

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES MBL PROGRAM**



**EFFECTS OF WORKFORCE DIVERSITY**  
**MANAGEMENT ON EMPLOYEES' PERFORMANCE;**  
**THE CASE OF AFRICAN UNION COMMISSION, ADDIS**  
**ABABA**

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**JANUARY, 2021**

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EMPLOYEES' PERFORMANCE; THE CASE OF AFRICAN UNION  
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**BY  
MESFEN H/SELASSIE**

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## **DEDICATION**

This thesis work is dedicated to my family, who laid a basic foundation in my educational career.

God bless you all.

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Worku Mekonnen (**PhD**). All sources of materials used for the thesis have been duly acknowledged. I further confirm that this thesis has not been submitted in part or in full to any other higher learning institution for the purpose of earning any degree.

**Mesfin H/Selassie**

**Addis Ababa University, Addis Ababa**

**January, 2021**

## **ENDORSEMENT**

This thesis has been submitted to Addis Ababa University,  
School of Graduate Studies for examination with my approval  
as a university advisor.

**Worku Mekonnen (PhD)**

**Advisor**

**Addis Ababa University, Addis Ababa**

**January, 2021**

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Mesfen H/Selassie

January, 2021

## TABLE OF CONTENTS

<b>TITLE</b>	<b>Page</b>
<b>TABLE OF CONTENTS .....</b>	<b>I</b>
<b>LIST OF TABLES.....</b>	<b>II</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>III</b>
<b>ABSTRACT.....</b>	<b>IV</b>
 <b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the Study.....	1
1.2 Statement of the problem.....	3
1.3 Rationale of the Study.....	4
1.4 Research Questions.....	4
1.5 Objectives of the research.....	5
1.5.1 General objective.....	5
1.5.2 Specific objective.....	5
1.6 Operational definitions of variables and Term.....	6
1.6.1 Dependent Variable.....	6
1.6.2 Independent Variables.....	6
1.6.3 Definition of Terms.....	7
1.7 Significance of the Study.....	7
1.8 Scope of the study.....	8
1.9 Limitation of the Study.....	8
1.10 Organization of the paper.....	8



## **CHAPTER TWO: LITRATURE REVIEW**

2.1 Theoretical Literature Review .....	9
2.1.1 Diversity .....	9
2.1.2 Workforce Diversity .....	9
2.1.3 Dimensions of Workforce Diversity .....	10
2.1.4 Managing Workforce Diversity .....	10
2.1.5 Benefits of Effective Workforce diversity Management .....	11
2.1.6 Challenges of Workforce diversity Management Management .....	12
2.1.7 Employees' performance .....	13
2.1.8 Performance Appraisal Practices in Divers Workforce .....	14
2.2 Empirical Literature Review .....	15
2.2.1 The Relationship between Workforce diversity Management and Employees' performance .....	15
Ethnic Diversity Management and Employee Performance .....	15
Educational Background Diversity Management and Employee Performance .....	16
Gender Diversity Management and Employee Performance .....	17
2.3 Conceptual Framework and Hypothesis .....	17

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

3.1 Research Design .....	24
3.2 Population and Sampling Techniques .....	25
3.3 Data Collection Method .....	26
3.3.1 Primary Source .....	26
3.3.2 Secondary Source .....	27
3.4 Reliability of Instruments .....	27
3.5 Methods of Data Analysis .....	29

3.6 Ethical Consideration.....29

**CHAPTER 4: RESULTS AND DISCUSSION**

4.1 General Information.....30

4.2 Practice of Workforce diversity Management .....30

4.3 The relationships between the workforce diversity Management variables and the performance of employees..... 33

4.3.1 Employee Performance .....33

4.3.2 The Relationship between Gender Diversity Management and Employee Performance.....35

Correlation between Gender Diversity Management and Employee Performance.....36

4.3.3 The Relationship between Ethnic Diversity Management and Employee Performance.....38

Correlation between Ethnic Diversity Management and Employee Performance .....40

4.3.4 The Relationship between Educational Background and Employee Performance.....43

Correlation between Educational Background and Employee Performance .....44

4.4 The effect of Workforce diversity Management on Performance of Employees.....47

4.4.1 Model Summary Regression Analysis.....50

**CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

5.1 Conclusions.....52

5.1.2 Practice of Workforce diversity Management Management.....52

5.1.3 The relationships between the workforce diversity variables and the performance of employees....53

The Relationship between Gender Diversity Management Diversity and Employee Performance.....53

The relationship between Ethnicity and Employee Performance.....54

The relationship between Educational Background and Employee Performance.....54

5.1.4 The effect of the workforce diversity Management variables on performance of employees.....55

5.2 Recommendations.....57

REFERENCES.....58

APPENDICES.....62

## **Tables**

Table 1: Sample Size Determination

Table 2: Proportionate Sampling Results

Table 3: Questionnaire Structure

Table 4: Reliability Statistics

Table 5: General Information

Table 6: Practice of Workforce diversity Management

Table 7: Employee Performance

Table 8: Gender Diversity

Table 9: Correlation between Gender Diversity Management and employee performance

Table 10: Correlation Analysis for Gender Diversity and Employees' Performance

Table 11: Ethnic Diversity

Table 12: Correlation between Ethnic Diversity Management and employee performance

Table 13: Correlation Analysis for Ethnic Diversity Management and Employees' Performance

Table 14: Educational Background

Table 15: Correlation between Educational Background Diversity Management and employee performance

Table 16: Correlation Analysis for educational Background Diversity and employee performance

Table 17: Model Summary of Regression Analysis

Table 18: Summary of Coefficients

## **ABBREVIATION**

AUC: African Union Commission

AUH: African Union Handbook

## **Abstract**

*The need for understanding workforce diversity Management and its impact on the employees' performance arises from the world's increasing globalization that requires more interaction among people from diverse backgrounds. Thus, this study is conducted to assess the effects of workforce diversity Management on employee performance in The African Union Commission, Addis Ababa. The research design is Descriptive Research Design and quantitative business research approach is adopted for the study. The study population consisted of all staff that belongs to the AUC. A sample size of 80 respondents was taken and questionnaire was used to collect the necessary data. The data were analyzed using descriptive, correlation, and regression analysis with the help of SPSS version 20.0. Based on the findings of the study, gender diversity, ethnicity diversity and educational background diversity altogether can explain 33.2% of the variation in employees' performance. Thus, it can be concluded that there is a significant effect of the workforce diversity Management variables on performance of employees at African Union Commission, Addis Ababa. The study recommends that the management of the AUC should strengthen its effort in improving its workforce diversity Management practice so as to create a work atmosphere suitable to a diverse workforce.*

**K E Y W O R D S:** *employee performance, workforce diversity, workforce diversity Management*

## CHAPTER ONE

### INTRODUCTION

This chapter presents the entire background of the study. It involves the background of the study and the institution, problem statement, purpose of the study, objectives of the study, research questions, limitation and scope of the study and significance of the study and the organization of the study.

#### **1.1 Background of the Study**

The current globalized business world requires international organizations to understand the range of ways people differ from each other in order to manage diversity effectively (Bauer and Erdogan, 2012).

The need for understanding workforce diversity Management and its impact on productivity discussed by authors as “the world’s increasing globalization requires more interaction among people from diverse backgrounds. People no longer live and work in an insular environment; they are now part of a worldwide economy competing within a global framework. For this reason, profit and nonprofit organizations need to become more diversified to remain competitive. Maximizing and capitalizing on workplace diversity is an important issue for management” (Farnsworth et al., 2019:1).

Other authors also asserted that “employees are more likely than ever before to work with other employees with assorted demographic or functional backgrounds. It is almost impossible to find a company’s workforce and customer base that are not influenced by diversity. Yet, many organizations fail to harness the full potential of their diverse workforces. Clearly, a comprehensive understanding of how employees react toward diversity in the workplace, and embrace (or are impacted by) inclusion initiatives is needed. How this understanding affects their work-related outcomes is evident by the vision of any company/organization that wants to succeed in today’s extremely competitive and globalized marketplace” (Mickahail and Tasso, 2019:10).

Managing workforce diversity Management means understanding, valuing, and using the differences in every person so as to enhance productivity through promoting inclusiveness (Nirmal, 2015).

