing diversity: the case study of United Nation Economic Commission for Africa (UNECA) is submitted for the partial fulfillment of Masters of Human Resource management (HRM) complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

Signed by the Examining Committee:

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Chair of Department or Graduate Program Coordinator

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ABSTRACT

Advances in technology and the advent of a global economy bring the people of the world closer together than ever before. Given this fact, businesses, educational systems and other entities are investigating ways to better recruit their workforce by attracting and retaining the best and most qualified workers. The principal objective of this study was to assess the practical implementations of managing diversity and exploring the challenges and identify the opportunities that ECA has due to having diversified workforce. Because the area of diversity and diversity management is so broad, there was a need to focus mainly on the areas of three selected dimensions of diversity (gender, ethnicity and educational back ground) with the four identified best diversity management practices (Management commitment, Diversity Training, Employee Involvement and Recruitment & Selection).

The methodological framework consisted of a combination of quantitative and qualitative research approach. The design which have been used in this study were exploratory and descriptive research design. Based on March 2018 HR data of the organization, out of 772 employees sample size of 234 non-supervisory employees and 137 supervisory level managers were selected for the study. Stratified sample design was used to determine the sample size from each strata based on the organographies of the case organization and simple random sampling method used to distribute the questionnaires in each strata. The sampling techniques that used in this study were both probability (simple random) and non-probability (purposive) sampling. Beside to this, secondary data has been used for crosschecking purpose.

The Data collected through the questionnaire was analyzed statistically by using the Software Package for Social Science (SPSS) Ve.20. It was then summarized using frequency, mean and standard deviation. The major findings have been presented based on the objective of the study, there is less management commitment and some problems related with employee involvement are also found in ECA. And also there are some challenges in the process of managing diversity like: the presence of insufficient career advancement program. Experience sharing and effective communications were the opportunities which have not been used by the organization. The researcher recommended that the HR procedure needs some review related with how diversities are handle and should properly develop trainings under diversity issue.

Keywords: Diversity, Diversity Management, Workforce Diversity

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ACRONYMS

DMIM-----	Diversity Management Implementation Model
DTE-----	Diversity Training Of Ethnicity
DTEB-----	Diversity Training Of Educational Background
DTG-----	Diversity Training Of Gender
ECA-----	Economic Commission for Africa
EIE-----	Employee Involvement of Ethnicity
EIEB-----	Employee Involvement of Educational Background
EIG-----	Employee Involvement of Gender
HRM-----	Human Resource Management
MD-----	Managing Diversity
MCE-----	Management Commitment of Ethnicity
MCEB-----	Management Commitment of Educational Background
MCG-----	Management Commitment of Gender
RSE-----	Recruitment and Selection of Ethnicity
RSEB-----	Recruitment and Selection of Educational Background
RSG-----	Recruitment and Selection of Gender
UN-----	United Nation
UNECA-----	United Nation Economic Commission for Africa

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Diversity incorporates recognition, tolerance and respect once unique value. It means knowing that everyone is unique and appreciating the personal differences. This can be expressed in terms of race, ethnicity, gender, socio economic status, age, mental abilities, physical abilities, religious, political ideology, or other thoughts (Whitney, 2005). Diversity is, thus, the application of these differences in a conducive, positive and nurturing atmosphere and understanding each other and moving more than just simple tolerance to It is the exploration of these differences in a safe, positive, and nurturing environment and it is about understanding each other and moving beyond simple tolerance to approve and embracing and commemorate the rich aspects of diversity in an organization. Diversity has a positive relationship with organizational performance, so it is not surprising that a great number of companies devote considerable financial and human resources to enhance and leverage diversity (Catalyst, 2004).

There is no one generally accepted definition of managing diversity; it is the subject of wide debate among both practitioners (human resource managers) and academics. MD as oxford dictionary human resource management defined as ' the concept of recognizing the wide variety of quality possessed by people within an organization'. It emphasizes individuality of people, and the importance of valuing each person for his or her unique contribution of skill, competency, attribute, knowledge, personality traits and so on. Diversity management refers to the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs (Gupta R. 2013).

Diversity is considered in relation to term such as ' equal opportunity', equal employment opportunity', 'affirmative action', 'anti-discrimination', and others that signify equity at work. Equal opportunity is ensuring fair treatment for all employees throughout the organization (Heary and Noon 2001). With the globalizing economy and the increase in multinational corporations, diversity management no longer refers solely to the heterogeneity of the workforce within one nation. According to Lee, 1997; Park, (2008) there are two types of diversity management: the first one is: international diversity management which is refers to

refers to managing a diverse workforce of citizens or immigrants within a single national organizational context. The second type is, *cross-national diversity management*, refers to managing a workforce composed of citizens and immigrants indifferent countries.

The term *diversity management* originated in North America but has slowly taken hold in other regions and countries of the world. It is widely acknowledged that a major impetus to its development was a government commissioned report entitled *workforce 2000* (Johnston and packer 1987), which examined the changing demographics of US work force. There was a gradual progression over the years from title v11 of the 1964 civil rights act that mandate equal employment opportunity (EEO), and then 1972 executive order 11246 that outlined affirmative action and diversity management policies and program developed in the 1990s and 200s. in the same way EU was developed a strong commitment to equality and positive action policy. There was a tend to strengthen legislation against discrimination as indicated by directives on equal treatment of people irrespective their race and ethnic background and equal treatment of persons in the labor market, adopted by the EU Council of Ministers in 2004 (EU Directive 2000/43/EC Art 13).

The concept of managing diversity entered into Africa through South Africa where a nonracial, democratic constitutions came in to effect in 1996, equal rights legislation was implemented at just about the same time as its affirmative action policies, and many of its companies have been trying to almost simultaneously design and implement managing diversity program. UN as international organization has its own declaration regarding diversity management throughout the whole country in which its offices are found. Not only for that it serves to all over the world to maintain peace and security especially for developing and third world countries like Africa's and Asian countries. Based on the international declarations Ethiopia has its own declarations in the constitution to govern all people equally without any conflict among nation and nationality. This is well known fact that Ethiopian is rich in nation and nationality, there are above 80 nation and nationality throughout the country. This difference needs to be treated equally without any discrimination. Some declaration is presented as follows: Article 39 states that, (1) "Every Nation, Nationality, and People in Ethiopia has an unconditional right to self-determination, including the right to secession. (2) Every Nation, Nationality, and People in Ethiopia has the right to speak, to write, and develop its own language; to express, to develop to promote its culture; and to preserve its history. (3) Every

Nation, Nationality, and People in Ethiopia has the right to a full measure of self-government which includes the right to establish institutions of government in the territory that it inhabits and the equitable representation in state and Federal governments.... (4) A Nation, Nationality or People for the purpose of this Constitution, is a group of people who have or share a large measure of a common culture or similar customs, mutual intelligibility of language, belief in a common or related identities, a common psychological makeup, and who inhabit an identifiable, predominantly contiguous territory.” (Assefa, (2007)

1.2. Back Ground of the Case Organization

United Nation Economic Commission for Africa (ECA) was established by the economic and social council (ECOSOC) of the United Nations (UN) in 1958 as one of the UN’s five regional commissions, ECA’s mandate is to promote the economic and social development of its member states, foster intra-regional integration, and promote international cooperation for Africa’s development. The ECA has 54 member states corresponding to the 54 member states of the United Nations that lie with the continent of Africa or in oceans near by the continent. ECA’s strength drives from its role as the only UN agency mandated to operate as the regional as sub regional levels to harness resources and bring them to bear on Africa’s priorities. (Economic Commission for Africa, 2018)

To enhance its impact, ECA places a special focus on collecting up to date and original regional statistics in order to ground its policy research and advocacy on clear objective evidence; promoting policy consensus; providing meaning full capacity development; and providing advisory services in key thematic fields.(economic commission for Africa, 2018)

They have a vision to “protect people who works for a better world” and a mission of to provide professional safety and security services to enables the UN to deliver its programs globally and to shape Africa’s transformation by supporting a growth path which addresses the vulnerabilities that impacts on people’s lives. (Economic Commission for Africa, 2018)

ECA’s thematic areas of focus are as follows; Macroeconomic Policy Innovation and Technology, Social Development Governance, Regional Integration and Trade Statistics, Natural Resource and Gender. Over the years since its establishment, IDEP has primarily functioned with in overarching mandate of accompanying African governments in their training and capacity development efforts in the fields of economic management and planning. ECA also provides technical advisory services to African governments, intergovernmental

organizations and institutes. In addition, it formulates and promotes developments assistance programs and acts as the executing agency for relevant operational projects.

Specialized regional advisory services and meaningful capacity development support to member states is provided in the following priority areas: Promotion of industrialization, Design and implementation of macroeconomic policy, Design and articulation of development planning, Supporting mineral resources contract negotiations, Promoting the proper management of natural resources for Africa's transformation.

ECA is headed by an executive secretary, who is assisted by two deputy executive secretaries. Its work programs are supported by two pillars: knowledge generation and knowledge delivery. Since ECA is an international organization, it is a fact that its work force combination has international by its nature, as such the organization have employees with different cultural, ethnical, religious, political orientation and background. As same to most organization, in a normal condition, ECA's draws its work force from indifference age, sex and personality. Accordingly it requires reviewing the work force diversity management practices and approaches to people management. The recruitment and selection process of internal human resource management of ECA is depending on the countries capital contribution. Up to 2018 beginning, ECA has above 750 employees.(Economic Commission for Africa, 2018)

1.3. Statement of problem

Diversity might have influence on individual performance, freedom and on job interaction among individuals. In addition it is well known fact that work force diversity is vital for organization to achieve their goals and objectives through maximizing each individual performance. On the contrary, if these diversities are not well handled and managed, they might raise conflict between employees. The responsibility of handling such conflicts mostly lies on managers or supervisors (Kleef & De Dreu, 2007). If managements are not committed for proper management of diversity, practical problems of superiority and inferiority complex, under empowerment, lack of acknowledgement, unequal treatment, low acceptance, devaluing, and disrespect to age class, ethnicity, gender, physical and mental ability, culture, religion, race, spiritual practice, and public assistance status may rise.

Such problems can affect the organization in losing its good performance, profitability, service quality and its good image. Also employees or the members of the organization lose their job satisfaction, engagement, and commitment, feelings of inferiority, demoralization and absence of safe work environment. As a result, external stakeholders also affects through different aspects like the society will be in danger because of losing service and products that produce by the organization. The reason why this study engaged on this kind of issue was, managing diversity by its nature is very difficult because of its wideness and complex concept, not only in one specific organization also in national and international level. Therefore, are domestic and international organizations giving an appropriate attention? And also what is its level of diversity management? So it is better to conduct these kinds of study on multinational organization because there are so many different peoples found in some kinds of organization who have different background like race, color, culture, ethnicity, and so on. Some organizations may not give attention to this kind of issue. They may not have clear related policy and procedure, and not including it in strategic plan of the organization, even if there is a good policy, managers and supervisory may not be committed, accountable and responsible. There is a need to be assessing their practices and implementation of Managing Diversity.

The consequence of the problem can be seen from different angles, first the organization might fail to achieve its goals and become busy with handling conflicts, second employees' motivation might decline and it could lead to high level of turnover. Generally, as UNECA is an international organization, there are so different employees regarding with their background, race, nationality, culture, personalities, religion, experiences, and so on. So there is a need to manage these all employees' difference without any kind of discrimination. And there is also need for effective diversity management starting from recruiting and selection process up to commitment from the management, diversity related trainings, involvement of employees and so on. Based on this the researcher wants to know what practices are used, and also what challenges are facing in this process?

The problem of Managing Diversity is now fast growing issue with the development of globalization. There are studies conducted by different researchers on the effects of workforce diversity on the individuals as well as organizational performance in different aspects like ketema mulatu (2015) on "effects of work force diversity on employee's performance". However, there is less research conducted on such topics especially in our country where

diversified nation and nationalities are lived and issue of diversity are magnified at high level. as such this study need to assess how diversity is managed in one of the biggest international organization to likes of ECA and put efforts to share experience and to feel some study gaps on this area.

1.4. Research questions

- A. How the organization managing the workforce diversity regarding with employee's Gender, Educational Background, and Ethnicity or nationality differences in ECA?
- B. What diversity related issues are in Human Recourse management procedures of UNECA?
- C. What are the opportunities of having diversified work force in ECA?
- D. What challenges are faced by the organization in managing workforce diversity identified by the researcher?

1.5. Research objectives

1.5.1. General objective

The general objective of the study was to assess the practices and identify challenges or barriers of effectively managing workforce diversity in United Nation Economic Commission for Africa at Addis Ababa, Ethiopia.

1.5.2. Specific objectives

The specific objectives of the study were:

- To assess the workforce diversity management practices in terms of the three selected dimensions of diversity (gender, ethnicity and educational background) in UNECA.
- To assess the organization's Human Resource procedure in terms of diversity management in ECA.
- To identify what opportunities exist in UNECA as a result of having diversified workforce.
- To identify basic challenges in managing workforce diversity at UNECA.

1.6. Scope of the Study

Since UNECA is one sub division department of UN and international organization it has heterogamous employees in terms of their race, color, nationality, and so on specially in its head office at Addis Ababa, Ethiopia. There were contributions for this study doing at head

office in different aspects regarding to the true representative of the whole employees. So the study was taken place on its head office Addis Ababa, Ethiopia. In methodologically it was not only bounded by quantitative, qualitative also used to detail interpretation of the organization's diversity related policies and procedures through the top level manager's interview. In order to know the current level of diversity of the case organization the study has used related documents.

To make the study manageable this study seeks to assess the practice and challenges of workforce diversity management in terms of the four selected best practice (management commitment, diversity training, employee involvement and recruitment & selection). The researcher taken workforce diversity management was as a major assessment area and gender, educational background, and ethnicity were as dimensions of diversity. Due to the wideness of the topic and commonality of selected variables in most organization the researcher choose the above three diversity elements while to manage the study effectively. The data which about the selected elements were collected by using questioners and interview to employees and managers which constructed based on the international diversity management standards.

1.7. Significance of the study

The main beneficiary of this study will be ECA managers and their employees. the result of this study will be used to organization like alarming to give a better attention to managing diversity is a key for success, and give an appropriate direction to all members of the organization specially to managers how to manage the existed diversity and its importance to become effective in their multipurpose or goals. Employees also can be benefited because safe work environment can be developed through using of best practices in the process of managing diversity and keep up their motivation in order to perform their jobs successfully. Other organizations especially domestic organization throughout the country may use it as reference and sharing experience of the case organization practices how ECA managing diversity. This research also will serve as a reference for the researchers and others who want to conduct such practical researches.

1.7. Limitation of the study

Since diversity is a complex and vast concept and also has so many elements, those all elements may not be measured. In addition to this some information which was important resource for the research remained confidential to the organization. The other limitation was the strictness of the case organization in the process of primary and secondary data collection even if

they have well organized HR related data. And also it needed especially more time from the researcher due to the topics wideness and vast nature so time was the main limitation. In order to get all necessary information's the researcher tried to construct questions which may interpret in different dimensions. Mobility working nature of managers and some employees were also limitations for this study in the time of data collection. Since ECA's head office is found in Addis, there were a lot of meetings in different time especially at the time of data collection it was very difficult to get in and collect data from interviewees, managers.

1.8. Definition of terms

Diversity: The various similarities and differences in-groups of people united towards a common organizational goal, on an individual and Subgroup level. These differences and similarities can be present in varying degrees and manifest in aspects such as age, gender, and race, culture, ideas, perspectives and Preferences. On another level however, the term diversity refers to an organizational culture of inclusion where differences are valued and Accepted (Kochan, Ely, Joshi & Thomas, 2002).

Workforce Diversity: Represents the difference among the workforce in terms of different diversity elements at work environment.

Diversity Model: Theoretical framework for the understanding and/or management of workplace diversity Stockdale and Crosby (2004:70).

Effective Diversity Management: Management of diversity to the advantage of the organization Gray (2004).

Discrimination – the process of distinguishing differences between people, based on racial, religious or ethnic considerations. Unjustifiable negative behavior towards a group and its members.

Ethnicity– is a sense of identity consisting of subjective or symbolic use of culture by a group of people in order to differentiate themselves from other groups. It creates internal cohesion and sense of kinship and inclusion. Some researchers say that it is basically a shared pattern of characteristics such as cultural heritage, nationality, race, religion and language.

1.9. Organization of the study

This research paper consisted five chapters. The first chapter deals with background of the study, background of the case organization, statement of the problem, research question, objective of

the study, significant of the study, scope of the study, methodology of the study and organization of the study. The second chapter presented the review of related literatures. The third chapter was all about methodology, data collection techniques, data presentation, analysis, and interpretation. And the last chapter was about the presentation of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This section presents comprehensive theoretical framework with regard to workforce diversity. It highlights the conceptual framework which shows the relationship between the various variables under consideration. The independent variables included ethnicity, gender, age, religion, work experience, personality and educational background while the dependent variable is workforce diversity management. An empirical review of relevant literature is discussed which highlighted the previous studies on the topic of workforce diversity and its effect on diversity management.

2.1. The Concept of Diversity

Thomas (1995) defines diversity as any mixture of components characterized by similarities and differences. The components of a diversity mixture include differences and similarities between and among races, ages, genders, educational levels, religious affiliations, geographical origins, and work styles. “Diversity takes many forms. It is usually thought of in terms of obvious attributes — age, differences, race, gender, physical ability, sexual orientation, religion and language. Diversity in terms of background professional experience, skills and specialization, values and culture, as well as social class, as a prevailing pattern” (United Nations, 2000).

2.2. The Concept of Workforce Diversity

Workforce diversity is viewed as acknowledging, understanding, accepting, valuing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status (Triana, Garcia, 2010). Diversity refers to a mosaic of people who bring a variety of backgrounds, perspectives, values, and benefits as assets to the groups and organizations with which they interact (Otiye, Messah, & Mwaleka, 2010). Mulkeen, (2008) describes workplace diversity as all the differences that exist within people with respect to age, gender, sexual orientation, education, cultural background, religion, and work experience. Valuing diversity is a key component of effective people management, which can improve workplace productivity (Black & Enterprise, (2001). Dessler (2011) defines diversity as the variety or multiplicity of demographic features

that characterize a company's workforce, particularly in terms of race, sex, culture, national origin, handicap, age, and religion.

According to Janssens, Selsand van den Brande (2003), workplace diversity is a complex, controversial, and political phenomena. It has been conceptualized by researchers from several viewpoints. Nkomo (1995) stated that several researchers have looked at workforce diversity from a very narrow perspective while some from a broad view. According to Cross, Katz, Miller and Seashore (1994), scholars favorably disposed to a narrow definition argue that the concept of diversity should be restricted to specific cultural categories such as race and gender. Nkomo (1995) opined that diversity based on race, ethnicity and gender cannot be understood in the same way as diversity based on organizational functions, abilities or cognitive orientations. In harmony with Nkomo (1995); Michaéla (2003), argued that since a cultural diversity dimension interacts with other dimensions of diversity, a narrow concept of diversity would be deficient since it will fail to recognize those interactions.

According to Jackson, Joshi and Erhardt (2003), advocates of a broad definition of diversity, argued that, diversity encompasses all the possible ways people can differ. According to this school of thought, individuals do not only differ because of their race, gender, age and other demographic categories but also because of their values, abilities, organizational function, tenure and personality. They contended that an individual has multiple identities and that the manifold dimensions cannot be isolated in an organizational setting.

The advocates of the broad definition of diversity further argued that, apart from bringing their race, age, ethnicity, and gender, individuals also come with their particular knowledge gained from their educational background, personality and cognitive style to the work place. They pointed out that in order to understand the dynamics of a heterogeneous workforce, interactive effects of multi-dimensional diversity have to be addressed. According to Thomas (1991), a broadening of the concept of diversity has a potential positive effect on diversity management programs, as it will be more acceptable if it is all inclusive, not only oriented toward specific demographic groups of employees.

McGrath, Berdahl and Arrow (1995) conceptualized workforce diversity by way of developing a five cluster classification. This categorization is widely used and is as follows:

demographic characteristic (age, ethnicity, gender, sex, physical status, religion and education), task related knowledge, skills and capacities (values, views and attitudes), personal, cognitive and attitudinal styles (status in the organization such as one`s hierarchical position, professional domain, departmental affiliation and seniority).

This research proposed to adopt the narrow definition of diversity so as to use the demographic categorization to assess the practices and barriers or challenges of workforce diversity management in united nation economic commission for Africa (UNECA). Seven dimensions of workforce diversity elements namely gender, age, ethnicity, personality, religion, work experience, and education background shall therefore form the independent variables. The dependent variable shall be the workforce diversity management.

2.3. The Concept of Workforce Diversity Management

Diversity management refers to the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs. Cox (2001) notes, “The challenge of diversity is not simply to have it but to create conditions in which its potential to be a performance barrier is minimized and its potential to enhance performance is maximized” (p. 16). Diversity management refers not only to those groups that have been discriminated against or that are different from the dominant or privileged groups, but to “the mixture of differences, similarities and tensions that can exist among the elements of a pluralistic mixture” (Thomas, 2005, p. 93).

Diversity management can create a competitive advantage in areas such as marketing, problem solving, and resource acquisition. Therefore, diversity management is not the sole domain of the human resource function in the organization (as has been the case with affirmative or positive action initiatives) primarily aimed at compliance with legal requirements (Cox, 2001). It is a systematic organization-wide effort based on the premise that for organizations to survive and thrive there is an inherent value in diversity (Cox, 2001; Kreitz, 2008; Orlando, 2000). However, it is important to note that careful research in a global context suggests that diversity management can have both positive and negative consequences as well as no change at all and that a more nuanced approach to the link between diversity management and organizational outcomes is in order (Kochan, Bezrukova, Ely, Jackson, & Joshi, 2003; ackson, Joshi, &Erhardt,

2003; Thomas, 2005). Diversity management refers to the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs. Cox (2001) notes, "The challenge of diversity is not simply to have it but to create conditions in which its potential to be a performance barrier is minimized and its potential to enhance performance is maximized".

2.4. Diversity Management in Organizations

The manner in which diversity is managed in an organization is likely to be influenced by its definition of diversity. As demonstrated previously, this is an erroneous assumption, as diversity does not refer to employment equity or affirmative action alone. Organizations who view diversity management as a process to only ensure representation of various groups of people are likely not to reap the potential benefits of a diverse workforce (Thomas, 1996).

When looking at various theoretical models for the management of diversity, it is evident that effective diversity management is regarded as a process that creates a state of full integration (Agars and Kottke, 2002), or where multiple aspects of the organization are managed in such a way that diversity is maintained or advanced. Managing diversity requires the nurturing of an organizational climate where the value of differences are recognized, managed and promoted. If done correctly, this should inadvertently result in an organizational culture that is open and encouraging towards diversity (Fouche, De Jagerand Crafford, 2004).

2.5. Advantages of Diversified Workforce to the Organization

Carrel et al. (2006) believed that diversity can improve organizational effectiveness by budding experience and reputations for managing diversity as it will probably exert a pull on the best personnel. Ferlie(2003) justified diversity as economically beneficial. This can be validated by the study that top management team diversity (Korn, 1992) and education and training of senior managers (Smith, 1994) added to positive financial returns. It is also established that heterogeneous groups make competitive and eminent decisions (Watson, 1993; Miller, 1998; Lawrence, 1997), engender more ingenious ideas (Bantel, 1989), slot in more ingenious problem solving (Nemeth and Wachter, 1983; Triandis, 1965) and have the prospective for improved productivity (Jackson, 1993).

Patrick (2012) Diversity has multiple benefits to the workplace. One of the major principles of diversity says that a company that has diverse employees has a greater understanding of the global marketplace. According to diversityworking.com, employers reported that their diverse organizations benefit from a variety of viewpoints, higher productivity and profit due to company cultures that encourage employees to perform to their highest workforce diversity ability. Employers may also recognize immediate benefits of workplace diversity. Customers who speak different languages or come from overseas may require customer service in their language. In industries such as marketing and advertising, knowing what consumers across different backgrounds want is crucial to success. Patrick, (2012) describes the following advantages:

A. High Level Of Productivity: when management takes the welfare of its workers at heart by means of offering them proper compensation, health care and employee appraisal, it enables workers to feel they belong to the company irrespective of their cultural background by remaining loyal and hardworking which helps to increase the company's productivity and profit.

B. Exchange of Varieties of Ideas and Team Work: a single person taking on multiple tasks cannot perform at the same pace as a team could; therefore each team member brings to the table different ideas and offers a unique perspective during problem solving to effectively arrive at the best solution at the shortest possible time.

C. Learning and Growth: diversity at the workplace creates an opportunity for employee's personal growth. When workers are being exposed to new cultures, ideas and perspectives, it can help each person to intellectually reach out and have a clearer insight of their place in the global environment and hence their own surroundings

D. Effective Communication: workplace diversity can immensely strengthen a company's relationship with some specific group of customers by making communication more effective. a customer service personnel or representatives can be paired up with customers from their specific area or location, making the customer feel at home with the representative and thus with the company.

E. Diverse Experience: employee and their co-workers that come from a diverse background bring to the table some amount of unique perceptions and experience during teamwork or group tasks. Pooling the diverse skills and knowledge of culturally distinct employees together can immensely benefit the

company by strengthening the responsiveness and productivity of the team to adapt to the changing conditions.

On the other hand Knouse and Smith, (2008) present the Ways in which diversity could benefit organizations include the following:

A. Creating a competitive advantage for the organization: Diversity brings different perspectives and knowledge to the organization. It also nurtures flexibility, energy and proactive climates in organizations;

B. Becoming more knowledgeable of diverse customers of the organization: Greater diversity means greater opportunity to cater to a broader client base demographically;

C. Improved productivity on complex tasks: When diversity is effectively utilized, various skills, knowledge and perspectives could enable the organization to function more efficiently;

D. Increasing problem solving through knowledge resources: When diversity is effectively utilized, various skills, knowledge and perspectives heighten the Organization's problem solving capacity;

E. Supporting innovative strategies: Innovation is supported and nurtured through effective diversity management.

From the benefits discussed we can infer that diversity management not only refers to creating a culture whereby the differences between people are recognized, understood and accepted, but it lies at the core of the way the organization is managed. Diversity has to be integrated into processes in order to be successful. In order to classify the key diversity management practices, this study focuses on identifying overlapping elements in theoretical models as well as other theoretical frameworks. Many researchers have endeavored to create structures, otherwise known as modgels, to guide diversity practitioners in relevant actions pertaining to diversity management.

2.6. Disadvantages of workforce diversity in the workplace

Despite diversity has a big role in the organizations effectiveness and successfulness, there are drawbacks which affect individuals and organizations predefined target/goals. According to Ferlie (2003) there are some disadvantages of diversity in the workplace:

1. Communication issue

When Diversity in the way, and can directly impact productivity because of a lack of cohesiveness. This explains why some companies catering to international customers hire

multilingual or bilingual customer service reps. unless effective communication is archived, workplace diversity can be a problem.

2. Lack of freedom cost of training

In a diverse workplace, an employee must be sensitive to others' race, culture background, beliefs, etc.

3. Increased cost of training

Apart from the usual training, an organization must invest in seminars, programs and lectures designed to promote diversity in the workplace. Such trainings are essential as they will teach employees how to accept thoughts, ideas and personalities of others in the workplace.

4. Integration issue

In the diverse workplace informal work divisions may occur. It will lead to a situation where culturally diverse employees will avoid each other. This can hinder the effective sharing of knowledge, experience, skills, resulting in decreased productivity, team efficacy, and business growth.

5. Increased competition

Competition in the workplace is good as it can drive success and higher productivity. Employees do not accept other culture; they are likely to openly show disrespect and indifference. This can lead to unnecessary tension and inhibit communication in the workplace. The problem with a highly tense or hostile workplace is that everyone is affected, including those that accept and respect diversity in the workplace.

2.7. Theories of Diversity or Workforce Diversity Management

2.7.1. Social Categorization Theory

Social-categorization theory, by (Turner, 1987) suggests that people belong to many different social groups (e.g. nation, employer, or school). It predicts that individuals sort themselves into identity groups based upon salient characteristics and that they act in concert with their categories and favor contexts that affirm group identity (Hogg & Terry, 2000). In consequence, dissimilar individuals are less likely to collaborate with one another compared to

similar individuals. In this way, social categorization may disrupt elaboration of task-relevant information because of possible biases towards in-group members and negative biases towards out-group members (Knippenberg, Kleef& De-Dreu, 2007). This is a theory of the self, group processes, and social cognition (Turner, 1987) which emerged from research on social identity theory. It is concerned with variation in self-categorization (in the level, content, and meaning of self-categories. It focuses on the distinction between personal and social identity. Social-categorization theory seeks to show how the emergent, higher-order processes of group behavior can be explained in terms of a shift in self-perception from self-categorization in terms of personal identity to self-categorization in terms of social identity.