Effective employee performance can be a key factor to achieve organizational objectives while maximizing the contribution of employees. Workforce diversity Management is positively associated with creativity, critical thinking and problem solving and negative linked with conflict and cohesiveness (Cornelius, 2001).

Workforce diversity Management is strongly linked to job performance and a positive diversity climate leads to a low turnover intention, high organizational commitment, and high job performance. (Pitts, 2009)

“Employees in a diverse workforce are expected to process information differently since they bring, as team members, diverse opinions which in turn lead to extra creativity and enhanced performance” (Shakeel and Fazal, 2019: p15).

Robbins & Judge (2014) stated that “Every organization needs to adopt workforce diversity Management due to which diverse work team every member has different skills, abilities and capabilities to improve organizational performance” (Robbins & Judge, 2014:95).

Therefore, this study will identify the effects of workforce diversity Management toward employees’ performance in the African union commission, Addis Ababa.

## **1.2 Statement of the Problem**

The demographic composition of today’s workplace, occasioned by the international trend toward increased immigration and the globalization of firms, is increasingly becoming diverse (johnson, 2002).

A study has shown that “it is almost impossible to find an organization’s workforce that is not influenced by diversity; yet, many organizations fail to harness the full potential of their diverse workforces” (Mickahail and Tasso, 2019:45).

Jackson and Joshi, (2003); Barrington & Troske, (2001) pointed out that organizational diversity sometimes increase conflict, reduce social cohesion, and increase employee turnover.

As the AUC is always on various new and big missions that need to be carried out by its considerably diverse workforce, it will be required to strive in order to become the “employer of choice” which may be accomplished by the company that gains the great commitment of the employee and through means of increasing ability to attract and retain the best talent.

Though, the African Union commission (AUC) has been trying to improve and shape its operations in the areas of Structure & People (Organizational, people development and team strength, facility and tools), and Human Resource Policies & Procedures, there is still a lot of room for improvement (SANKOFA, 2019).

Therefore, the main focus of the study is to identify the effects of workforce diversity towards employees’ performance in the African Union Commission, Addis Ababa and investigate the way to act in response with those factors to enhance the organization’s goal achievement and success.

### **1.3 Rationale of the Study**

Previous studies on workplace diversity and its impact on productivity has shown that effective management of divers’ workforce could lead to work productivity. Though, the studies lack precision in indicating the particular variables highly impacting productivity and the level of impact they exert towards employees’ performance.

The African Union Commission, like most of international and intercontinental organizations, is composed of diverse workforce from different Countries with different background. AUC “needs to reposition itself and ensure it has the requisite institutional capacity and capabilities given the evolving economic, political, and social needs of the continent. AUC had identified that the AU faced several



major challenges including limited managerial capacity towards divers' workforce management leading to inefficient working methods, poor decision-making and a lack of accountability" (AUH, 2020:31).

Therefore, this study is intended to fill the gap in literature related to the effects of workforce diversity management towards employees' performance in the African Union Commission, Addis Ababa

#### **1.4 Research Questions**

- How is workforce diversity management practiced at African Union Commission, Addis Ababa?
- What is the Relationship between Gender Diversity Management diversity management and employees' performance?
- What is the relationship between Ethnic Diversity Management and employees' performance?
- What is the relationship between Educational Background Diversity Management and employee performance?

#### **1.5 Objectives of the Research**

##### **1.5.1 General objective**

The general objective of the study is to assess the effect of workforce diversity Management on performance of employees at African Union Commission, Addis Ababa

##### **1.5.2 Specific objectives**

The specific objectives of the study are:

- To assess the workforce diversity management practice at African Union Commission, Addis Ababa
- To illustrate the relationship between the Gender diversity management and the performance of employees at African Union Commission, Addis Ababa
- To illustrate the relationship between the ethnicity diversity management and the performance of employees at African Union Commission, Addis Ababa

- To illustrate the relationship between the educational diversity management and the performance of employees at African Union Commission, Addis Ababa
- To determine the effects of the gender diversity management, ethnicity diversity management and educational background management on performance of employees at African Union Commission, Addis Ababa

## **1.6. Operational Definitions of Variables and Terms**

### **1.6.1 Dependent Variables**

**Employee Performance:** - “Employee performance refers to how your workers behave in the workplace and how well they perform the job duties you've obligated to them” (Donohoe, 2019:61).

### **1.6.2 Independent Variables**

**Gender, and educational background:** - refer to “demographic workforce diversity Management which will be indicated by the count of people having different demographics in the organization, ultimately which will affect employees’ performance” (Jehn, Northcraft, & Neale, 1999:85).

**Ethnicity:** - refers to a social-cultural workforce diversity Management which will be indicated by the number of people having different language, religion, region, a shared culture and a way of life reflected through clothing and cuisine or cultural products of music and art (Jehn, Northcraft, & Neale, 1999:85)

### **1.6.3 Definition of Other Terms**

**Workforce Diversity:** - “Workforce diversity Management refers to organizations that are becoming more heterogeneous with the mix of people in regards to gender, race, and educational background” (Jehn, Northcraft, & Neale, 1999:91).

### **1.7 Significance of the Study**

- To help AUC create a work atmosphere that respects diversity and strengthens the processes such as recruitment, communication and power distribution.
- To help AUC address workforce diversity Management issues effectively
- To help identify the types of assistance that needed to be provided to curb such challenges
- To help practitioners recognize the importance of effective management of divers' workforce in order to bring work productivity among employees
- It would also serve as a reference source for future studies on similar topics.

### **1.8. Scope of the Study**

The study focuses on the African Union commission, Addis Ababa. AUC is selected due to that it is composed of a more diverse workforce when compared to other accessible institutions. The study has focused on the following workforce diversity management variables; - gender, ethnicity, and education background and employees' performance due to that these three independent variables are identified as very important variables affecting employee performance based on the literatures reviewed.

### **1.9 Limitation of the study**

This research does not consider the other dimensions of diversity like physical ability, sexual orientation, marital status; geographic location and etc. The number of independent variables covered by the study is decided in consideration to the time and resources available and considering the diversity composition in the institution (i.e., 'Disability' was not taken as a diversity management variable due to the number of disabled employees in the AUC is insignificant).

In addition, the three variables in the study are selected considering outcomes of previous studies on similar topics (i.e., 'Age Diversity' is usually considered as an independent variable of diversity management in previous studies but most of them find out that it has no significant relationship with employee's performance).

### **1.10 Organization of the paper**

This research paper is organized and presented in five chapters. Chapter one present introduction of the report, which includes background of the study, problem statement of the research, the general and specific objectives of the study, the study's significance, scope and its limitation. The literatures reviewed for this study is presented in Chapter two. The research methodology adopted for this study is discussed in Chapter three. Chapter four reports the results and discussion on it. The conclusions and recommendations are presented in the Last Chapter of the study report.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Literature Review**

##### **2.1.1 Diversity**

The Authors defined diversity as “the ways in which people are similar or different from each other. It may be defined by any characteristic that varies within a particular work unit such as gender, race, age, educational background”. (Bauer and Erdogan, 2012:88).

##### **2.1.2 Workforce Diversity**

According to Westover (2014), a productive workforce is made up of components or diversity such as age, gender, national origin, and educational background. The author also said the fact that each employee has different needs, wants, and goals, makes it critical for management of every organization to understand how to motivate the workforce, while ensuring that no laws are broken. This study explores two key theories (i.e., Stereotyping and Prejudice Theory and Equity Theory) related to related to the subject being investigated.

##### **Stereotyping and Prejudice Theory**

Stereotyping and Prejudice Theory states that “Prejudice and stereotyping are biases that work together to create and maintain social inequality. Prejudice refers to the attitudes and feelings—whether positive or negative and whether conscious or non-conscious—that people have about members of other groups. In contrast, stereotypes have traditionally been defined as specific beliefs about a group, such as descriptions of what members of a particular group look like, how they behave, or their abilities (Pitts, 2009:45).

It is explained in the theory that “stereotypes are cognitive representations of how members of a group are similar to one another and different from members of other groups. Importantly, people can be aware of cultural stereotypes and have cognitive representations of those beliefs without personally endorsing such stereotypes, without feelings of prejudice, and without awareness that such stereotypes could affect one’s judgment and behavior” (Pitts, 2009:48)

### **Adam’s Equity Theory**

The Adam’s Equity Theory states that “people maintain a fair relationship between the performance and rewards in comparison to others” (Adams, 1965:28).