2.7.2. Similarity/ Attraction Theory

Byrne's, (1971) theory of effect and attraction assumes that one's evaluation of another is the result of reinforcement associated with the other. Similarity/attraction theory posits that people like and are attracted to others who are similar, rather than dissimilar, to themselves; "birds of feather," the adage goes, "flock together." Social scientific research has provided considerable support for tenets of the theory since the mid-1900s. The theory provides a parsimonious explanatory and predictive framework for examining how and why people are attracted to and influenced by others in their social worlds. In addition to people's inclinations to be attracted to those who share similar attitudes, people are also attracted to others who manifest personality characteristics that are similar to their own (Byrne, 1971). Various researchers from a variety of fields such as marketing, political science, social psychology, and sociology have supported the assumptions of similarity/attraction theory.

In addition, interactions that may be perceived to be discriminatory on the basis of religion, ethnicity, age, and gender may lead to harmful and negative effects on team cohesiveness (Triana, Garcia, 2010). The argument is that people of similar religious background, ethnicity, age group, and gender may tend to prefer to work together due to their common characteristics thus enhancing group cohesiveness and performance.

2.7.3. Resource Based View Theory

Resource Based View (RBV) Theory views organizations as consisting of a variety of resources generally including four categories, such as physical capital, financial capital, human capital, and corporate capital, (Barney & Clark, 2007). The attributes of resources held by firms can contribute and determine their level of performance (Yang & Konrad, 2013). Resources that

are viewed as valuable and rare can be a source of competitive advantage. Those that are valuable, rare, and inimitable can be a source of sustained competitive advantage (Barney & Clark, 2007). Moreover, to achieve a sustained competitive advantage, a firm needs to have the ability to fully exploit the potential and stock of its valuable, rare, and inimitable resources. Such ability and potential often resides in the diverse characteristics of its workforce.

2.7.4. Strategic Choice Theory

Strategic-choice theorists argue that top executives make decisions that influence employee outcomes and performance. Roberson & Park, 2007 stated that low to moderate levels of leader racial diversity may weaken strategic decision making through decreased communication and increased conflict among organizational leaders, thus negatively influencing employee performance. Effective strategic choice requires the exercise of power and that organizational actors possess the discretion to act in their own free will. Thus, CEOs are assumed to have substantial leeway in shaping their organizations (Finkelstein & Hambrick, 1996). The argument that demographic diversity is assumed to be associated with cognitive abilities that expand a team's informational resources and enhances its problem solving capacity was advanced by (Dutton & Duncan, 1987). Thus, within the context of top management teams, diversity broadens the range of cognitive perspectives needed to recognize strategic opportunities and consider various strategic choices or alternatives (Wiersma & Bartel 1992). Strategic choice theory could therefore support the principles and tenets of integrating workforce diversity in all levels of an organization for optimum results.

The Researcher view:

This better to use Resource based theory and Strategic choice theory are used for the theoretical framework of this study. The theory states that the top management of an organization is responsible for collecting valuable resources including physical, human, structural and relational capital from its environment which means it is thought to be networker or create a smooth relation with outside organizations to seek ways for the benefits of the organization. This viewpoint is generated through the concept of value creation to assist value increasing attitudes. Resource-based theory takes diversified human capital as a strategic resource in the same way as that of physical and financial capital which is responsible for achieving competitive advantage.

In the process of managing diversity Effective strategic choice is requires the exercise of power and that organizational actors possess the discretion to act in their own free will. Thus, top leaders are assumed to have substantial leeway in shaping their organizations people in their well-organized strategic plan.

2.8. International Diversity Management Models

Stockdale and Crosby (2004) have set out to compile taxonomy of the most prominent diversity management models in the last two decades. Theoretical models for the management of diversity are in essence built on critical and foundational elements related to the field, thus providing quality inputs for the purposes of this study. Models and theories are useful in the sense that they provide rationales for the existence of certain relationships and the absence of others, and ultimately represent systems that resemble the nature of organizations in which the phenomena that are studied exist. They also afford researchers guidelines for research and practice that contribute to the field of organizational psychology and in that sense present useful solutions to problematic situations in organizations. (Agars and Kottke, in Stockdale and Crosby, 2004) Different levels of analysis (individual, group, organizational) were taken into consideration as well as differing methods of research in order to arrive at the presented conclusions. Furthermore, the models are founded on different premises with regards to the definition of diversity and outcomes. In the following segment, the focus of various diversity management models will be addressed as an indication of best practice elements together with the detail of the models as explanatory information.

2.8.1. Robert Golembiewski's organizational reaction model (1995)

Golembiewski (1995) describes the manner in which organizations react to a changing workforce demographic in five different approaches, namely: diversity under duress, equal opportunity, augmented affirmative action, valuing differences and managing diversity. Golembiewski (1995) arrives at an ideal scenario where organizations embody a fully mature approach to diversity management – one in which once again policies, structures and reward systems are changed to promote the development of the acceptance of differences amongst employees and the attainment of organizational objectives as such.

2.8.2. Taylor Cox's practical process model

As duly noted in Agars and Kottke (2002), the models previously presented describe the ideal environment or state of diversity management, but provide little information on the change

process and actions suggested to get to the desired state. Cox's revised model of 2001 strives to address the practical process aspects of becoming a multicultural organization, as discussed in his initial model. He identifies five components in which organizations have to grow systematically in order to become multicultural: Leadership, Research and Measurement, Education, Alignment of Management Systems and Follow up. Each component contains various actions by which organizations should evaluate the effectiveness of diversity management. When referring to leadership, Cox (2001) describes broader aspects of incorporating diversity into vision and strategy while also touching on specific issues such as communication from leadership and personal involvement. Furthermore, he points out that the measurement of diversity through research is a key component to diversity success.

Organizations should apply a measurement plan in order to assess diversity competence. He also emphasizes that educational activities within organizations should accommodate the organization's diversity vision in order to facilitate successful diversity management. In-house education should focus on managing the change that comes with changing a workforce and the development of expertise. The management of diversity should also be reflected in the modification of existing training programs.

The fourth component, in which diversity has to be advanced, is in the alignment of management systems, according to Cox (2001). This refers to the adaptation of work environment, recruitment, orientation, performance management, remuneration, training and promotion to incorporate diversity into the working of the organization. Lastly, Cox (2001) argues that follow up is also a key component of a multicultural organization. Organizations that follow up on diversity management invest in accountability and continuous improvement in this regard. Ensuring proper reporting structures and processes to enable the organization to strive towards advancing in diversity is essential to the management of diversity. Norris (2000) states that the key is to address the issue by strategic management, He presents six factors that should be included in the strategic management process Organizational Culture, Organizational / Environment change, Total quality management, Participative management / decision making, Resource development.

The researcher uses from both models, because an idea raised by them is very important and match with what the researcher wants to check in UNECA. Especially leadership commitment, measurement, alignment with management system from Cox practical process

model and diversity under duress, equal opportunity, augmented affirmative action, valuing differences are very necessary when managing diversity in any organization.

2.8.3. Diversity Management Implementation model / Best Practice Model/ (DMIM)

“It is impossible for organizations to reap the benefits of having a diverse workforce if they do not manage it properly. First of all, they need to make sure that their strategies for managing diversity match their mission and values “(kossek and lobel, 1996, in groschl & Doherty, 1999, p. 265). Kreitz (2008) points out the 3 prerequisites for successful diversity implementation and development in organizations: top management commitment, skilled HR managers with broad organizational knowledge, and shared realization that diversity management is on-going and lengthy process. Development of diversity in the organization requires the change of thought and behavior in employees.

There are several best practices that organizations can use to implement and manage diversity; (2008) draws from the report by the US government office ‘diversity management: expert identified leading practices and agency examples’ that identified 4 best practices:

Table 2.1: leading best practices of diversity management

Best practices	Description
Management Commitment	Top level management should demonstrate and communicate a vision of diversity across all level of the organization
Recruitment and selection	Organizations need to attract and employ qualified and divers individuals.
Employees Involvement	Employees need to be actively participating or involved and contributes to driving diversity in an organization.
Diversity Training	Management and staff need to be informed and educated about the benefits of diversity for the organization.

Source: Kreitz (2008)

2.9. Challenges to Effective Diversity Management

Kreitner and Kinicki, (2001) describes the following barriers to effective implementation of diversity programs:

1. ***Inaccurate stereotypes and prejudices:*** Diversity management efforts will be of lesser quality if diversity is seen as a disadvantage rather than an advantage.
2. ***Ethnocentrism:*** The belief among groups or individuals that their culture is superior to the other cultures will create a situation where one culture is enforced on another.
3. ***Poor career planning:*** Efforts to drive the career advancement of diverse employees are not sufficient.
4. ***An unsupportive and hostile working environment for diverse employees:*** Minority groups are excluded from social and networking events.
5. ***Lack of political initiative or ability on the part of the diverse employees:*** Diverse employees often do not advance as they do know possess sufficient knowledge on workplace politics.
6. ***Difficulty in balancing career and family matters:*** Various demands in work and personal life make it especially hard for women to meet expectations.
7. ***Fears of discrimination:*** Some undesignated groups view affirmative action initiatives as reverse discrimination. This may limit the potential impact of diversity management initiatives.
8. ***Diversity is not an organizational priority:*** Diversity initiatives may not be seen as adding value to the organizational objectives. This may impact on the vigour in which diversity initiatives are approached.
9. ***The need to revamp the organization's performance appraisal and reward system:*** If diversity targets and involvement is not specified as core outcomes and goals in individual performance contracts, it is likely not to be realized.
10. ***Resistance to change:*** Diversity management is mostly comprised of change initiatives, and often times change is feared by individuals for various reasons. This also has to be managed by the organization.

2.10. Empirical Review

2.10.1. Gender Diversity and Its Management

Companies with higher percentage of gender diversity in the workforce achieve higher returns. It is obvious that diversity is now seen as an element of competitive differentiator which results a better market share for a company. Gender diversity and financial performance is strongly associated. Research has shown that companies with more women on their boards tend

to outperform their competitors on a number of financial measures, such as return on: equity, sales, and return on capital; share performance, and stock price growth (Catalyst, 2011). It is obvious that women and men have different perspectives, ideas and market insights, thus, a gender divers management positions enable better problem solving skills. Since women are part of the community, when they represented in the management position of an organization, they can better understand the needs and preferences of their company's customers and can lead their organizations to improved product development, more effective product marketing and better customer service.

Moreover, diversified management tends to communicate more actively with customers and stakeholders who help the company to improve their relations and enhance their stakeholders' insight (Curtis, 2012). Despite almost all organizations are giving attentions to the concept of gender there are inconvenience work environment especially in the developing countries. So there is a need to conduct such type of researches in an organization. This study will test how ECA doing in terms of

2.10.2. Ethnic Diversity and Its Management

According to a report by Makokolo (2005), an ethnic group is a tribolistic grouping. It has a sense of common historic origins and frequently develops a sense of common destiny. Pitts (2010) contend that, as organizations become more diverse along ethnic lines, it makes sense to pay more attention to how different groups interact with one another at work. Opstal (2009) stated that ethnic diversity can have both advantages and disadvantages for the organization. Jackson et al. (2004) cited examples of ethnic diversity disadvantages as communication problems and conflict. When managers ignore the clashes caused by ethnicity, they might be converted into personal and emotional conflict in the long run and therefore damage organizational culture, employee morale and overall sharp reduction of organizational performance. Kiglai (2006) asserted that conflict resulting from ethnicity does affect quality, performance and profit of an organization. Benschop (2001) cited discrimination as a disadvantage of ethnic diversity. Dahlin, Weingart & Hinds (2005) argued that high degree of ethnicity might be negative since it can create conflict and cliques due to social categorization.

According to Zgourides, Johnson and Watson (2002), differences in cultural characteristics bring an advantage of having ethnically different views for team problem solving

which can result in increased team performance when the team learns to utilize these differences to their benefit. Opstal (2009), stated the advantages of ethnic diversity as creativity and innovation. (Van Knippenberg, De Dreu & Homan (2004) observed that ethnicity can provide a large pool of resources to the organization such as knowledge and abilities. Jackson et al (2004) cited better problem solving as an advantage of ethnic diversity.

Van Esbroek and van Engen (2008) stated that management of diversity is important to help an organization benefit from the advantages and minimize the disadvantages of ethnic diversity that can have negative effect on employee and organizational performance. This study will try to assess how ethnic is places in the strategic plan of the organization in the process of managing diversity.

2.10.3. Educational level and its management

Organizational leaders implement educational diversity initiatives in efforts to motivate and encourage each individual to work effectively with others so that organizational goals are achieved (Gwendolyn, 2002). A person's educational background can be a significant indicator of their knowledge, skills, and capability. Furthermore, the choice of a specific educational major may reflect one's cognitive strength and personality (Holland, 1997). For instance, an individual educated in computer science can be expected to have a somewhat different cognitive disposition than an individual educated in marketing or advertising (Hambrick and Mason, 2002). As in functional expertise, dissimilarity in educational background seems to have a positive impact on team performance because it fosters a broader range of cognitive skills (Cohen and Bailey, 2001). Cohen and Levinthal (2000) contend that the absorptive capacity of the organization is likely to increase with variety in knowledge structures as reflected in diverse educational majors. Jehn and Bezrukova (2004) observed that informational diversity, such as education and functional areas, were positively related to actual work group performances, although the relationship was mediated by task conflict. Carpenter and Fredrickson (2001) similarly reported that international experience and diverse educational background were positively related to firms' global, strategic postures among top management teams. However, educational background can also negatively affect team performance and social integration in teams (Cohen and Bailey, 2001). Jackson May and Whitney (2005) discovered that heterogeneity in education level (undergraduate versus graduate) was associated with turnover

intention. Wide differences in educational background led to an increase in task-related debates among work teams (Jehn, Chatwick, and Thatcher, 2007).

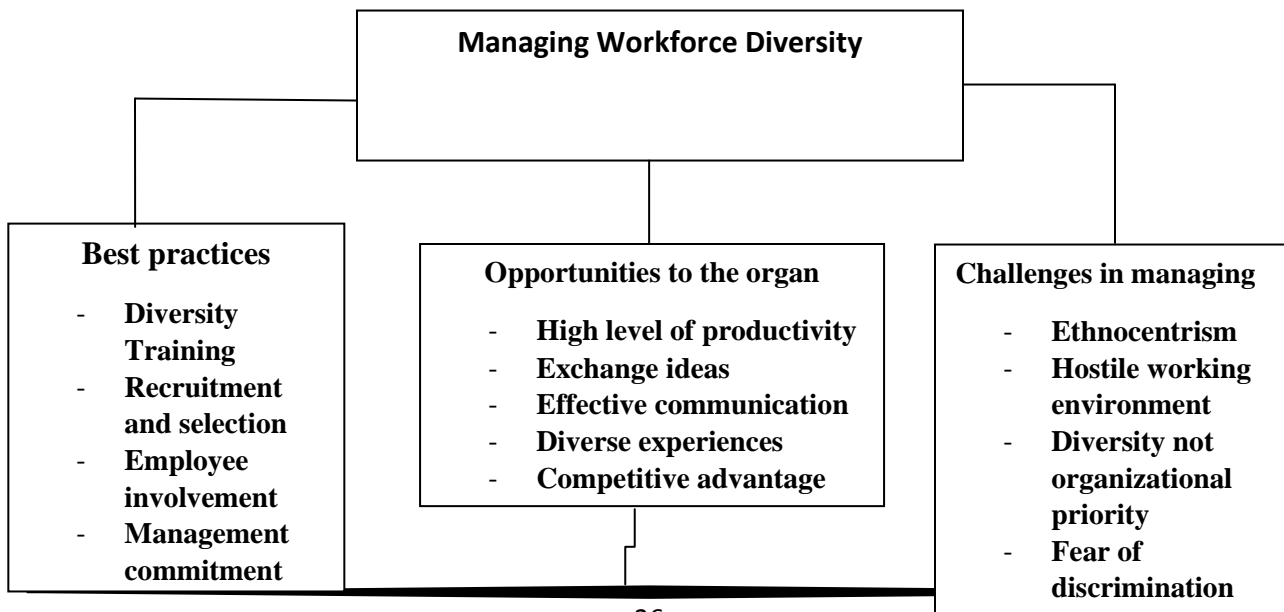
Employees possess different levels of education hence this is an aspect of diversity that should be well handled so that everyone can be a positive contributor towards organizational effectiveness despite their level of education. Most organizations with a diverse workforce find it difficult to cope with the above challenges and create a positive work climate that consequently may influence the degree of performance. There is a need to handle all employees. There are studies on effects of employee’s profession and educational back ground on the overall organizational performance together with other diversity elements. Here this study wants to test the work environment related with relationships which is found among employees as well as managers.

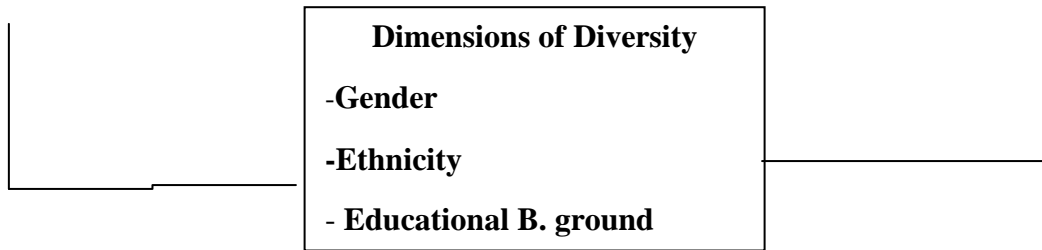
2.11. Conceptual Framework

Mugenda and Mugenda (2003), describes a conceptual framework as a hypothesized model identifying the concepts under study. The purpose of the conceptual framework is to help the reader to see the researchers proposed concepts at a glance.

Based on empirical literature and the theoretical framework the researcher developed the conceptual framework. The conceptual framework of this study consisted of the four best practices in managing diversity (MC,DT,EI,R&S) based on the other selected dimensions of diversity (ethnicity, gender, and educational background of employees)towards managing diversity as a whole in ECA. These relationships are represented in the following fig.

Table 2.2: conceptual framework of the study





Source: own framework, (2018)

CHAPTER THREE

RESEARCH METHODOLOGY

This section describes how the present research study was conducted. It outlines how information was gathered and analyzed. In addition, it provided more information on the sampling methods has been used in this study, characteristics of the sample, the overall research design and procedures used for the gathering of the data. Furthermore, the procedure followed and the measuring instruments used to gather the data were discussed as well as the statistical techniques used to analyze the data.

3.1. Research Approach

The research approach appropriate to the desired outcome has been the quantitative and qualitative approach. The researcher used quantitative approach to get how managers are managing diverse workforce and the qualitative one for the detail information about the whole organizational policy and procedures from top level managers and HR Director. Bryman and Bell (2003), suggests that the combination of both qualitative and quantitative approaches as the most valid and reliable way to develop understanding of complex situational reality. This approach helps to create a better understanding of the research problem. Qualitative approach will use by preparing interviews, quantitative approach on the other hand used by close-ended questions of respondents. Therefore the research used mixed method approaches.

3.2. Research Design

According to John (2007) research design is the blueprint for fulfilling research objectives and answering research questions. It ensures that the study would be relevant to the problem and that it uses economical procedures.

The research design that has been followed in order to conduct this study was both exploratory and descriptive design because it emphasizes on assessing the practical implementation of workforce diversity practices and discovering the challenges and barriers to manage it. Researcher adopted therefore, mixed methods approach where both quantitative and qualitative data collection techniques and analytical procedures were used in same research design (Secanders, 2009). For the reason of explaining and describing the phenomena on larger sample size it adopted quantitative approach and in order to acquire an in depth understanding of facts and reasons of the occurrence, it adopts qualitative approach.

3.3. Population and Sample

3.3.1. Target population

In research methods, the population was the entire aggregation of items from which samples can be drawn. In this study, the total target population has been comprised of line managers and supervisors of United Nation Economic Commission for Africa (UNECA) head office Addis Ababa Ethiopia. There were 772 employees in ECA, from which the total number of employees under all managerial position was 255, based on the organizational structure there were 19 directors and 236 professional employees from P1 up to P5. But under supervisory level there were 209 managers from P5 and D1. Therefore the total target population for this study was 564 employees and 209 managers who have supervisory role for purpose in all levels.

3.3.2. Sample Size Determination

After dividing the total population into different homogenous groups the researcher determine the sample size based on slovin's formula.

$$\text{Slovin's Formula } n = \frac{N}{1+N(e)^2}$$

$$n = \frac{564}{1 + 564(0.05)^2}$$

$$n = \frac{564}{2.41}$$

Where;
 n = # of sample size
 N = total population
 e = confidence level

$$n = \underline{\underline{234 \text{ non-supervisory level employees}}}$$

$$\text{And for managers: } n = \frac{209}{1+209(0.05)^2}$$

$$n = \frac{209}{1.5225}$$

$n = 137$ managerial level

Therefore, the total sample size of **234** non-supervisory level employees and **137** managers selected by dividing into different strata. This listed in the following table:

No.	Division	Number of employees		Number of sample	
		Emp.	Mana.	Emp.	Mana.
1	Executive secretary	4	1	2	1
2	Strategic planning & operational quality division	12	5	5	3
3	Secretary of the commission & legal advisor	19	8	8	5
4	Africa center for the statistics	25	11	10	7
5	Regional integration & trade division	33	17	14	11
6	Macroeconomic policy division	45	16	19	10
7	Social development policy division	39	13	16	9
8	Special initiatives division	46	15	19	10
9	African mineral development center	47	13	20	9
10	Capacity development division	32	12	13	8
11	Public information & knowledge management division	59	23	25	15
12	Division of administration	58	17	24	14
13	HRM	66	26	27	17
14	Finance and economy	44	15	18	11
15	Registrar office	34	14	14	7
	Total number of sample	563	209	234	137

Table 3.3.2: sample size determination

3.4. Sample Design

Researchers usually draw conclusions about large groups by taking a sample. A Sample is a segment of the population selected to represent the population as a whole. Ideally, the sample should be representative and allow the researcher to make accurate estimates of the thoughts and behavior of the larger population. According to Saunders, (2009) Sampling cannot be avoided in a research because it is impracticable to survey the entire targeted population due to budget and time constraints. Stratified sampling has been employed by dividing the total population to different strata for both categories based on the organizational structure of the ECA in order to assist in minimizing bias when dealing with the population. In order to know the benefits having diverse work force and challenges of managing diversity in ECA managers has been participated in the study. Generally from the total population of 564 employees and 209 managers the sample 371 (234 employees and 137 managers) has been selected based on their divisions.

3.5. Sampling Technique

After dividing the total target population into different homogeneous groups based on the case organizational structure the researcher used both types of sampling technique, probability and non-probability sampling. Stratified sampling was comfortable to collect data from the divided strata. And simple random sampling used to collect the necessary information about how managers are doing their work to manage diverse workforce, opportunities, and challenges from the employees and managers because of their work nature they were not been at office in all time. So the researcher collected the data from the respondents who were presented at the time of data collection and purposive sampling has been applied to purposely selected directors and HR managers who have special position and information about the organization policy and related procedures, in order to know what types of policy and procedure that ECA used through detail interview.

3.6. Data Sources and Type

The data collection modes were different for different researches. The researcher used both types of data, primary and secondary data type because of the assessment nature of the study.

3.6.1. Primary data

For the sake of the research accuracy and answering about how managers and supervisors manage the diversity Primary data was necessary. So the researcher has been collected this data from questionnaires distributed to employees and interviews with managers in different departments of United Nation Economic Commission for Africa.

3.6.2. Secondary data

This type of data was very important to know the general current level of diversity and reviewing the related procedure and policy about the diversity management in ECA. Document of the organization under study, archives, internet and the organization's website, etc used as a source of data. This study chooses all these materials because these data were available and contain adequate information about the study area.

3.7. Data Collection Procedures and Method

A formal letter of cooperation had been secured from the Graduate Program of Addis Ababa University College of business and economics school of commerce, since letter of Permission to collect data has been requested from UNECA Human Resource Management Department before the administration of the instruments. After clearly explaining the Purpose of this study to respondents through presenting the objective of the study and its general aim, the researcher has tried to collect the necessary information from the organization as well as the respondents. The data gathering technique that has been used in this research was both primary and secondary data, the primary data gathered through self-administered questionnaire and semi-structured interview. Closed ended questionnaire has been administered to the respondents and ordinal scale (i.e. Likert scale) was used to measure the attitude of respondents to indicate how strongly they agree or disagree with the constructed statements that range from very positive to negative toward as attitudinal object. For each of the questions which use Likert scale, there were five responses that have been checked and numerical score was assigned to each of the questions as follow: **SD**= Strongly Disagree **D** = Disagree **N** = Neutral **A**= Agree **SA**= Strongly Agree

Then, the subject has given to the respondents in their place of work with the help of Human Resource Management Department officers of the organization and also the researcher participated in the process of distribution with instruction of how to fill the questionnaires. And also there were some interview questions to the top level directors and managers about

challenges and opportunities of having diversified workforce. The questionnaire had five (5) Sections. The first section contains the general background information about the respondents. The second section tried to collect necessary data from employees about how managers are managing diverse workforce. The third and fourth section was related to the opportunities of having diverse workforce in ECA and challenges of managing them from supervisory roll managers. The last section was related to the some structured interview questions about the organization diversity related procedures from the top level managers and HR Director.

Secondarily data are gathered from the official website of the organization, reviewing the human resource procedure. And also different flyer papers, and brushes are reviewed.

3.8. Ethical Consideration

The ethical issues were considers in this study include worthiness, consent, and confidentiality. The process of this study further ensured that it was not misbehave the behavioral norms established by organizations being studied. Also, findings were report in a complete and honesty fashion, without misrepresenting any responses given or intentionally misleading readers and researchers interested in this study. The researcher has recognized others researcher work when taking ideas in the form of reference and the data obtained from the case organization were properly stating and keeping their information by being of confidential. The study was keep safely the respondents personal information as much as possible and the research findings will helps to all other national/multinational organizations rather than creating an opportunities to only the case organization.

3.9. Data Analysis and Presentation

Once the study collected all the possible and relevant information through the methods that discussed above, it had been started to analyze and interpret the data. The researcher has tried to review and using different scholar's workforce diversity model and analyze the data through Microsoft excel, SPSS (statistical package for social science) latest version 20 technique of analysis and presenting the data through frequency distribution/ratio and mean/standard deviations.

The data were analyzed both qualitatively and quantitatively. The techniques for quantitative data analysis were the frequency distribution and descriptive analysis. This has been done for each group of items relating to the research question and objectives. These were making the findings more understandable to ensure clarity and preciseness on the practices of all

diversity management variables in the selected dimensions of diversity at ECA head office. Qualitative data has been analyzed by content analysis (CA). Content analysis is the systematic and replicable way of expressing many words into a few content categories (Mugenda & Mugenda, 2003). It was a technique used for making inferences by objectively and systematically identifying the specified characteristic of messages. Pie chart has been used to interpret the original data of the organization which explains the current level of diversity in the case organization regarding the selected independent variables.

3.10. Validity and Reliability Methods

3.10.1. Reliability of the Instrument

Reliability refers to a degree to which measurements used can yield suitable results because they are free from errors. According to Hair, (2006) reliability is the assessment of the degree of consistency between multiple measurements of a variable. This study used the cronbach alpha to assess the reliability of the variables. The general result which expected from this test has been above 0.693 up to 0.836.

Table 3.10.1: reliable test/cronbach alpha

No.	Constructs	Cronbach alpha	No. of item
1	Management Commitment	0.801	12
2	Employee involvement	0.717	12
3	Recruitment and selection	0.767	10
4	Diversity training	0.693	9
5	Opportunities of having diversity	0.792	8
6	Challenges to manage	0.836	8

Source: Survey data, 2018

3.10.2. Validity

Validity is about having some level of similarity in the original idea of research and the actual idea after getting the results. According to Saunders (2000) the concept of validity measures whether the findings in the research are really about what they appear to be about and check the relationship between variables. In this study, the content validity was improved by

seeking the opinion of the raised concept related (diversity management, human resource managers in UNECA) experts in the field of study and particularly my advisor. Also the face validity of instruments was improved by carrying out a pilot test and changing any unclear and ambiguous questions, since the questioners are self-developed.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter presents the results of the study based on the empirical analysis of the data collected from the research respondents and discussion of results with respect to previous research findings and literature. In this chapter, both descriptive and inferences on the data analysis and procedures are presented.

The sample size of this study was 234 employees and 137 managers working in United Nation Economic Commission for Africa head office at Addis Ababa, out of which 223 responses from employees and 124 responses from managers were obtained which represent 95.3% and 90.5% respectively response rate. According to Kothari (2004), 50% is adequate for analysis and reporting and response rate of 70% and over is excellent.

4.1. Organization’s data review

4.1.1. Gender

Table 4.1: gender distribution

gender	total	%age
Female	299	39
Male	473	61
Grand total	772	100

Source: survey data (2018)

The above table shows that percentage of gender distribution in the organization, whereby female (39%), while male (61%). In other words, from the 772 employees, 473 of them are male while the remaining 299 are female. This shows that most of the employees in this

organization are male. Even though, the number of males is big in number, still workforce in ECA is diversified in terms of gender

4.2. Respondents Characteristics

In the questionnaire survey, each respondent was asked five questions regarding their demographic profile, including gender, age, education level, working experience (in years), and position level in the organization. This part provides an analysis of the demographic characteristics of the respondents based on frequency analysis.