The theory determines that “the level of motivation among the individuals in the working environment. An individual is said to be highly motivated if he perceives to be treated fairly. While the feelings of de-motivation arise, if an individual perceives to be treated unfairly in the organization” (Adams, 1965:29).

### **2.1.3 Dimensions of Workforce diversity Management**

Many scholars have described different dimension of diversity. Loden & Rosener (1991) has divided these dimensions into two categories which include primary dimension (age, gender, National Origin etc.) and secondary dimensions (education, religion, life style, etc.). The authors described Primary dimensions as the in-born dimensions which are not within the control of the person and cannot be altered. Secondary are those which can be altered like religion, marital status, level of education etc.

#### **2.1.4 Managing Workforce diversity Management**

“Managing diversity means acknowledging the differences between people and recognizing these differences as valuable; it enhances good management practices by avoiding discrimination and fostering inclusiveness”, (Robbins, 2009:91).

Managing diversity is defined as "planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized," according to (Taylor Cox, 1998:41) in "Cultural Diversity in Organizations".

“A comprehensive understanding of how employees react toward diversity in the workplace, is needed”, (Mickahail and Tasso, 2019:33). The authors explored how this perception impacts workers' work-related outcomes, which is evident from the vision of every company that wants to succeed in today's highly competitive and globalized work climate.

#### **2.1.5 Benefits of Effective Workforce diversity Management**

Mickahail and Tasso, (2019) stated that “as diversity is encouraged and celebrated, innovation is nourished, change is welcomed, and organizations are recognized as unique”. According to the authors of this book, diverse organizations are more likely to have financial returns above their industry mean and higher employee satisfaction. (Mickahail and Tasso, 2019:71)

Being effective at recruiting, retaining, managing, and leveraging diverse workforce boosts morale, strengthens business processes, brings access to new segments of the marketplace, and enhances organizational productivity (Hubbard, 2004).

“Managing diversity well provides a distinct advantage in an era when flexibility and creativity are keys to competitiveness”, (Taylor Cox, 2003:28).

“Managing workplace diversity can provide tremendous benefits in terms of improved morale, outside the-box thinking, greater teamwork, and an atmosphere of mutual understanding and respect”, (Sanyang and Othman, 2019:37).

According to Bauer and Erdogan (2012), effective management of a diverse workforce could benefit organizations through elevating creativity in decision making, more satisfied workforce, and higher employee Performance. In this book the authors are saying that a well-managed diverse workforce is capable of making higher quality decisions, because people will have different perspectives and individuals are more likely to consider more alternatives, thus think outside the box when making decisions. The authors of this book have also stated that when employees are fairly treated, they tend to be more satisfied with their jobs and organizations that manage workforce diversity Management effectively could potentially gain more from their employees. (Bauer and Erdogan, 2012:87-102)

Organizations with above-average diversity on management teams report higher innovation returns than non-diverse organizations, Mickahail and Tasso (2019).



### **2.1.6 Challenges of Workforce diversity Management**

Different authors discussed the challenges of workforce diversity Management as “Facing complex, global, competitive, unpredictable, volatile, and ambiguous environments and contexts, a leader’s capacities must develop and adapt to fit the social and situational contexts of their various roles, assignments, and organizations” (Mickahail and Tasso, 2019:39).

According to the authors Leadership must decide how to employ the workforce and support systems in order to maximize the full capacity and capabilities of the workforce. The authors explain that the challenge of leadership is how to identify and hire a diverse workforce at the highest value at an effective cost.

Leaders will need to understand complex dynamics to determine that a collective process must be spread throughout networks of people, Mickahail and Tasso (2019).

### **2.1.7 Employees’ performance**

“Employee performance refers to how your workers behave in the workplace and how well they perform the job duties you've obligated to them”, as defined by (Donohoe, 2019:61).

“Employee performance may refer to work effectiveness, quality and efficiency at the task level, (Zigon, 2002:92).

“Employee performance involves factors such as quality, quantity and effectiveness of work as well as the behaviors your employees show in the workplace”, (Denham and Jestico, 2007:47).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2014).

Kenney and Reid, (1986:12) stated that “employee's performance is measured against the performance standards set by the organization which is suitable with the nature of the jobs set to employees”.

Managers are “responsible to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question, for example setting goals and standards against which individual performance can be measured” (Stoner, 1996:42).

“The most difficult part of the performance appraisal policy is to accurately and objectively measure the employee Performance” (Bond and Fox, 2007:4).

For the purpose of measuring employee performance, different input forms can be used for taking the feedback from the various sources including the employee. “All the perspectives thus received should be combined in the appropriate manner and to get an overall, complete view of the employees’ performance” (Rudman, 2003:5).

Measuring employee performance should be conducted in accordance with “predetermined goals and solving the problems faced” (Stoner, 1996:42).

### **2.1.8 Performance Appraisal Practices in Divers Workforce**

Mahapatro (2010:41) said that “Performance appraisal includes encouraging risk taking, demanding innovation, generating or adopting new tasks, peer evaluation, frequent evaluations, and auditing innovation processes. This strategy appraises individual and team performance so that there is a link between individual productiveness and organizational efficiency”.

Armstrong (2014:21) stated that “Performance appraisal evaluates the Employee’s Performance in the areas of Communications, Competency, Responsibility, Results and Character accordingly to applicable

job positions’’. The author of this book defines these focus areas of performance appraisal process in the following manner:

- Communication refers to the sharing of ideas, messages or knowledge with others which involves the employees Skill and Clarity, Interpersonal skill, performance on Teamwork, Building and Enhancing Relationships, Straightforwardness and Composure.
- Competency refers to the ability to execute something successfully or efficiently and includes the employees Ability, Talent, Job Knowledge, Comprehension, Judgment and Decision making.
- Responsibility refers to the reliability, responsibility or accountability of things under one's power or influence which requires Dependability, Empathy and safety.
- Result fullness refers to creating desirable or beneficial outcomes or effects and includes Resourcefulness, Problem-Solving, Perseverance Agility, and Meeting Objectives.
- Character refers to the aggregate of features and characteristics that shape the individual nature of a person, including ethics, behavior, core values and support for diversity.
- Leadership refers to the ability to provide guidance and direction including Planning, Execution, Organization, Innovation, Style and being Change Agent.

(Armstrong, Michael, 2014:79)

## **2.2 Empirical Literature Review**

### **2.2.1 The Relationship between Workforce diversity Management and Employees' performance**

#### **Ethnicity and Employee Performance**

An author defines ethnicity as “a characteristic of people especially group of individuals who share distinctive culture within institution and work environment for positive change achieving goals” (Qasim, 2017:33).

Different studies have shown that “for organizations with ethnically diverse workforce it is very important to manage and understand how this diversity variable affects interactions and performance of their employees” (Pitts, 2009:90).

An author stated that “organizations should understand the effects of ethnic diversity on the employees' performance and manage it to maximize its positive effects and minimize negative impacts”. The author also stated that “the two essential characteristics for an ethnic group are a long-shared history and a cultural tradition of its own, which may include a common geographical descent, language and literature” Opstal (2009:32).

## **Educational Background and Employee Performance**

“Diversity Management is needed not only in the work environment, but also in the academic environment, which is mandated with the task of preparing the professionals who will have the responsibility to make this world a more inclusive workplace” (Mickahail and Tasso, 2019:36).

## **Gender and Employee Performance**

Hubbard (2004) asserted that the productivity of organizations can be increased through having a diverse work force as it accommodates different types of skill sets and views.

“Gender based diversity is one of the largest factors affecting employee’s performance either in positive way or negative, Gender Based injustices in institutions are reinforced and justified by stereotypes and biases that explain positive characteristics and this is the main cause for higher status to individual males” (Qasim, 2017:54).