4.2.1. Gender

The responses classified according to gender were received as indicated in the tables below:

Managers

Table 4.2.1.1: managers distribution of gender

valid	Frequ ency	Percent	Valid Percent	Cumulativ e Percent
male	94	75.8	75.8	75.8
female	30	24.2	24.2	100.0
Total	124	100.0	100.0	

Employees

Table 4.3.1.2: employees distribution of gender

	Frequen cy	Percent	Valid Percent	Cumulativ e Percent
male	155	69.5	69.5	69.5
female	68	30.5	30.5	100.0
Total	223	100.0	100.0	

The above tables shows that percentage of respondents, whereby female from managers (24.2%), while male (75.8%) and from employees 30.5% female and 69.5% are male. In other words, from the total number of respondents, 249 (71.8%) of them are male while the remaining 98 (28.2%) are female. This shows that most of the respondents in this study were male. Even though, the number of males is big in number, still workforce in ECA is diversified in terms of gender.

4.2.2. Age

The researcher categorized the respondents age wise in order to understand their attitudes toward diversity with respect to their age brackets.

Table 4.2.2.1 below shows that age group of the respondents. The majority of the respondents from both sides fall under the age group category of 36 - 45 years old (accounted for 39% or 87 respondents from employees and 41.1% or 51 respondents from managers), followed by the age group of 25 - 35 years old (30.3% or 105 respondents), 25 - 35 years old (35.9% or 80 from employees and 33.9% or 42 respondents from managers), 46 -55 years old (15.7% or 35 respondents from respondents from employees and 2.4% or 3 respondents are from managers)

and above 55 years employees and 21.8% or 27 respondents from managers), 18 – 24 years old (8.5% or 19). This implies that there are still diversified employees in terms of age category.

Table 4.2.2.1: age frequency distribution of respondents

Employees

valid	Frequ ency	Percent	Valid Percent	Cumulativ e Percent
18-24	19	8.5	8.5	8.5
25-35	80	35.9	35.9	44.4
36-45	87	39.0	39.0	83.4
46-55	35	15.7	15.7	99.1
Above 55	2	.9	.9	100.0
Total	223	100.0	100.0	

Managers

	Frequ ency	Percent	Valid Percent	Cumulativ e Percent
18-24	3	2.4	2.4	2.4
25-35	42	33.9	33.9	36.3
36-45	51	41.1	41.1	77.4
46-55	27	21.8	21.8	99.2
above 55	1	.8	.8	100.0
Total	124	100.0	100.0	

Source: survey data (2018)

4.2.3. Work experience

Table 4.2.3: experience frequency distribution

Managers

	Frequ ency	Percent	Valid Percent	Cumulativ e Percent
1-5	41	33.1	33.1	33.1
6-10	35	28.2	28.2	61.3
11-15	26	21.0	21.0	82.3
above 16	22	17.7	17.7	100.0
Total	124	100.0	100.0	

Employees

	Frequ ency	Percent	Valid Percent	Cumulativ e Percent
1-5	80	35.9	35.9	35.9
6-10	95	42.6	42.6	78.5
11-15	26	11.7	11.7	90.1
above 16	22	9.9	9.9	100.0
Total	223	100.0	100.0	

Source: Survey data, 2018

The above tables show that the duration of service of the respondents to the organization. In an effort to establish their work experience, the respondents were asked to indicate for how

long they had been working in their organization. According to the findings, majority of the respondents fell in the bracket 6 - 5 years of service (28.2% or 35 managers and 42.6% or 95 employees) in the organization, 1 - 5 years of service (33.1% or 41 managers and 35.9% or 80 employees) of the workforce followed by 11 - 15 years of service (21% or 26 managers and 11.7% or 26 employees) in the organization and above 16 years of service (17.7% or 22 managers and 9.9% or 22 employees). This indicates that majority of employee are relatively senior to the organization. This shows that they may know about the general level of diversity management in the organization.

4.2.4. Level of education

The responses classified according to education level were received as indicated in the table below:

Table 4.2.4: distribution of level of education

Manager

employees

level of education					level of education				
	Freque ncy	Percent	Valid Percent	Cumulative Percent		Freque ncy	Percent	Valid Percent	Cumulat ive Percent
degree	18	14.5	14.5	14.5					
MSc	62	50.0	50.0	64.5	diploma and below	17	7.6	7.6	7.6
PhD and above	44	35.5	35.5	100.0	Degree	140	62.8	62.8	70.4
Total	124	100.0	100.0		MSc	37	16.6	16.6	87.0
					PhD and above	29	13.0	13.0	100.0
					Total	223	100.0	100.0	

Source: Survey data, 2018

Table 4.3.5 shows the educational level of the respondents. The majority of the respondents are degree holders in the category of employees (62.8% or 140s respondents), followed by masters (16.6% or 37 respondents), and (13% or 29respondents) are PHD & above. And in the managers side most of respondents are masters holder (50%, or 62 respondents) followed by PHD and above by (35.5%, or 4 respondents) and the last 14.5% or 18 respondents were degree holders. Even though, the number of Degree holders is big in number, still workforce in ECA is diversified in terms of education level.

4.2.5. Position in the organization

The table below shows the position of the respondents

Table 4.2.5 Respondent's job positions distributions

Managers

position in your organization				
valid	Freque ncy	Percen t	Valid Percent	Cumulative Percent
d-1	16	12.9	12.9	12.9
d-2	13	10.5	10.5	23.4
p-2	8	6.5	6.5	29.8
p-3	11	8.9	8.9	38.7
p-4	13	10.5	10.5	49.2
p-5	8	6.5	6.5	55.6
NO-D	10	8.1	8.1	63.7
NO-C	5	4.0	4.0	67.7
NO-B	8	6.5	6.5	74.2
G-2	1	.8	.8	75.0
G-3	2	1.6	1.6	76.6
G-4	7	5.6	5.6	82.3
G-5	6	4.8	4.8	87.1
G-6	7	5.6	5.6	92.7
G-7	7	5.6	5.6	98.4
16	2	1.6	1.6	100.0
Total	124	100.0	100.0	

Employees

position in your organization				
	Frequen cy	Perce nt	Valid Percent	Cumulati ve Percent
G-2	1	.4	.4	.4
G-3	13	5.8	5.8	6.3
G-4	13	5.8	5.8	12.1
G-5	1	.4	.4	12.6
G-6	24	10.8	10.8	23.3
G-7	24	10.8	10.8	34.1
security officer	13	5.8	5.8	39.9
Cleaning	9	4.0	4.0	43.9
registrar officer	2	.9	.9	44.8
Massagers	7	3.1	3.1	48.0
other positions	50	22.4	22.4	70.4
HR officers	28	12.6	12.6	83.0
finance officers	28	12.6	12.6	95.5
Reception	10	4.5	4.5	100.0
Total	223	100.0	100.0	

Source: Survey data, 2018

Notes. D-directors, P-professionals, G-grade,

4.3. Results of Measures of Central Tendency and Dispersion

Measurement of central tendencies is used to get the mean scores for the five ordinal-scaled constructs. All of the items (questions) were asked using 5 point Likert scale with 5 indicating- Strongly agree, 4 indicating – agree, 3 indicating – neutral, 2 indicating- disagree and 1 indicating- strongly disagree.

4.3.1. Management commitment

4.3.1.1. Management Commitment in terms of Gender

Table 4.4.1.1 below shows the percentage, mean and standard deviation estimated for the responses on how the management is committed to manage gender diversity. About 64.5% has disagreed that female employees are empowered in different positions in the organization, whereas 31.4% agreed (25.6% agreed & 5.8% strongly agreed) and 4% neither agreed nor disagreed with that. The mean (2.72) and standard deviation (1.037) implies that there is a little organizational concentration on female employee's empowerment as a result of weak commitment from management. According to Whitney, (2005) empowerment of employees to different positions can be the clue for the management commitment in managing diversity. About 53.4% has agreed about the mentoring of female employees by supervisors or line managers to improve their overall performance and participation, whereas 16.5% disagreed and 30% remain neutral. The mean value (3.63) and its standard deviation (1.061) indicate that there are managers who mentor female employees in ECA which may be a reflection of their commitment. Based on Whitney (2005) in his study on diversity management, he concluded that mentor is one point that expected from any managers especially to female employees. The way of how managers manage gender diversity is already stated in the strategic plan/procedure of the organization has been recognized by 95.51% agreement, with 1.3% disagreement and 0.9 no comments. There for all managers has a guideline about how diversity is managed. Top level manager's gives attention and raised gender diversity as a big issue in the general meetings of the organization by 22.8% (22.4% disagreed and 0.4% strongly disagreed) and 17.9% remained neutral, 39% agreed and 20.2% strongly agreed. This indicates that the issue of gender diversity has organizational priority. Based on the respondents answer Most of them 54.3% were agreed (52.5% agreed and 1.8% strongly agreed) on the affirmative action's for female employees in the process of decision making, whereas, 4% disagreed and 7.2% are neutral. This implies that there

is less affirmative action in different level of decision making process of ECA. Finally the aggregate mean (3.49) and aggregate standard deviation (0.54806) implies that most of the respondents are towards the statements which means the listed items are good implementing in the organization or managers have good commitment.

Table 4.4.1.1: Management Commitment In Terms Of Gender

Items	S. agree		agree		Neutral		Disagree		S.disagree		Total		Mean	S.Devation
	Fr	%age	Fre	%age	Fre	%age	Fre	%age	Fre	%age	Fre	%ag		
Female employees are empowered in different positions in our organization.	13	5.8	57	25.6	9	4	143	64.1	1	0.4	223	100	2.72	1.037
Line managers/supervisors of our organization are mentors female employees to improve their overall performance.	60	26.9	59	26.5	67	30	36	16.1	1	0.4	223	100	3.63	1.061
The way of how managers manage gender diversity is already stated in the strategic plan/the overall procedure of our organization.	21 2	95.1	6	2.7	2	0.9	1	0.4	2	0.9	223	100	4.91	0.489
Top level manager's gives attention and raised gender diversity as a big issue in the general meetings of the organization.	45	20.2	87	39	40	17.9	50	22.4	1	0.4	223	100	3.56	1.063
There is an affirmative action in the process of decision making in all level of the organization.	16	7.2	9	4	77	34.5	117	52.5	4	1.8	223	100	2.62	0.886
Aggregate													3.49	0.54806

4.4.1.2. Management Commitment in terms of Ethnicity

Table 4.4.1.2: Management Commitment In Terms Of Ethnicity

Items	S.agree		agree		Neutral		disagree		S.disagree		Total		Mean	S.Devation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
The strategic plan/procedure of our organization considers employees ethnic background/nationality.	76	34.1	18	8.1	110	49.3	11	4.9	8	3.6	223	100	3.64	1.11
Top level managements are mentors an employees to maintain respect among each other in our organization.	49	22	116	52	23	10.3	35	15.7	-	-	223	100	3.7	0.957
There is a clear and non-discriminatory empowerment to all employees regarding with their ethnic background.	43	19.3	122	54.7	1	.4	50	22.4	7	3.1	223	100	3.65	1.121
Ethnic diversity issues are raised in the general and different level of meeting in our organization.	125	56.1	66	29.6	11	4.9	16	7.2	5	2.2	223	100	4.3	1.006
Aggregate													3.88	0.84381

Table 4.4.1.2 shows above the percentage, mean, and standard deviations of responses for each of the items for management commitment in ethnicity management. 42.2% of the respondents agreed that the management is committed to manage employee's ethnic based different. While, 49.3% of them neither agreed nor disagreed and 8.5% agreed with the fact. About 15.7% of the respondents did not accept that top level managements are mentor employees to maintain respect among each other. While 10.3% neither agreed nor disagreed, 74% agreed with that statement. Thus managements are committed to mentor employees and employees also flattered with the concept. More than half of the respondents 74% (54.7% agreed and 19.3% strongly agreed) are agreed to the item of "There is a clear and non-discriminatory empowerment to all employees regarding with their ethnic background". While 25.5% disagreed and 0.4% of them neither agreed nor disagreed with that statement. Also about 7.2% has disagreed and 2.2% has strongly disagreed on that of Ethnic diversity issues are raised in the general and different level of meeting, whereas, 85.7% agreed and 4.9% neither agreed nor disagreed with that.

As outlined table 4.4.1.3 below majority of the respondents representing 1.8% had not accepted their organization's strategic plan/procedure can maintain respect among employees regarding with their educational background differences and 71.7% were neutral. About 76.2% (47.1% agreed and 29.1% strongly agreed) had believed on that of there is a clear and non-discriminatory empowerment to all employees regarding with their educational background difference. Whereas, 9.4% are strongly disagreed, 4.9% disagreed and 9.4% were remaining neutral. Majority of the respondents representing 85.7% (19.3% agreed and 66.4% strongly agreed) had agreed with the item "The organization gives equal treatment when it comes to the diversity of education Background". And 7.2% are disagreed, 7.2% were neutral. Aggregate mean for

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Management commitment	223	2.34	4.64	3.74	0.51768
Valid N (listwise)	223				

Management commitment in terms of gender (3.49), ethnicity (3.88) and educational background (3.89). The aggregate mean of the mean (3.74) shows that majority of respondents are satisfied by their management commitment in managing the gender, ethnicity and educational background difference in general at ECA.

4.4.13. Management Commitment in terms of Educational background

Table 4.4.1.3: Management Commitment In Terms Of Educational Back Ground

Items	S.agree		agree		Neutral		disagree		S.Disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
Our strategic plan/procedure can maintain respect among employees regarding with their educational background differences.	33	14.8	26	11.7	160	71.7	4	1.8	-	-	223	100	3.39	0.757
There is a clear and non-discriminatory empowerment to all employees regarding with their educational background difference.	65	29.1	105	47.1	21	9.4	11	4.9	21	9.4	223	100	3.82	1.184
The organization gives equal treatment when it comes to the diversity of education Background.	148	66.4	43	19.3	16	7.2	16	7.2	-	-	223	100	4.45	0.908
Aggregate													4.28	

4.4.2. Diversity training

4.4.2.1. Diversity Training in terms of Gender

Table 4.4.2.1: Diversity Training in terms of Gender

Items	S. agree		agree		Neutral		Disagree		S. disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
There is availability of gender wise training to all staffs related with their equality in the organization.	21	9.4	20	9	16	7.2	90	40.4	76	34.1	223	100	2.19	1.26
There is affirmative action for women's in granting advance education scholarship.	107	48	81	36.3	16	7.2	7	3.1	12	5.4	223	100	4.18	1.064
Our organization is exploring dimensions of diversity learning modules specifically on gender issues.	75	33.6	83	37.2	12	5.4	26	11.7	27	12.1	223	100	3.69	1.362
The organization's training and development program is developed to meet the criteria/requirement of the male and female.	19	8.5	16	7.2	21	9.4	102	45.7	65	29.1	223	100	2.2	1.185
Aggregate													3.061	0.63436

As outlined table 4.4.2.1, majority of the respondent's (which is about 74.5%) has disagreed with the notion of availability of gender wise training while this, some number of respondents which is counted around 18.4% agreed has with the availability of gender wise trainings. So this impeded that most employees did not feel or has not received a gender wise trainings .here also, most employees which around 84.3% has feel the organization give a priority for women's in granting an advance education scholarship, though, insignificant number of respondents (8.5%)disagree with this idea. As such it can be said that the organization considers affirmative action whenever there is scholarship program. While around 7.2% has remains neutral.

When we see the level of knowhow, majority of respondents, about 70.8%, has feel the organization is exploring dimensions of diversity learning modules specifically on gender issues. However 23.8% said strongly disagreed and 5.4% remains neutral. This indicates that although most respondents have a knowhow, significant number of employees don't feel or don't have the idea of diversity learning module. Finally About 74.8% had disagreed on the organization's training and development program is developed to meet the criteria/requirement of the male and female. Whereas, 7.2% have agreed, 8.5 were strongly agreed and 9.4% are still remaining silent.

The mean and standard value for both There is affirmative action for women's in granting advance education scholarship and Our organization is exploring dimensions of diversity learning modules specifically on gender issues, 4.18,1.064 and 3.69, 1.362 respectively implies that most of the respondents are agreed on absence of granting advance educational scholarship for female employees. Finally, based on the aggregate mean and standard deviation, 3.0661mean and 0.63436sd, majority of respondents are on the average for above diversity trainings related with the gender in ECA.

Table 4.4.2.2 below shows the percentage frequency for each of the items for diversity training in ethnicity management. The mean (1.91) and standard deviation (1.072) indicate that there are capacity building programs to minor ethnic groups. Majority of the respondents which representing 84.4% disagreed on the availability of capacity building program for minor ethnic groups, while 13.9% respondents feel there is a capacity building program. This shows that the organization lacks a capacity building program which considers the diverse ethnic nature of the organization. And also the mean value (1.80) and standard deviation (1.089)

implies that trainings are available to employees which consider ethnic difference. Regarding the availability of ethnic diversity trainings, still majority of respondents (88.4%) has feel the organization did not entertain or received such kinds of trainings. Here also 92% of respondents have not complied with the availability of trainings regarding to ethnicity to the overall management staffs. Besides, the aggregate mean and standard deviation, 1.7997 and 0.58744, indicates majority of respondents are disagreed on the presences of ethnic related trainings in ECA.

In general base on the above analysis, most respondents feel there is no ethnic diversity related trainings or a capacity building scheme for minor ethnic groups which shows the low appetite of the organization towards ethnic diversity management.

4.4.2.2. Diversity Training in terms of Ethnicity

Table 4.4.2.2: Diversity Training in terms of Ethnicity

Items	S. agree		disagree		Neutral		disagree		S. disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
There is a capacity building program for minor ethnic group/nation.	7	3.1	24	10.8	4	1.8	94	42.2	94	42.2	223	100	1.91	1.072
There is availability of trainings which consider ethnic difference for workers.	14	6.3	9	4	3	1.3	90	40.4	107	48	223	100	1.8	1.089
There are trainings regarding to ethnicity to the overall management staffs.	4	1.8	10	4.5	3	1.3	102	45.7	104	46.6	223	100	1.69	0.853
Aggregate													1.79	0.587

4.4.2.3. Diversity Training in terms of Educational Background

Table 4.4.2.3: Diversity Training in Educational Back ground

Items	S. agree		agree		Neutral		disagree		disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
Managers are informed and educated about the benefits having diversified employees in terms of their educational background difference.	86	38.6	93	41.7	24	10.8	14	6.3	6	2.7	223	100	4.07	0.993
In order to maintain peace and respect among employees Trainings are available to all staffs and management regarding with their educational background difference in our organization.	92	41.3	86	38.6	11	4.9	16	7.2	18	8.1	223	100	3.98	1.217
Aggregate mean													4.024	0.7581

Table 4.4.2.3 shows the percentage frequency for each of the items for diversity training in terms of educational background. Majority of the respondents which represent 80.3% of has feel both management give a value and understand to the benefit of educationally diversified employees, while 9% and 10.8% has disagree and remain neutral respectively on this idea. So, it is very important for the organization to believe and have educationally diversified employees for its overall performance. This supported by majority of the respondents representing 79.9% has feel employees have developed intuition and respect among themselves through trainings.

Finally, based on the aggregate mean and standard deviation, 1.7997mean and 0.58744sd, majority of respondents are disagreed on the presences of ethnic related trainings in ECA.

The table below indicates about the Aggregate mean of the mean (3.78) on diversity related trainings in ECA in terms of gender (3.0667), ethnicity (1.7997) and educational background (4.0247).

	N	Minimum	Maximum	Mean	Std. Deviation
Diversity Training	223	1.78	3.78	2.9635	.36802
Valid N (listwise)	223				

When we see the above grand mean most respondents are disagreed on the most elements of diversity trainings. So this implies that majority of respondents are agreed on the absence of diversity related trainings in ECA. According to Fredrickson, J.W. (2001) diversity related trainings are mandatory for employees in all level.

4.4.3. Employee involvement in gender

4.4.3.1. Employee Involvement in Gender

Items	S. agree		agree		Neutral		disagree		S.disagree		Total		Mean	S.Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
There is a female employee's participation/involvement in different level of decision making process in our organization.	13	5.8	9	4	15	6.7	93	41.7	93	41.7	223	100	1.91	1.08
The process of team developing is comfortable and considers affirmative action's to females in our organization.	88	39.5	82	36.8	22	9.9	21	9.4	11	4.9	223	100	3.96	1.146
Female employees are active participants and acceptable in different meetings towards their idea, creativity and work performance in our organization.	12	5.4	17	7.6	20	9	92	41.3	82	36.8	223	100	2.04	1.118
Different internal association invites female employees to actively participate like labor union, in our organization.	81	36.3	88	39.5	19	8.5	26	11.7	9	4	223	100	3.92	1.13
Aggregate													2.9552	0.52922

Table 4.4.3.1 The Above table shows the percentage frequency, mean and standards deviations for each of the items for female employee's involvement in the overall organizational management and operation. Majority of the respondents which representing 83.4% (41.7% disagreed and 41.7% strongly disagreed) of the respondents disagreed that a female employee's participation/involvement in different level of decision making process in our organization. Whereas, 9.8% strongly agreed and 6.7% are neutral. This means that significant number of employees believes women's are rarely participating in decision making process. The item "The process of team developing is comfortable and considers affirmative action's to females in our organization" recognized by 76.3% (39.5% strongly agreed and 36.8% agreed). Female employees are active participants and acceptable in different meetings towards their idea, creativity and work performance ECA did not accepted by over 78.1% (41.3% disagree and 36.8% strongly disagree). Different internal associations are not invites female employees to actively participate like labor union in ECA, supported by 75.8% (36.3% strongly agree and 39.5% agree). Whereas the remaining, 8.5% neutral, 12.1% disagree. Finally, based on the aggregate mean and standard deviation, 2.9552 and 0.52922, majority of respondents has shown their disagreement above employee involvement related with the gender in ECA.

Table 4.4.3.2 below shows the percentage frequency, mean and standard deviations for each of the items for employee involvement in terms of ethnicity. Majority of the respondents which representing 78.1% of the respondents agreed on that of all employees can participate equally in decision making process without any ethnic based discrimination in organization. Whereas, 8.5% were neutral, 6.3% disagreed and 7.2% strongly disagreed. The item "All employees are active participants and acceptable in general meetings towards their idea without ethnic based discrimination in our organization" are not recognized by 83% (54.3% disagreed and 28.7% strongly disagreed), 13.0% agreed and only 4% were still neutral. The general procedure of ECA can help employees to develop their career plan and internal promotion up to top management without any ethnic based discrimination is not accepted by over 79.3%. Lastly the item "The team leader includes all members at different ethnicity in problem solving and other task assignments within the existed team" recognized by 74% agreement. Whereas, 6.3% neutral, 19.7% were disagreed. Finally the mean (2.954) and standard deviation (0.53678) implies that most of the respondents are towards the statements which means the listed involvement items are good implementing in the organization.

4.4.3.2. Employee Involvement in Ethnicity

Table 4.4.3.2: Employee Involvement in Gender

Items	S. agree		agree		Neutral		disagree		s.disagree		Total		Mean	S.Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
All employees can participate equally in decision making process without any ethnic based discrimination in our organization.	86	38.6	88	39.5	19	8.5	14	6.3	16	7.2	223	100	3.96	1.171
All employees are active participants and acceptable in general meetings towards their idea without ethnic based discrimination in our organization.	11	4.9	18	8.1	9	4	121	54.3	64	28.7	223	100	206	1.046
The general procedure can help me to develop my career plan and internal promotion up to top management without any ethnic based discrimination.	11	4.9	23	10.3	12	5.4	75	33.6	102	45.7	223	100	1.95	1.171
The team leader includes all members at different ethnicity in problem solving and other task assignments within the existed team.	90	40.4	75	33.6	14	6.3	21	9.4	23	10.3	223	100	3.84	1325
Aggregate													2.954	0.53678

4.4.3.3. Employee Involvement in Educational Background

Table 4.4.3.3: Employee Involvement in Educational Back ground

Items	S. agree		agree		Neutral		disagree		S.disagree		Total		Mean	S.Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
Tasks are assigned based on the employee's educational background without any educational background discrimination in our organization.	93	41.7	81	36.3	23	10.3	12	5.4	14	6.3	223	100	4.01	1.149
Our strategic plan/procedure helps me participate and involves in different level of decision making process.	17	7.6	21	9.4	25	11.2	75	33.6	85	38.1	223	100	3.87	1.29
The team leader includes all members at different education level in problem solving and decision making.	88	39.5	78	35	21	9.4	12	5.4	24	10.8	223	100	3.84	1.226
Opportunities for growth and advancement exist for employees who have lower qualification in education.	75	33.6	93	41.7	22	9.9	11	4.9	22	9.9	223	100	2.15	1.241
Aggregate													3.4686	0.7072

Table 4.4.3.3 above shows the percentage, mean, and standard deviations of responses for each of the items for employee involvement in terms educational background. 78.0% of the respondents agreed that for Tasks are assigned based on the employee’s educational background without any educational background discrimination in our organization. While, 10.3% of them neither agreed nor disagreed and 11.7% disagreed with the fact. About 74.5% of the respondents opposed that their strategic plan/procedure helps them to participate and involves in different level of decision making process. While 9.4% neither agreed nor disagreed, 16.2% agreed with that statement. The item “The team leader includes all members at different education level in problem solving and decision making” recognized by 75.3% (41.7% agreed and 33.6% strongly agreed).While 14.8% disagreed and 9.9% of them neither agreed nor disagreed with that statement. About 3.6% has disagreed and 38.1% has strongly disagreed that an Opportunities for growth and advancement exist for employees who have lower qualification in education at ECA. Finally the mean (3.4686) and standard deviation (0.7072) implies that most of the respondents are against to the statements which means the listed employee involvement in terms of educational items is not good implementing in the organization.

The table below indicates about the Aggregate mean of the mean (3.1259) employee involvement in ECA in terms of gender (2.9552), ethnicity (1.7997) and educational background (4.0247).

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Employee Involvement	223	2.08	4.00	3.1259	.38732
Valid N (listwise)	223				

This implies that majority of respondents are agreed on the existence of employee involvement in different level of the organization ECA. According to Mason, P. A. (2002) employee’s involvement is taken as a mandatory for organizational success as well as to their interaction among each other.

4.4.4. Recruitment and Selection

Table 4.4.4.1: Recruitment and Selection in Gender

Items	S. agree		agree		Neutral		disagree		S. disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
Our organization uses attractive words/phrases specifically for new female applicants in advertising jobs like “female applicants will motivate”.	65	29.1	103	46.2	36	16.1	15	6.7	4	1.8	223	100	3.94	0.94
There are affirmative human resource management practices in recruitment/selection process for females.	41	18.4	29	13	83	37.2	33	14.8	37	16.6	223	100	3.02	1.298
There are illegal gender related practices like harassment in the process of recruitment and selection in our organization.	67	30	146	65.5	3	1.3	5	2.2	2	0.9	223	100	4.22	0.663
The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.	39	17.5	10	4.5	13	5.8	140	62.8	21	9.4	223	100	2.58	1.256
Aggregate mean													3.43	0.788

Table 4.4.4.1 above shows the percentage, mean, and standard deviations of responses for each of the items for recruitment and selection in terms of gender. 75.3% of the respondents agreed that their organization uses attractive and motivating phrase for female in recruitment process of the organization. While, 16.1% of them neither agreed nor disagreed and 8.5% disagreed with the fact. About 31.4% (14.8% disagreed and 16.6% strongly disagreed) of the respondents accepted that there are affirmative HR practices in recruiting process to female applicants. While 37.2% neither agreed nor disagreed, 31.4% strongly agreed with that statement. Although almost equal portion of respondent's have same response in each strata, it is cross-checked during interview. The Human resource officer, Wro Hirut Asrat has said that the organization has follow affirmative action for women's during recruitment and selection. More than half of the respondents 95.5% (65.5% agreed and 30% strongly agreed) viewed that employees are not discriminated while hiring and recruitment process on the gender basis in ECA. While 3.1% disagreed and 1.3% of them neither agreed nor disagreed with that statement. About 4.5% has been agreed and 17.5% has been strongly agreed that there are illegal gender related practices like harassment in the process of recruitment and selection in ECA. Whereas, 72.2% disagreed and 5.8% neither agreed nor disagreed with that. Finally the mean (3.43) and standard deviation (0.788) implies that most of the respondents are against to the statements which mean the listed recruitment and selection in terms gender related items are good implementing in the organization.

The table below indicates about the Aggregate mean of the mean (3.2735) recruitment and selection in ECA in terms of gender (2.420), ethnicity (3.4051) and educational background (3.3961).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recruitment and Selection	223	1.78	5.00	3.2735	.61311
Valid N (listwise)	223				

This implies that majority of respondents are agreed on the recruitment and of the organization ECA. According to Dessler G. (2011) the recruitment and selection process of the organization should be properly manages (in terms of cost, time and bias) and free from any discriminations. On the other hand the interviewees said that their recruitment and selection process considers the gender distribution of the organization and based on the capital contribution of member countries.