## **2.3 Conceptual Framework**

Based on the literatures reviewed and the objective of the study, the following independent variables are identified as very important variables affecting employee performance:

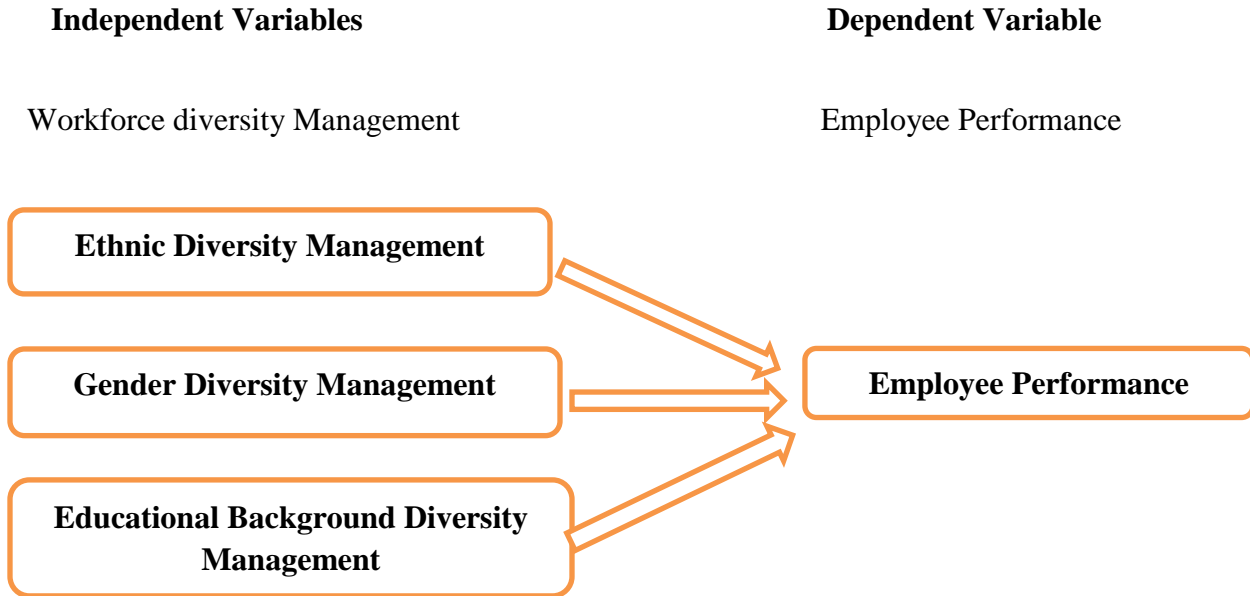
### **Dependent Variable;**

- Employee Performance

### **Independent Variables;**

- Gender Diversity Management
- Ethnic Diversity Management
- Educational Background Diversity Management

After identifying the very important independent variables affecting employee performance, the following conceptual framework is designed for the research.



**SOURCE: Custom-made for the Study**

### **2.3.1 Hypothesis**

Based on the proposed conceptual framework and the objective of the study, the following hypotheses are developed to check if a relationship exists between the dependent variable (i.e. Employee Performance) and the independent variables (i.e. Gender, Ethnicity and Educational Background);

**H1:** There is significant relationship between Gender Diversity Management and employees' performance.

**H2:** There is significant relationship between Ethnic Diversity Management and employees' performance

**H3:** There is significant relationship between Educational Background Diversity Management and employee performance.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODS**

Chapter three presents research design and methods used in the study. It shows the sampling technique used to determine a sample frame out of the population of the study. Data collection and analysis are also included in this chapter.

#### **3.1 Research Approach**

The study uses a quantitative research approach. Quantitative research approach is suitable to describe the EFFECTS OF WORKFORCE DIVERSITY Management ON EMPLOYEES' PERFORMANCES in the African Union Commission, Addis Ababa. According to Cresswel (2009) quantitative research helps to determine the relationship between an independent variable and a dependent variable.

#### **3.1 Research Design**

The study adopted descriptive research design. The design is appropriate, as (Cresswel, 2009:112) stated that “descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation”.

Therefore, descriptive research design is employed to assess the effect of workforce diversity Management on performance of employees at African Union Commission, Addis Ababa.

### 3.2 Population and Sampling Techniques

The population of the study is the current employees of the AUC head office, Addis Ababa. There are 320 employees in the AUC as of December, 2020. A sample size of 80 respondents is determined using a method developed by Carvalho (1984). Once the total sample size from each level of position is determined, proportionality sampling technique is used to select representative sample from the population of the study and to give equal weights for each level of position in the organization. Convenience sampling technique is also used to select the final respondents. As to the sample size determination, from among different methods, the one which has developed by Carvalho (1984) is used in this research. The method is presented in table below.

**Table 1: Sample Size Determination**

Population size	Sample Size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201 -3200	50	125	200
3021 -10000	80	200	315
1001 -35000	125	315	500
35001-150000	200	500	800

Source: Carvalho (1984)



As indicated above the population size of the study is 320 which range between 281 and 500, as it is indicated on Carvalho's sample size determination indicated in the above table. Thus, taking into account a high population size variance and the representativeness of taking large sample size, high sample size was applied in accordance with the given Population size. Therefore, the sample size selected for the study under consideration is 80.

**Table 2: Proportionate Sampling Results**

<b>Position Level of Respondents</b>	<b>NO. OF Employees</b>	<b>PERCENTAGE (%)</b>	<b>PROPORTION SAMPLE</b>
<b>Department Director</b>	12	3.75	3
Division Head	24	7.5	6
<b>Chief Unit</b>	56	17.5	14
<b>P-level Officer</b>	32	10	8
<b>General Service</b>	104	32.5	26
<b>Secretary</b>	44	13.75	11
<b>Others</b>	48	15	12
<b>TOTAL</b>	<b>320</b>	<b>100</b>	<b>80</b>

Source: Own Computation Based on Proportionate Sampling Method.

### 3.3 Data Collection Method

To obtain information relevant to the study both primary and secondary data were used.

#### 3.3.1 Primary Source

The executed method to get primary data is self-administered structured questionnaire distributed to the selected sample population. “When the survey is confined to a local area and the organization is willing and able to assemble groups of employees to respond to questionnaires at the workplace, a good way to collect data is to personally administer the questionnaires”, (Sekaran and Bougie ,2009). The questionnaire is formulated based on the literatures reviewed and the hypothesis developed in accordance with the study’s objective. It is designed as a five-point Likert scale intended to survey responses of the informants. It is developed by the researcher for the study based on Creswell (2009) questionnaire designing guideline. Thus, it is designed in manner which suites the pre-identified target demographic and protect respondents’ privacy.

**Table 3: Questionnaire Structure**

Sections	Content	Number of question
Section 1	Personal details	5
Section 2	Workforce diversity Management	8
Section 3	Ethnic diversity	8
Section 4	Gender diversity	8
Section 5	Educational background diversity	8
Section 6	Employees’ job performance	6

Source: Own Computed

The respondents were asked indicate the extent to which they agree or disagree to the statements provided in the questionnaire, with specific reference to the organization (AUC).

### 3.3.2 Secondary Source

To get **secondary data** which is relevant to the study is referred from journals of the AUC and documents of the organization related to number of employees and recruitment.

### 3.4 Reliability of Instruments

The reliability of instruments used in the study is measured by Cronbach Alpha reliability analysis.

According to Sekaran and Bougie (2009), acceptable level of reliability is above 0.70.

**Table 4: Reliability Statistics**

Variables	Cronbach's Alpha	No. of Items
Workforce diversity Management	0.810	8
Ethnicity	0.821	8
Gender	0.798	8
Educational Background	0.791	8
Employee performance	0.811	6

Source: Own Computed

### 3.5 Methods of Data Analysis

The data garnered through primary methods were summarized using descriptive statistics such as tables, frequency distributions and percentages to give a condensed picture of the data. Accordingly, to arrive at a meaningful conclusion, the summarized data were analyzed in brief regarding the study's theoretical frame work.

Hypothesis testing of this research is conducted based on Descriptive Statistics and Inferential Statistics (correlation and regression). It is evaluated using Software Package for Social Science (SPSS) to determine whether the hypothesis is supported by the research.

### **3.6 Ethical Consideration**

The respondents of study are employees of African Union Commission (AUC). Before filling out the questionnaire, all the respondents were briefed about the benefit of the study, the aim of the researcher and the subject area of the study in detail. The researcher also asserted to the respondents that the information they provide through the questionnaire will be held confidential at all times.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

Chapter four discusses and briefly depicts the findings and the data analyzed in this study. It presents the general information, data on level of workforce diversity Management practice and the effect of workforce diversity Management on employees' performance. The chapter also presents descriptive statistics related to correlation and regression analysis.

#### 4.1. General Information

The following table shows detailed data related to respondents:

**Table 5: General Information**

S/N	characteristics		Frequency	Percent
1	Gender of Respondents	Male	51	63.7
		Female	29	36.3
		<b>Total</b>	<b>80</b>	<b>100.0</b>
2	Age of Respondents	21-30	9	11.3
		31-40	42	52.5
		41-50	24	30.0
		Above 50	5	6.3
		<b>Total</b>	<b>80</b>	<b>100.0</b>
3	Educational Background	Diploma	12	15.0
		Degree	61	76.25
		MA/MSC Degree	7	8.75
		<b>Total</b>	<b>80</b>	<b>100</b>
4	Work experience of Respondents	Less than 2 years	18	22.5
		3 -5 years	15	18.87
		6-10 years	23	28.75
		Above 10 years	24	30.0
		<b>Total</b>	<b>12</b>	<b>100.0</b>
5	Occupation Ranking	Department Director	3	3.75
		Division Head	6	7.5
		Chief Unit	14	17.5
		P-level Officer	8	10.0
		General Service	26	32.5
		Secretary	11	13.75
		Others	12	15.0
		<b>Total</b>	<b>80</b>	<b>100.0</b>
6	Nationality	North Africa	15	18.75
		South Africa	11	13.75
		East Africa	22	27.5
		West Africa	18	22.5
		Central Africa	14	17.5
		<b>Total</b>	<b>80</b>	<b>100</b>

**Source;** Questionnaire results

Based on the findings 63.7 % male and 36.3 % of the employees are female. This shows that there are a significant number of female employees are working in the AUC and there is a moderate gender composition.

The educational background section shows 15.0% Diploma, 76.25% Degree and 8.75 % MA/MSc Degree. This shows that employees of the AUC are diverse in their educational background.

Employees of the AUC are coming from different part of the continent i.e., 18.75 % North Africa, 13.75% South Africa, 27.5% East Africa, 22.5% West Africa and 17.5% Central Africa. This shows that employees of the AUC are diverse in their ethnic background.

#### **4.2. Practice of Workforce diversity Management**

This section presents data related to the level of practice of workforce diversity Management tasks in African Union Commission, Addis Ababa. In efforts to assess the level of practice of workforce diversity Management tasks by using the descriptive tests, the study used the 5-Likert scale approach in the questionnaire. The higher the scale indicates that the respondents strongly agree to such practices adopted by the institution.

**Table 6: Practice of Workforce diversity Management**

	STATEMENTS	SD %	D %	N %	A %	SA %	$\bar{x}$	$\sigma$
1	African Union Commission plans and implements organizational systems to manage workforce diversity Management effectively	1.3	2.6	28.0	55.0	15.5	2.92	0.91
2	African Union Commission puts its effort to create awareness on workforce diversity Management to its employees	4.0	4.75	37.5	37.5	20.0	2.98	0.97
3	African Union Commission carries out training programs to help employees handle workforce diversity Management issues	10.5	13.5	2.25	42.25	31.75	3.5	1.06
4	African Union Commission regularly organize seminars to help employees handle workforce diversity Management issues	17.0	15.5	5.5	31.5	30.25	3.2	0.97
5	African Union Commission carries out research on issues related to workforce diversity Management	5.5	3.25	9.25	43.5	38.5	3.12	1.10
6	The organization’s workforce diversity Management practice avoids discrimination and fosters inclusiveness	2.5	8.75	18.75	28.75	43.75	3.98	1.11
7	The work environment at African Union Commission is suitable for a diverse workforce	2.5	5.0	3.25	50.0	41.25	3.85	1.27
8	Workforce diversity Management is being effectively managed at African Union Commission	3.0	3.75	-	41.25	52.0	3.25	1.10

Source: Questionnaire results generated by SPSS version 20.0

Based on the data shown above:

55.0% of the respondents agreed to the item “The organization plans and implements organizational systems to manage workforce diversity Management effectively”. The item’s  $\bar{x}$ =2.92 and  $\sigma$ = 0.91.

This indicates the presence of organizational systems in the AUC serving to manage workforce diversity.

37.5% of the respondents agreed to the item “The organization puts its effort to create awareness on workforce diversity Management to its employees”. The item’s  $\bar{x}$ =2.98 and  $\sigma$ = 0.97. This shows that the AUC conducts awareness creation programs for its employees.

42.25% of the respondents agreed to the item “The organization carries out training programs to help employees handle workforce diversity Management issues”. The item’s  $\bar{x}=3.5$  and  $\sigma= 1.06$ . This shows that the AUC conducts training programs to help its employees handle issues related to workforce diversity Management.

31.5% of the respondents agreed to the item “The organization regularly organizes seminars to help employees handle workforce diversity Management issues”. The item’s  $\bar{x}=3.2$  and  $\sigma= 0.97$ . This shows that the AUC regularly organizes seminars for its employees to help them handle issues related to workforce diversity Management.

43.5% of the respondents agreed to the item “The organization carries out research on issues related to workforce diversity”. The item’s  $\bar{x}=3.12$  and  $\sigma= 1.10$ . This indicates that the AUC carries out research to improve its workforce diversity Management.

28.75% of the respondents agreed to the item “The organization’s workforce diversity Management practice avoids discrimination and fosters inclusiveness”. The item’s  $\bar{x}=3.98$  and  $\sigma= 1.11$ .

50.0% of the respondents agreed to the item “The work environment in the organization is suitable for a diverse workforce”. The item’s  $\bar{x}=3.85$  and  $\sigma= 1.27$ .

41.25% of the respondents agreed to the item “Workforce diversity Management is being effectively managed in the organization”. The item’s  $\bar{x}=3.25$  and  $\sigma= 1.10$ .

The results of the above three items indicates the AUC’s suitability for a diverse workforce and the effectiveness of its management in managing workforce diversity.

### **4.3 The relationships between the workforce diversity Management variables and the performance of employees**

This section presents the results and discussions of the Spearman's correlation coefficients to assess the strength of relationship between the workforce diversity Management variables (Gender, Educational Background and Ethnicity) and the performance of employees. It is stated that “The correlation coefficients show the extent and direction of the linear relationship between variables. The closer the  $r$  coefficient approaches  $\pm 1$ , regardless of the direction, the stronger is the existing association indicating a more linear relationship between the two variables” (Taylor, 2008:49).



### 4.3.1 Employee Performance

**Table 7: Employee Performance**

	SD %	D %	N %	A %	SA %	$\bar{x}$	$\sigma$
1 I possess good communication skills that help me perform well in all my tasks	2.6	10.1	5.2	70.1	15.0	2.98	0.91
2 I have the ability to execute my tasks successfully and efficiently	3.9	1.3	5.2%	70.00	27.6	3.51	1.10
3 I am fully reliable to the tasks under my power or influence	-	1.3	1.3%	57.6	39.8	3.09	0.97
4 I perform well in creating beneficial outcomes to meet the objectives expected from my position in the organization	-	-	-	51.2	48.8	3.48	1.11
5 I behave in a manner that support diversity in the organization	5.2	3.9	7.8	47.3	36.8	3.06	1.12
6 I have the ability to provide guidance and direction to meet the objectives expected from my position in the organization	5.0	3.9	1.3%	58.8	32.0	3.28	1.20

Source: Questionnaire results generated by SPSS version 20.0

As the table above shows:

15.0 % of the respondents indicated that they strongly agreed with the item “I possess good communication skills that help me perform well in all my tasks”. The item’s  $\bar{x}=2.98$  and  $\sigma= 0.91$ . This indicates that most of the employees possess good communication skills and perform well in their tasks.

27.6% of the respondents indicated that they agreed with the item “I have the ability to execute my tasks successfully and efficiently’’. The item’s  $\bar{x}$ =3.51 and  $\sigma$ = 1.10. This indicates that most of the employees are successfully and efficiently executing their tasks.