4.4.4.2. Recruitment and selection in Ethnicity

Table 4.4.4.2: Recruitment and Selection in Ethnicity

Items	S. agree		agree		Neutral		disagree		S.disagree		Total		Mean	S.Deviati on
	Fre	age	Fre	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
Since it is ECA, the recruitment and selection process considers the continent's internal problems like unemployment, and so on	65	29.1	31	13.9	110	49.3	14	3.3	3	14.3	223	100	3.63	1.013
No language/Origin of land discrimination in recruiting and selecting process.	161	72.2	8	3.6	4	1.8	39	17.5	11	4.9	223	100	4.21	1.36
All ethnic groups/nationality has given equal value by the organization in attracting/recruiting people.	80	35.9	66	29.6	53	23.8	20	9	4	1.8	223	100	3.89	1.053
Aggregate Mean													3.9	0.725

Table 4.4.4.3 above shows the percentage, mean, and standard deviations of responses for each of the items for recruitment and selection in terms of ethnicity. 13.9% of the respondents agreed and 29.1% strongly agreed that the recruitment and selection process considers the continent's internal problems like unemployment. While, 49.3% of them neither agreed nor disagreed and 20.6% was disagreed with the fact. About 22.4% (17.5% disagreed and 4.9% strongly disagreed) of the respondents accepted that no language/Origin of land discrimination in recruiting and selecting process. While 1.8% neither agreed nor disagreed, 3.6% agreed and 72.2% strongly agreed with that statement. The item "All ethnic groups/nationality has given equal value by the organization in attracting/recruiting people" has been recognized by only 9% disagreed and 1.8% was neutral. Whereas, 65.5% respondents were disagreed (29.6% disagree and 35.9% strongly disagree). Finally the mean (3.9) and standard deviation (0.725) implies that most of the respondents are against to the statements which means the listed items are not good implementation in the organization.

Table 4.4.4.2 below shows the percentage, mean, and standard deviations of responses for each of the items for recruitment and selection in terms of educational background of employees. 29.6% of the respondents agreed and 35.9% strongly agreed that there is no discrimination regarding with applicants educational back ground like the applicants home country educational level or curriculum. While, 23.8% of them neither agreed nor disagreed and 10.8% disagreed with the fact. About 78% (39% agreed and 39% strongly agreed) of the respondents accepted that There is direct educational background relationship between the posted vacancy place and the one who selected applicant for that place in our organization. While 9.9% neither agreed nor disagreed, 9.4% disagreed and 2.7% strongly disagreed with that statement. The item "The recruitment plan of the organization is based on the education background of the Employees" has been recognized by 82.5% disagreed (45.7% disagreed and 36.8% strongly disagreed) on that of the recruitment plan of the organization is based on the educational background of the employees. Finally the mean (3.3) and standard deviation (0.845) implies that most of the respondents are against to the statements which means the listed items are not good implementation in the organization.

4.4.4.3. Recruitment and Selection in Educational Background

Table 4.4.4.3: Recruitment and Selection in Education Back Ground

Items	S.agree		agree		Neutral		disagree		S.disagree		Total		Mean	S. Deviation
	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age	Fre.	%age		
There is no discrimination regarding with applicants educational back ground like the applicants home country educational level or curriculum.	80	35.9	66	29.6	53	23.8	20	9	4	1.8	223	100	3.89	1.053
There is direct educational background relationship between the posted vacancy place and the one who selected applicant for that place in our organization.	87	39	87	39	22	9.9	21	9.4	6	2.7	223	100	4.02	1.055
The recruitment plan of the organization is based on the education background of the Employees.	17	7.6	15	6.7	7	3.1	102	45.3	82	36.8	223	100	2.03	1.166
Aggregate Mean													3.3	0.845

4.4.5. Opportunities of Having Diversified Workforce in an Organization

Table 4.4.5: Opportunities of Having Diversified Workforce in an Organization

Items	S. agree		agree		Neutral		disagree		S. disagree		Total		Mean	S. Deviation
	Fr	%a	Fr	%a	Fr	%a	Fr	%a	Fre	%a	Fre	%ag		
There is a clear and good flow of various ideas among the workers.	23	18.5	38	30.6	22	17.7	35	28.2	6	4.8	124	100	3.3	1.203
The diverse workforce in our organization helps to have innovation activities throughout the whole member of the organization.	19	15.3	37	29.8	45	36.3	18	14.5	4	5	124	100	3.38	1.041
The diversified workforce in our organization helps in the process of achieving the planned goals.	21	16.9	53	42.7	22	17.7	25	20.2	3.	2.4	124	100	3.52	1.071
Having diversity in our organization create an opportunity for the workers in being of high level of productivity.	7	5.6	28	22.6	35	28.2	51	41	3	2.4	124	100	2.88	0.976
There is an effective communication between employees and managers and also with societies to serve them.	9	7.3	19	15.3	27	21.8	57	46	12	9.7	124	100	2.65	1.083
Having diversified workforce in ECA facilitates in the field of sharing diverse experiences.	13	10.5	23	18.5	22	17.7	54	43.5	12	9.7	124	100	2.77	1.176
Due to having diverse workforce, it helps to Increase problem solving through knowledge resources	31	25	44	35.5	30	24.2	16	12.9	3	2.4	124	100	3.68	1.063
Having diversity in our organization helps us to serve diverse customers (societies).	23	18.5	42	33.9	33	26.6	19	15.3	7	5.6	124	100	3.44	1.128
Aggregate Mean													3.2	0.69822

As outlined table 4.4.5 above majority of the respondents representing 35% has disagreed and 4.8% has strongly disagreed on that of the presence of a clear and good flow of various ideas among the workers, whereas 30.6% agreed, 18.5% strongly agreed and 17.7% neither agreed nor disagreed with that. The diverse workforce in the organization helps them to have innovation activities throughout the whole member of the organization has been recognized by 18.5% (14.5% disagree & 4% strongly disagree) while 35.1% (29.8% agreed and 15.3% strongly agreed) and 36.3% have no comments. The item “The diversified workforce in our organization helps in the process of achieving the planned goals” has been recognized by 22.6% of disagreement (2.4% disagreed and 20.2% strongly disagreed), whereas, 42.7% agreed, 16.9% strongly agreed and 17.7% still neutral. 28.2% has agreed (22.6% agreed and 5.6% strongly agreed) on that of the opportunities of having diversity in the organization create an opportunity for the workers in being of high level of productivity. Whereas, 43.4% disagreed (41% disagreed and 2.4% strongly disagreed) the rest 28.2% is neutral. About 22.6% had agreed towards the presence of an effective communication among employees and managers and also with societies to serve them, While, 55.7% has been disagreed. Diversified workforce in ECA facilitates in the field of sharing diverse experiences has been recognized by only 53.2% (43.5% disagreed and 9.7% strongly disagreed) and 17.7% remained neutral and the highest score 29% (18.5% strongly agreed and 10.5% agreed). Having diverse workforce helps them to Increase problem solving through knowledge resources by % (12.9% disagreed and 2.4% strongly disagreed) on the other hand 24.2% was neutral, 35.5% & 25%, agreed and strongly agreed respectively. Finally, the last item of this section states about Having diversity in ECA helps them to serve diverse customers (societies) has been recognized by 20.9% (15.3% disagreed and 5.6% strongly disagreed), 26.6% remain neutral, 33.9% and 18.5% are agreed and strongly agreed respectively.

The general mean and standard deviation was 3.2 and 0.69822 respectively. This implies that most of managers are disagreed with that of the opportunities of having diversified workforce in UNECA. Finally the mean (3.2) and standard deviation (0.69822) implies that most of the respondents are not towards to the statements which means the listed opportunity related items are relatively considers as the opportunity for the organization due to having diversified workforce. Yes, it has multi-dimensional benefits like; addressing ECA’s objectives to all African countries there may be a need of ethnic diversified employees, experiences sharing which can improve our organizations success. Yes, like there is a need of having diversified

employees to serve diverse society and achieve organizational objectives easily. To what extent do managers and employees at all levels in the organization have appropriate skills in managing diversity? Actually it is subjective but as organizations we are trying to give trainings but not specifically to diversity management, while in the overall managing employees.

There is skill advancement/training before appointment of the managers. In addition to this there is performance measurement system to know their overall managing skill and performance's Organization's Rule and regulation by itself leads to manage and measure the extent of their managerial skills. Can you explain something about work place diversity in terms of ECA's HR policies and procedure? Actually there may be a gap (implementation problems) related with satisfying all employees toward diversity management. But our policies are good enough and when designing the policy there were critical points like gender equality issues, still it is a big problem. Still we are giving priorities for female employees when they are applying or internal promotions."Well, as an international organization our HR procedure is single. But there are problems like recruitment and selection which is depends on the countries capital contribution to ECA. The more contribution is the more opportunities to their people in the process of recruiting and selecting new comers. This may be raised as discrimination. Does your organization have an assessment program regarding to the way how the diversity management policies and procedures are properly applying in the overall level of system? Yes, as an organization ECA has performance measurement system, based on it yes, but not addressed to all diversity dimensions. The more attentions given to gender issue rather than employee's ethnicity or educational issues. There are assessments towards to gender ratio and the way of their occupation in the organization.

4.4.6. Challenges and Barriers for Effective Diversity Management

Table 4.4.6. Challenges And Barriers For Effective Diversity Management

Items	S. agree		agree		Neutral		disagree		S. disagree		Total		Mean	S. Deviation
	Fr e	%a g	Fr e	%a g	Fr e	%a g	Fr e	%a g	Fre g	%a g	Fre	%ag		
There is a resistance of change from an employee towards different diversity management related changes.	16	12.9	38	30.6	27	21.8	39	31.5	4	3.2	124	100	3.19	1.114
Minority groups in terms of their nationality, disability, race, sex, color, etc. among employees are excluded from social and networking events in the organizations.	29	23.4	50	40.3	27	21.8	14	11.3	4	3.2	124	100	3.69	1.053
There is unsupportive and hostile working environment for diverse employees.	23	18.5	51	41.1	38	30.6	8	6.5	4	3.2	124	100	3.65	0.963
There are people who have negative outstanding behavior which is difficult to manage in my organization.	18	14.5	39	31.5	34	27.4	28	22.6	4	3.2	124	100	3.32	1.081
There is insufficient career advancement for diverse employees(poor career planning)	-	-	10	8.1	28	22.6	72	58.1	14	11.3	124	100	2.27	0.769
The existence of lack of political initiatives or ability on the part of diverse employees.	12	9.7	34	27.4	37	29.8	40	32.3	1	8	124	100	3.13	1.004
There are Groups/individuals who think that their culture/back ground is superior to the other (Ethnocentrism).	27	21.8	39	31.5	39	31.5	14	11.3	5	4	124	100	3.56	1.077
My organization does not give a priority for diversity management.	23	18.5	47	37.9	37	29.8	15	12.1	2	1.6	124	100	3.6	0.979
Aggregate total													3.3	0.68766

Table 4.4.6 shows the percentage, mean, and standard deviations of responses for each of the items for the purpose of challenges of managing workforce diversity in ECA. 34.7% of the respondents disagreed (3.2% strongly disagree and 31.5% disagree) on that of the presence of resistance of change related to the diversity. While, 21.8% of them neither agreed nor disagreed and 43.5% agreed (30.6% agree and 12.9% strongly agree) with the fact and 3.19 mean & 1.114 s.d. this result implies that majority of respondents are agreed and keeps silent on the statement or below the average. Therefore the major challenge to the managers in diversity management process is resistance for change. About 14.5% (11.3% disagreed and 3.2% strongly disagreed) of the respondents accepted that Minority groups are excluded from social and networking events in terms of their nationality, disability, race, sex, color, etc. among employees in the organizations. While 21.8% neither agreed nor disagreed, 40.3% agreed and 23.4% strongly agreed with that statement. And the other challenge is some people are excluded from social and networking events. More than half of the respondents 59.6% (41.1% agreed and 18.5% strongly agreed) viewed that there is unsupportive and hostile working environment for diverse employees. While 6.5% disagreed, 3.2% strongly disagreed and 30.6% of them neither agreed nor disagreed with that statement. About 22.6% has disagreed and 3.2% has strongly disagreed on the presence of people who have negative outstanding behavior which is difficult to manage in my organization. Whereas, 31.5% agreed and 14.5% neither agreed nor disagreed with that. About 8.1% has agreed & 69.4% disagreed with the item “There is insufficient career advancement for diverse employees (poor career planning)”, whereas 58.1% disagreed, 11.3% strongly disagreed and 22.6% remain neutral. The item “There are Groups/individuals who think that their culture/background is superior to the other (Ethnocentrism)” has been recognized by 40.3% (32.3% disagreed & 8% strongly disagreed), while 27.4% agreed, 9.7% strongly agreed and 18.5% have no comments. 15.3% (11.3% disagreed and 4% strongly disagreed) whereas, 21.8% strongly agreed, 31.5% agreed and 31.5% of respondents are still remain silent for the last item “My organization does not give a priority for diversity management”. Finally, based on the aggregate mean and standard deviation, 3.3 and 0.68766, majority of respondents are agreed on the above challenge of managing diversity items in ECA. The other challenges were employee’s interest and their expectations towards to the organization, rule & regulations of employee’s home country and the problem related with the authenticating process of employees educational and other related documents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to review the whole thesis and highlight future researcher directions. Accordingly section one presets the major findings and conclusion and the next section presents recommendation made by the researcher for all concerned bodies.

5.1. Summary of Major findings

As per the data gathered through questionnaires and interview the summary of the major findings are presented in this section as follows:

The finding indicated that managers are committed to mentoring female employees, and those who have different ethnic background to improve their performance and they give due attention to gender, and ethnic related issues in different level of meetings. Managers also have done towards to non-discriminatory empowerment regardless of employee's educational background. Accordingly, this shows managements are working hard to address diversity issues. But in contrary, respondent's still have arguments on empowering employees in different position and also in the process of decision making.

When we come the elements of diversity training, their sought that most respondents indicated that the organization has presented less gender wise trainings to its staff and the training development program are not planned to proportionately to present male and female. There is also found that the organization has not set a capacity building program for minor ethnic group and related trainings. In contrast, most respondent's has shown their agreement towards the organization is considers an affirmative action in granting advance scholarship to females. Also they believe that the organization has diversity related learning modules towards ethnic and gender based difference. There also found that even though there are employees with different educational background, employees have developed peace and respect for each other.

Regarding employees involvement, respondent's still believe that there is less female and minor ethnic groups participation in decision making process. Whereas the process of team developing is comfortable and considers affirmative action to females and also different internal associations are opens to participate women. Here also respondent's has shown their agreement on assignment of tasks based on educational background. The finding has shown there is a problem related to the recruitment and selection process of ECA in terms of gender diversity even if there

are no attractive words which helps to actively participate female applicants. Whereas, since it is ECA, the recruitment is not considered the African countries internal problems like unemployment, rather the policy considers the capital contribution of member countries. Therefore, all ethnic groups have no equal chance in the recruitment and selection process.