48.8% of the respondents indicated that they agreed with the item “I perform well in creating beneficial outcomes to meet the objectives expected from my position in the organization’’. The item’s  $\bar{x}$ =3.48 and  $\sigma$ = 1.11. This indicates that the job outcome of most of the employees is beneficial to meet the objectives expected from every position in the organization.

39.8% of the respondents indicated that they agreed with the item “I am fully reliable to the tasks under my power or influence’’. The item’s  $\bar{x}$ =3.09 and  $\sigma$ = 0.97. 36.8% of the respondents indicated that they agreed with the item “I behave in a manner that supports diversity in the organization’’. The item’s  $\bar{x}$ =3.06 and  $\sigma$ = 1.12. 32.0% of the respondents indicated that they agreed with the item “I have the ability to provide guidance and direction to meet the objectives expected from my position in the organization’’. The item’s  $\bar{x}$ =3.28 and  $\sigma$ = 1.20.

The results of the above three items indicates the reliability, ability and behavior of most of the employees are well rated so as to perform jobs effectively.

### 4.3.2 The Relationship between Gender Diversity Management Diversity and Employee Performance

**Table 8: Gender Diversity Management**

	SD	D	N	A	SA	$\bar{x}$	$\sigma$
	%	%	%	%	%		
1 African Union Commission provides equal opportunity of being hired for both genders	1.3	6.5	5.2	70.8	16.5	3.90	1.27
2 All employees from both genders are fairly treated at African Union Commission	-	2.6	32.5	55.6	11.3%	3.65	1.25
3 All employees from both genders actively participate in decision making and problem solving at African Union Commission	-	9.1	10.4	60.8	20.7	3.60	1.21
4 The management effectively handles gender diversity issues in the organization	5.2	6.5	9.1	52.0	28.2	3.68	1.11
5 African Union Commission provides equal opportunity of growth for all employees of both genders	3.9	16.9	41.2	31.5	6.5	3.08	0.94
6 Gender diversity at African Union Commission has created work productivity	31.5	33.5	5.2	16.5	14.3	3.52	0.98
7 There is no gender discrimination at African Union Commission	9.1	31.5	16.5	32.5	10.4	3.04	0.91
8 Gender Diversity is being effectively managed at African Union Commission	16.5	31.5	40.3	6.5	5.2	1.83	0.96

Source: Questionnaire results generated by SPSS version 20.0

Based on the above table:

70.8% of the respondents agreed to the statement “The organization provides equal opportunity of being hired for both genders”. The item’s  $\bar{x}=3.90$  and  $\sigma= 1.27$ . 55.6% of the respondents agreed to the statement “All employees from both genders are fairly treated in the organization”. The item’s  $\bar{x}=3.65$  and  $\sigma= 1.25$ . 31.5% of the respondents agreed to the statement “The organization provides equal opportunity of growth for all employees of both genders”. The item’s  $\bar{x}=3.08$  and  $\sigma= 0.94$ .

The results of the above three items indicates that there is equality for both genders in hiring, treatment and promotion of employees in the AUC.

60.8% of the respondents agreed to the statement “All employees from both genders actively participate in decision making and problem solving in the organization”. The item’s  $\bar{x}=3.60$  and  $\sigma= 1.21$ . This shows that both genders both genders actively participate in decision making and problem solving in the AUC.

16.5% of the respondents agreed to the statement “Gender diversity in the organization has created work productivity”. The item’s  $\bar{x}=3.52$  and  $\sigma= 0.98$ . 32.5% of the respondents agreed to the statement “There is no gender discrimination in the organization”. The item’s  $\bar{x}=3.04$  and  $\sigma= 0.91$ . 52.0% of the respondents agreed to the statement “The management effectively handles gender diversity issues in the organization”. The item’s  $\bar{x}=3.68$  and  $\sigma= 1.11$ . 6.5%of the respondents agreed to the statement “Gender Diversity is being effectively managed in the organization”. The item’s  $\bar{x}=1.83$  and  $\sigma= 0.96$ .

The results of the above four items indicates that gender diversity is being effectively managed in the AUC.

## Correlation Analysis

### Correlation between Gender Diversity Management and employees' performance

#### Hypothesis 1

**H0: There is no significant relationship between Gender Diversity Management and employees' performance**

**H1: There is significant relationship between Gender Diversity Management and employees' performance**

Table 9: Correlation between Gender Diversity Management and employee performance

#### Correlations

		Gender	Employee Performance
Gender Diversity	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.006
	N	80	80
Employee Performance	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.006	
	N	80	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Own Survey generated by SPSS version 20.0

## Correlation Analysis: Gender Diversity and Employees' Performance

**Table 10: Correlation Analysis for Gender Diversity and Employees' Performance**

Correlation Analysis: Gender Diversity and Employees' Performance		correlation coefficient	p-value
		0.758	0.006
Relationship	Inference	Justification	Hypothesis Testing
Direction	Positive Relationship	The correlation coefficient is $> 0$ and $\leq 1$	<b>H1- is accepted</b>  H1: There is significant relationship between Gender Diversity Management and Employees' Performance
Strength	High Strength of Association	The correlation coefficient ranges between 0.71-0.90	
Significance	Significant	The p-value is less than alpha value 0.01	

**Source: Own Developed based on Survey Data generated by SPSS version 20.0**

### 4.3.3 The relationship between Ethnic Diversity Management and Employee Performance

**Table 11: Ethnic Diversity**

		SD	D	N	A	SA	$\bar{x}$	$\sigma$
		%	%	%	%	%		
1	African Union Commission is effective at recruiting, retaining, and managing ethnically diverse workforce	2.6	20.8	54.3	13.0	9.3	3.01	0.79
2	All employees from different ethnic background are fairly treated at African Union Commission	6.5	20.8	39.2	26.0	6.5	3.18	0.96
3	African Union Commission manage ethnic diversity to maximize its positive effects and minimize negative impacts	-	11.7	10.2	69.3	8.8	3.21	1.14
4	The management effectively handles ethnic diversity issues in the organization	5.2	9.1	18.2	49.3	18.2	3.58	1.04
5	African Union Commission provides equal opportunity of growth for all employees from different ethnic background	-	6.5	13.0	31.2	49.3	3.25	0.96
6	The differences in ethnic background do not create miscommunication among employees at African Union Commission	3.9	6.8	15.6	53.0	21.7	3.35	0.97
7	There is no ethnic discrimination at African Union Commission	-	6.8	35.2	45.2	12.8	3.65	0.95
8	Ethnic Diversity is being effectively managed at African Union Commission	1.3	5.2	15.5	52.0	26.0	3.05	0.90

**Source: Questionnaire results generated by SPSS version 20.0**

The above table shows:

13.0% of the respondents agreed to the statement, “The organization is effective at recruiting, retaining, and managing ethnically diverse workforce”. The item’s  $\bar{x}=3.01$  and  $\sigma= 0.79$ . This shows the effectiveness of the AUC in recruiting, retaining, and managing ethnically diverse workforce.

26.0% of the respondents agreed to the statement, “All employees from different ethnic background are fairly treated in the organization”. The item’s  $\bar{x}=3.18$  and  $\sigma= 0.96$

31.2% of the respondents agreed to the statement, “The organization provides equal opportunity of growth for all employees from different ethnic background”. The item’s  $\bar{x}=3.25$  and  $\sigma= 0.96$

53.0% of the respondents agreed to the statement, “The differences in ethnic background do not create miscommunication among employees in the organization”. The item’s  $\bar{x}=3.35$  and  $\sigma= 0.97$

45.2% of the respondents agreed to the statement, “There is no ethnic discrimination in the organization”. The item’s  $\bar{x}=3.65$  and  $\sigma= 0.95$ .

The results of the above two items indicates that there is no ethnic discrimination and miscommunication among employees in the AUC.

69.3% of the respondents agreed to the statement, “The organization manages ethnic diversity to maximize its positive effects and minimize negative impacts”. The item’s  $\bar{x}=3.21$  and  $\sigma= 1.14$ .

49.3% of the respondents agreed to the statement, “The management effectively handles ethnic diversity issues in the organization”. The item’s  $\bar{x}=3.58$  and  $\sigma= 1.04$ . 52.0% of the respondents agreed to the statement, “Ethnic Diversity is being effectively managed in the organization”. The item’s  $\bar{x}=3.05$  and  $\sigma= 0.90$

The results of the above three items indicates that the AUC is effective in managing ethnically diverse workforce.



**Correlation between Ethnic Diversity Management and employee performance**

H0: There is no significant relationship between Ethnic Diversity Management and employees' performance

H1: There is significant relationship between Ethnic Diversity Management and employees' performance

**Table 12: Correlation between Ethnic Diversity Management and employee performance**

		Ethnic Diversity	Employee Performance
Ethnic Diversity	Pearson Correlation	1	.423**
	Sig. (2-tailed)		.003
	N	80	80
Employee Performance	Pearson Correlation	.423**	1
	Sig. (2-tailed)	.003	
	N	80	80

Source: Own Survey Data generated by SPSS version 20.0

## Hypothesis

H0: There is no significant relationship between Ethnic Diversity Management and employees' performance

H2: There is significant relationship between Ethnic Diversity Management and employees' performance

**Table 13: Correlation Analysis for Ethnic Diversity and Employees' Performance**

Correlation Analysis: Ethnic Diversity and Employees' Performance		correlation coefficient	p-value
		0.423	0.003
Relationship	Inference	Justification	Hypothesis Testing
Direction	Positive Relationship	The correlation coefficient is $> 0$ and $\leq 1$	<b>H2- is accepted</b>
Strength	Moderate	The correlation coefficient ranges between 0.41-0.70	H2: There is significant relationship between Ethnic Diversity Management and Employees' Performance
Significance	Significant	The p-value is less than alpha value 0.01	

**Source: Own developed based on Survey Data generated by SPSS version 20.0**

### 4.3.5 The relationship between Educational Background and Employee Performance

**Table 14: Educational Background**

	SD	D	N	A	SA	$\bar{x}$	$\sigma$
	%	%	%	%	%		
1 The differences in educational background among employees help in decision making and problem solving at African Union Commission	5.2	7.8	15.8	62.4	7.8	3.74	0.924
2 The differences in educational background do not create miscommunication among employees at African Union Commission	7.8	14.5	19.5	39.5	11.7	3.32	1.01
3 Educational background diversity at African Union Commission has created work productivity	6.5	32.5	27.3	31.2	2.5	3.45	1.11
4 There is no discrimination among employees due to their educational background in the organization	2.6	20.8	17.1	43.7	15.8	3.48	1.15
5 African Union Commission provides support for employees who wants to develop educational level	32.5	41.3	15.8	10.4	-	1.98	0.98
6 All employees from different educational background are fairly treated at African Union Commission	27.3	17.1	26.0	19.2	10.4	3.21	0.97
7 All employees from different educational level are fairly treated at African Union Commission	26.0	23.4	18.2	27.2	5.2	3.31	0.97
8 Educational background Diversity is being effectively managed at African Union Commission	1.3	17.2	43.1	23.4	16.0	3.11	0.95

**Source: Questionnaire results generated by SPSS version 20.0**

As it is shown on the above table:

62.4% of the respondents agree with the statement, “The differences in educational background among employees help in decision making and problem solving in the organization”. The item’s  $\bar{x}=3.74$  and  $\sigma=0.924$ . This shows that all the employees from different educational background actively participate in decision making and problem solving in the AUC.

39.5% of the respondents agree with the statement, “The differences in educational background do not create miscommunication among employees in the organization”. The item’s  $\bar{x}=3.32$  and  $\sigma=1.01$

43.7% of the respondents agree with the statement, “There is no discrimination among employees due to their educational background in the organization”. The item’s  $\bar{x}=3.48$  and  $\sigma=1.15$ .

The results of the above two items indicates that there is no discrimination and miscommunication among employees from different educational background in the AUC.

31.2% of the respondents agree with the statement, “Educational background diversity in the organization has created work productivity”. The item’s  $\bar{x}=3.45$  and  $\sigma=1.11$ . 10.4% of the respondents agree with the statement, “The organization provides support for employees who want to develop educational level”. The item’s  $\bar{x}=1.98$  and  $\sigma=0.98$ . 19.2% of the respondents agree with the statement, “All employees from different educational background are fairly treated in the organization”. The item’s  $\bar{x}=3.21$  and  $\sigma=0.97$ . 23.4% of the respondents agree with the statement, “Educational background Diversity is being effectively managed in the organization”. The item’s  $\bar{x}=3.11$  and  $\sigma=0.95$ .

The results of the above items indicates that there is equality in the AUC in terms of treatment and getting support for all employees from different educational background in the AUC.

**Correlation between educational group and employee performance**

H0: There is no significant effect of Educational Background Diversity on employees’ performance.

H1: There is a significant effect of Educational Background Diversity on employees’ performance.

**Table 15: Correlation between Educational Background Diversity Management and employee performance**

**Correlations**

		Educational Background	Employee Performance
Educational Background	Pearson Correlation	1	.344**
	Sig. (2-tailed)		.004
	N	80	80
Employee Performance	Pearson Correlation	.365**	1
	Sig. (2-tailed)	.004	
	N	80	80

Source: Questionnaire results analyzed by SPSS 20.0

**Correlation Analysis between Educational Background Diversity Management and employee performance**

**Table 16: Correlation Analysis for educational Background Diversity and employee performance**

Correlation Analysis: Educational Background Diversity and Employees' Performance		correlation coefficient 0.344	p-value 0.004
Relationship	Inference	Justification	Hypothesis Testing
Direction	Positive Relationship	The correlation coefficient is > 0 and ≤1	<b>H1- is accepted</b>  H1: There is significant relationship between Educational Background Diversity Management and Employees' Performance
Strength	Small but definite relationship	The correlation coefficient ranges between 0.21-0.40	
Significance	Significant	The p-value is less than alpha value 0.01	

**Source: Own Developed based on Survey Data generated by SPSS version 20.0**

**4.4 Regression Analysis**

The regression analysis is given based on multiple linear regression analysis method

Table 17: Model Summary of Regression Analysis

**Model Summary**

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.450 a	.332	.154	.33472

- a. Predictors: (Constant), Gender, Ethnicity, Education background
- b. Dependent Variable: Employee Performance

Source: Own Survey Data generated by SPSS version 20.0

Based on the model Summary; The R value is 0.450. This value is the correlation coefficient between the three independent variables with the dependent variable. Thus, it can be concluded that the correlation is positive and moderate correlation.

In addition, as it is seen on the model summary, the R square figure of the three independent variables is 0.332. This indicates that the three independent variables (i.e., gender, ethnicity and educational background) can explain 33.2% of the variation in dependent variable ((i.e., employee performance).

**Table 18: Summary of Coefficients**

Variable Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.351	.381		3.692	.000
1 Gender Diversity	.244	.083	.285	2.702	.008
Ethnic Diversity	.269	.082	.316	3.052	.003
Educational Back.	.514	.080	.084	0.905	.004

Source: Own Survey Data generated by SPSS version 20.0

Based on the Coefficients, the regression equation for the employee performance is: Employee Performance = 1.351 + (0.244) Gender Diversity + (0.269) Ethnic Diversity + (0.514) Educational Background Diversity.

- Educational Background Diversity is the third most significant independent variable to predict perceived employee performance, with t-value 0.905 and Beta value 0.514.
- Ethnic Diversity is the second most significant independent variable to predict perceived employee performance with t-value 3.052 and Beta value 0.269.
- Gender Diversity is the first most significant independent variable significant to predict perceived employee performance with t-value 2.702 and Beta value 0.244.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 CONCLUSIONS**

The general objective of the study is to assess the effect of workforce diversity Management on performance of employees at African Union Commission, Addis Ababa. The study has considered three independent variables (i.e., gender, ethnicity, and education) and one dependent variable (i.e., employees' performance). Based on the data gathered and analyzed in the study, the following conclusions are made.

##### **5.1.2 Practice of Workforce diversity Management**

According to the literatures reviewed, workforce diversity Management practice includes implementing structural systems, creating awareness on employees by organizing seminars and training programs, conducting researches on related issues, avoiding discrimination and fostering inclusiveness.

The study has shown that the respondents agree to such practices adopted by the African Union Commission. Thus, based on the data gathered and analyzed in the study, it can be concluded that there is a high level of workforce diversity Management practice and workforce diversity Management is being effectively managed at African Union Commission, Addis Ababa.