According to the data collected from the managers there are a lot of challenges in managing diversity like resistance for change, ethnocentrism, absence of giving priority (less attention) to the diversity issue from the organization, the presence of an individuals who have negative outstanding behaviors in the organization, minority groups are excluding in different social and networking events, and also based on the interview result there are some challenges which was not included in the questionnaires like: employees expectation and their interest and rule & regulations of employees home country also raised as a challenge in managing diversity in ECA. Based on the respondents result there is less female employees participation in the process of developing different teams in the organization, internal associations like labor union, are not invite female employees to actively participate. There is discrimination in decision making in terms of employee's ethnicity. But, most respondents have said the general procedure of the organization helps employees to improve their career development. Finally, the result indicated that all employees cannot participate equally in decision making in terms of their educational back ground difference.

The finding indicated having diversified work force in ECA helps to grasp opportunities of good flow of various ideas, increase the problem solving tendency in different level of the organization, to achieving the organizations planned goal and to serve diverse society, and also it helps to have innovative ideas to come up inside the organization. Whereas, sharing diverse experience among employees, the diversified work force is not helping individuals in the process of increasing their work productivity and there is resulted less communication among employees.

5.2. Conclusions

The first objective of the study was assessing the practice of managing diversity in terms of the four selected best practices in managing diversity (management commitment, diversity training, employee involvement and recruitment & selection) on the three dimensions of diversity (gender, ethnicity and educational back ground).

The management of the case organization is not committed regarding with managing ethnic, educational back ground and gender differences. Empowerment and mentors are the reflections of management commitment whether they are committed or not, so based on this almost all the aggregate mean (3.74m) indicates that on the commitment of managers in managing gender is good. The recruitment and selection process of ECA have discriminations specially regarding to ethnicity and educational back ground of employees. It is mainly depends on the member countries capital contribution to the organization. According to the interview result ECA has no specifically diversity related procedure/strategy except the general HR procedure.

The employee's involvement in different level of decision making and other organizational works is very low in terms of ethnicity and educational back ground and also in some level of gender basis. Internal associations are also gives less attention to female employees. But their procedure cannot help them in the career development. There are discriminations regarding with employees educational back ground in decision making process. There are an opportunities for female employees to involve in different organizational positions and decision making process. Female employees are not active participants in different level of meeting and decision making process.

The other objective of this study was identifying the major opportunities of having diversified employees. According to the findings, being diversified as an organization it may use for multi-dimensional advantages. Since ECA is multinational organization, it has above 79 nation employees. Each individual have their own experiences in their work life history the data collected from them showed that being diversified not helped them to easily sharing their experience. Due to the absence of hostile working environment and diversified in ECA employees are not becoming more productive. And also there is no effective communication in ECA as a result of having diversified workforce. But the very opportunities which ECA can using are good flow of diversified ideas, increasing the innovative activities of individuals, problems are easily solving through knowledge resource and in the process of serving diverse society.

The last objective was identifying the challenges of having diversified workforce. Insufficient career advancement to all diverse employees and peoples who have negative outstanding behaviors is not the most challenging to the ECA's managers. Rather, resistance for

change, ethnocentrism, not giving priority for diversity from the organization, individuals who have outstanding behavior in the organization are the very challenging environment in the process of managing diversity at ECA. Based on the interviewers answer rule and regulations of employees home country also obstacles in diversity management in ECA. Some employee's expectations and realities also challenge to manage all employees want and expectations.

5.3. Recommendations

Strong diversity management can provide organizations with a competitive advantage in the market. As global and regional demographics change, the continued growth of an organization may be dependent on attracting and retaining qualified employees who offer different perspectives and are better able to understand the diverse backgrounds of the customers, clients, and communities they serve. In order to attract and retain these highly desired employees, ECA need to work diligently to incorporate an effective diversity program into the workplace. Therefore, in light of the above conclusions the following recommendations are forwarded:

The major finding in the opportunity of having diversified workforce was absences of experience sharing among employees to be beneficial from this so the organization should properly designed and preparing different training and seminars within and among employees. Besides that the general HR procedure should properly reviewed to satisfy all diversified employees in the process of maintaining peace and good work environment. For the sake of fare and discrimination free diversity management there must be diversity management procedure. This helps to have common understanding among the managers and also employees in keeping and giving value to multi-dimensional differences among employees. The management should properly maintain the effective communications. Managing diversity is a source of success to the organizations in achieving its planned goal so ECA should have to train its employees starting from recruitment and selection up to the seniors. It is good that the organization training program is developed to meet the requirement of male and female. But it is better considering the general internal and external environmental factors especially in gender and ethnicity issues as African organization. Preparing diversity related learning modules are helps to increase the understanding of all employees towards diversity.

Trainings are the ways of handling the raised diversity management challenges. Giving valuable and identify challenging areas related to diversity management and prepare trainings to supervisory role managers should be proposed/ designed by the organization, especially to the individuals who have negative outstanding behaviors and who thinks that their ethnic background is superior over the other. The recruitment and selection process should not be based on the member countries capital contributions rather the applicants capability and the process and procedure must consider the African internal economic and social problems like poverty and unemployment.

Having of diversified workforce to the organization can accelerate the achievement of planned objective and development of an individual career plan. So currently ECA is using properly those opportunities which existed because of having diversity in the workforce. But there are some gaps like experience sharing and maintain effective communication. Therefore, there must be serious in the process of team developing program which may help each individual to increase his/her work life experience by working together with others.

There are challenges in managing diversity in anywhere because managing diversity by its nature is very difficult so ECA should have good training and awareness creation towards diversity for whom an individuals who thinks their ethnic and educational or gender is superior over other up to punishment and firing. And also there are some individuals who reflect ethnocentrism. According to Hinds (2005) in managing diversity challenges are expected but the core thing is manage all diversified employees without and discriminations and also he stated that pro and after trainings there should be assessments and evaluations. So not only ECA all multinational organizations should have to be serious in managing diversity unless it can be source of conflict and the work time of the management shifts to handling those conflicts rather than the achievement of planned goals.

5.4. Suggestions for further research

The issue of diversity is a very vast and complex concept. Human being by its self is the most complicated. It needs well understanding and managing. In light of this discussion there are number areas which future research considers to develop the body of knowledge surrounding diversity management. The first area of research that future research studies could examine is the level of managing diversity in the organization as well as in the overall countries diversity

management. This study tried to assess the management practice on only the three selected dimensions of diversity (gender, ethnicity and educational back ground). There are so many different diversity elements starting from the core of diversity (personality) up to age, gender and so on. Each management practice can be one good research like management commitment in managing diversified work force, so it is inevitable to other researchers on this kind of basic issues in the process organizational and individual's good interaction and success.

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APPENDIX

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE

Department of Human Resource Management
Questionnaire to be filled by Employees and managers

Purpose: Thank you in advance for taking the time to complete this questionnaire. The purpose of this questionnaire is to collect data that helps to study “Assessing the practice and challenges /barriers of work force diversity management in case of United Nation Economic commission of Africa (UNECA)” for the fulfillment of MA in Human Resource Management. As the data is used purely for academic purpose, I would like to assure you that your response would be used for this purpose only. Therefore, your response is highly valuable for the quality of the study. The questionnaire contains five parts, part one is about respondent’s background, and part two for employees and part 3& 4 belongs only to managers finally the last part for selected top positions.

Thank you

Note:-

- *please put “✓”marks on your answers*
 - *No need to write your name*
 - *E-mail address: ebrahimbelayneh04@gmail.com, ebrahimbelayneh@cbe.com.et*
- Tell phone No. +251910387404*

Part One: Demographic Characteristics of the Respondent

1. Gender: Male Female
2. Nationality: -----
3. Age : 18- 25 26-35 36-45 46-55 >56
4. Position in your organization: -----
5. Work Experience: 1-5 6- 10 11-15 >16
6. level of education:

Diploma and below Degree Msc PhD

Part two: practical implementation of how managing diversity in the organization

Based on your dispositions, please indicate the most appropriate opinion/response with the scale below. Strongly Disagree (**SD**), Disagree (**D**), Neutral (**N**), Agree (**A**), Strongly Agree (**SA**)

Practices	Dimensions	Items	SA	A	N	D	SD	
Diversity Training	Gender	1	There is availability of gender wise training to all staffs related with their equality in the organization.					
		2	There is affirmative action for women's in granting advance education scholarship.					
		3	Our organization is exploring dimensions of diversity learning modules specifically on gender issues.					
		4	The organization's training and development program is developed to meet the criteria/requirement of the male and female.					
	Ethnicity	1	There is a capacity building program for minor ethnic group/nation.					
		2	There is availability of trainings which consider ethnic difference for workers.					
		3	There are trainings regarding to ethnicity to the overall management staffs.					
	Educational Background	1	Managements/staffs are informed and educated about the benefits having diversified employees in terms of their educational background difference.					
		2	In order to maintain peace and respect among employees Trainings are available to all staffs and management regarding with their educational background difference in our organization.					

Practices	Dimensions	Items	SA	A	N	D	SD	
Management Commitment	Gender	1	Female employees are empowered in different positions in our organization.					
		2	The line managers/supervisors are mentors female employees to improve their overall performance.					
		3	The way of how managers manage gender diversity is already stated in the strategic plan/the overall procedure of our organization.					
		4	Top level manager's gives attention and raised gender diversity as a big issue in the general meetings of the organization.					
		5	There is an affirmative action in the process of decision making in all level of the organization.					
	Ethnicity	1	The strategic plan/procedure of our organization considers employees ethnic background/nationality.					
		2	Top level managements are mentors an employees to maintain respect among each other in our organization.					
		3	There is a clear and non-discriminatory empowerment to all employees regarding with their ethnic background.					
		4	Ethnic diversity issues are raised in the general and different level of meeting in our organization.					
	Educational Background	1	Our strategic plan/procedure can maintain respect among employees regarding with their educational background differences.					
		2	There is a clear and non-discriminatory empowerment to all employees regarding with their educational background difference.					
		3	The organization gives equal treatment when it comes to the diversity of education Background.					

Practices	Dimensions	Items	SA	A	N	D	SD
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Practices	Dimensions	Items	SA	A	N	D	SD	
Employee Involvement	Gender	1	There is a female employee's participation/involvement in different level of decision making process in our organization.					
		2	The process of team developing is comfortable and considers affirmative action's to females in our organization.					
		3	Female employees are active participants and acceptable in different meetings towards their idea, creativity and work performance in our organization.					
		4	Different internal association invites female employees to actively participate like labor union, in our organization.					
	Ethnicity	1	All employees can participate equally in decision making process without any ethnic based discrimination in our organization.					
		2	All employees are active participants and acceptable in general meetings towards their idea without ethnic based discrimination in our organization.					
		3	The general procedure can help me to develop my career plan and internal promotion up to top management without any ethnic based discrimination.					
		4	The team leader includes all members at different ethnicity in problem solving and other task assignments within the existed team.					
	Educational Background	1	Tasks are assigned based on the employee's educational background without any educational background discrimination in our organization.					
		2	Our strategic plan/procedure helps me participate and involves in different level of decision making process.					
		3	The team leader includes all members at different education level in problem solving and decision making.					
		4	Opportunities for growth and advancement exist for employees who have lower qualification in education.					

Recruitment And selection	Gender	1	Our organization uses attractive words/phrases specifically for new female applicants in advertising jobs like “female applicants are motivated”.					
		2	There are affirmative human resource management practices in recruitment/selection process for females at ECA.					
		3	There are illegal gender related practices like harassment in the process of recruitment and selection in our organization.					
		4	The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.					
	Ethnicity	1	Since it is ECA, the recruitment and selection process considers the continent’s internal problems like ethnic based conflicts, unemployment, and so on					
		2	No language/Origin of land discrimination in recruiting and selecting process of ECA.					
		3	All ethnic groups/nationality has given equal value by our organization in attracting/recruiting people.					
	Educational Background	1	There is no discrimination regarding with applicants educational back ground like the applicants home country educational level or curriculum.					
		2	There is direct relationship between the posted vacancy place and the one who selected applicant for that place in our organization.					
		3	The recruitment plan of our organization is based on the education background of the Employees.					

Part three: Opportunities of Having Diversified Workforce in an Organization

Based on your dispositions, please indicate the most appropriate opinion/response with the scale below. Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), Strongly Agree (SA)

NO	Items	SA	A	N	D	SD
1	There is a clear and good flow of various ideas in our organization among the workers.					
2	The diverse workforce in our organization helps to have innovation activities throughout the whole member of the organization.					
3	The diversified workforce in our organization helps in the process of achieving the planned goals.					
4	Having diversity in our organization facilitates an opportunity for the workers in being of productive.					
5	There is an effective communication in ECA between employees and managers/with societies to serve them.					
6	Having diversified workforce in ECA facilitates in the field of sharing diverse experiences.					
7	Due to having diverse workforce in our organization, it helps us to Increase problem solving through knowledge resources.					
8	Having diversity in our organization helps us to serve diverse customers (society).					

If there are other opportunities please state under provided space:

Part four: About Challenges and Barriers for Effective Diversity Management

Based on your dispositions, please indicate the most appropriate opinion/response with the scale below. Strongly Disagree (**SD**), Disagree (**D**), Neutral (**N**), Agree (**A**), Strongly Agree (**SA**)

No.	Items	SA	A	N	D	SD
1	There is a resistance of change from an employee in ECA towards different diversity management related changes.					
2	Minority groups in terms of their nationality, disability, race, sex, color, etc among employees are excluded from social and networking events in the organizations.					
3	There is unsupportive and hostile working environment for diverse employees at ECA.					
4	There are people who have negative outstanding behavior which is difficult to manage in different levels of the organization.					
5	There is insufficient career advancement for diverse employees(poor career planning) in our organization.					
6	The existence of lack of political initiatives or ability on the part of diverse employees.					
7	There are Groups/individuals who think that their culture/background is superior to the other (Ethnocentrism)					
8	Our organization does not give a priority for diversity management.					
9	There is a challenging external environment especially in terms of balancing career and family matters of women.					

If there are other challenges/barriers please state under provided spaces;

Part five: Interview Questions

1. To what extent do managers and employees at all levels in the organization have appropriate skills in managing diversity?
2. What are the key challenges facing your organization related to diversified workforce?
3. Can you explain something about work place diversity in terms of ECA's HR procedure?
4. Is there a training programs related with the diversity management to all level managers and supervisors?
5. Can you explain about the opportunities that the organization has due to having diverse workforce?
6. Does your organization have an assessment program regarding to the way how the diversity management policies and procedures are properly applying in the overall level of system?