### **5.1.3 The relationships between the workforce diversity Management variables and the performance of employees**

#### **The Relationship between Gender Diversity Management Diversity and Employee Performance**

Based on the data gathered and correlation analysis given in relation to Gender Diversity, the following conclusion has been reached. Regardless of their genders, all individuals have equal opportunity to be hired or promoted and actively participate in decision making and problem solving at African Union Commission, Addis Ababa. Its management is effective in handling related issues and fair in treating employees notwithstanding their genders. For the reason that gender diversity is being effectively managed, gender diversity has created work productivity and gender discrimination has been as a rare phenomenon at the institute. As the study has proved, it can be concluded that there is significant and positive relationship between Gender Diversity Management and employees' performance.

#### **The relationship between Ethnicity and Employee Performance**

Based on the data gathered and correlation analysis made in the study, the following conclusions are made in relation to ethnic diversity and Employee Performance. African Union Commission is effective at recruiting, retaining, and managing ethnically diverse workforce and all employees from different ethnic background are fairly treated in the organization. For the reason that its management is effective in handling ethnic diversity issues, Positive effects ethnic diversity are maximized and its negative impacts are minimized.

As ethnic discrimination is rare in the organization, the differences in ethnic background do not create miscommunication among employees and block opportunity of growth. The management of African Union Commission is effective in managing Ethnic Diversity at the institute. As the study has proved, it can be concluded that there is positive and significant relationship between Ethnic Diversity Management and employees' performance.

### **The relationship between Educational Background and Employee Performance**

Based on the data gathered and correlation analysis made in the study, the following conclusions are made in relation to educational diversity and Employee Performance.

The differences in educational background among employees help in decision making and problem solving and do not create miscommunication among employees in the African Union Commission. The organization fairly treats everyone and provides support for employees who want to develop educational level and there is no discrimination due to their educational background. Educational background Diversity is being effectively managed in the organization and has created work productivity. As the study has proved, it can be concluded that there is a positive and significant effect of Educational Background Diversity on employees' performance.

#### **5.1.4 The effect of the workforce diversity Management variables on performance of employees**

Based on the regression analysis made in the study, gender diversity, ethnicity diversity and educational background diversity altogether can explain 33.2% of the variation in employees' performance. Thus, it can be concluded that there is a significant effect of the workforce diversity Management variables on performance of employees at African Union Commission, Addis Ababa.

#### **5.2 Recommendations**

The management of the AUC should strengthen its effort in improving its workforce diversity Management practice so as to create a work atmosphere suitable to a diverse workforce.

Employees of the AUC should recognize the importance of workforce diversity Management so as to improve their job performance.

The number of independent variables covered by the study is decided in consideration to the time and resources available, and considering the diversity composition in the institution. Thus, covering more diversity variables is recommended to other researchers who are not limited by time and resources.

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## Appendix

### ADDIS ABABA UNIVERSITY

#### SCHOOL OF GRADUATE STUDIES MBA PROGRAM

#### QUESTIONNAIRE

Dear respondent, I am a student of Addis Ababa university conducting a research basically for academic purpose as it is a requirement for attaining a Master of Business Leadership (MBL) Degree. This questionnaire focuses on **EFFECTS OF WORKFORCE DIVERSITY Management ON EMPLOYEES' PERFORMANCE; THE CASE OF AFRICAN UNION COMMISSION, ADDIS ABABA**. The purpose of the study in general and this questionnaire in particular is to investigate and solicit your feedback on - The Effects of Workforce diversity Management on Employee Performance; The case of African Union Commission, Addis Ababa.

I therefore, request you to spare a few minutes of your time and answer the following questions accurately as you possibly can. The information provided will be treated with the highest degree of confidentiality and used for academic purpose only. Your cooperation will be highly appreciated.

#### **Contact Address**

If you have any query, please do not hesitate to contact me and I am available as per your convenience via: - e-mail. [mesfinh@africa-union.org](mailto:mesfinh@africa-union.org)

Mesfin H/Selassie - Tel; - 0913413335.



**SECTION 1: PERSONAL DETAILS**

Please put (√) to indicate the appropriate alternative for each of the following choices:

<p><b>GENDER</b></p> <p>MALE <input type="checkbox"/></p> <p>FEMALE <input type="checkbox"/></p>	<p>LESS THAN 29 YEAR <input type="checkbox"/></p> <p><b>AGE</b> 30 TO 39 YEAR <input type="checkbox"/></p> <p>40 TO 49 YEAR <input type="checkbox"/></p> <p>ABOVE 50 YEAR <input type="checkbox"/></p>
<p><b>COUNTRY OF ORIGIN</b></p> <p>NORTH AFRICA <input type="checkbox"/></p> <p>EAST AFRICA <input type="checkbox"/></p> <p>WEST AFRICA <input type="checkbox"/></p> <p>SOUTHERN AFRICA <input type="checkbox"/></p> <p>CENTRAL AFRICA <input type="checkbox"/></p>	<p><b>EDUCATIONAL LEVEL</b></p> <p>DIPLOMA <input type="checkbox"/></p> <p>BACHLORE DEGREE <input type="checkbox"/></p> <p>MASTERATE DEGREE <input type="checkbox"/></p> <p>PHD <input type="checkbox"/></p>
<p><b>JOB POSITION AT AFRICAN UNION COMMISSION</b></p>	
<p>DEPARTMENT DIRECTOR <input type="checkbox"/></p> <p>CHIEF OF UNIT <input type="checkbox"/></p> <p>SECRETARY <input type="checkbox"/></p> <p>SERVICE PROVIDER <input type="checkbox"/></p>	<p>DIVISION HEAD <input type="checkbox"/></p> <p>P-LEVEL OFFICER <input type="checkbox"/></p> <p>GENERAL SERVICE <input type="checkbox"/></p> <p>OTHERS <input type="checkbox"/></p>
<p>If you choose "OTHERS", please Specify _____</p>	

## General Guideline

With specific reference to your organization indicate the extent to which you agree or disagree to the

Following statements (please tick in the appropriate box).

I strongly disagree	I disagree	Neutral (I'm not sure)	I agree	I strongly agree
1	2	3	4	5

## SECTION 2: WORKFORCE DIVERSITY Management

WORKFORCE DIVERSITY MANAGEMENT						
STATEMENTS		1	2	3	4	5
1	African Union Commission plans and implements organizational systems to manage workforce diversity Management effectively					
2	African Union Commission puts its effort to create awareness on workforce diversity Management to its employees					
3	African Union Commission carries out training programs to help employees handle workforce diversity Management issues					
4	African Union Commission regularly organize seminars to help employees handle workforce diversity Management issues					
5	African Union Commission carries out research on issues related to workforce diversity Management					
6	The organization's workforce diversity Management practice avoids discrimination and fosters inclusiveness					
7	The work environment at African Union Commission is suitable for a diverse workforce					
8	Workforce diversity Management is being effectively managed at African Union Commission					

## SECTION 3: ETHNIC DIVERSITY

ETHNIC DIVERSITY						
STATEMENTS		1	2	3	4	5
1	African Union Commission is effective at recruiting, retaining, and managing ethnically diverse workforce					
2	All employees from different ethnic background are fairly treated at African					

	Union Commission					
3	African Union Commission manage ethnic diversity to maximize its positive effects and minimize negative impacts					
4	The management effectively handles ethnic diversity issues in the organization					
5	African Union Commission provides equal opportunity of growth for all employees from different ethnic background					
6	The differences in ethnic background do not create miscommunication among employees at African Union Commission					
7	There is no ethnic discrimination at African Union Commission					
8	Ethnic Diversity is being effectively managed at African Union Commission					

#### SECTION 4: GENDER DIVERSITY

GENDER DIVERSITY						
STATEMENTS		1	2	3	4	5
1	African Union Commission provides equal opportunity of being hired for both genders					
2	All employees from both genders are fairly treated at African Union Commission					
3	All employees from both genders actively participate in decision making and problem solving at African Union Commission					
4	The management effectively handles gender diversity issues in the organization					
5	African Union Commission provides equal opportunity of growth for all employees of both genders					
6	Gender diversity at African Union Commission has created work productivity					
7	There is no gender discrimination at African Union Commission					
8	Gender Diversity is being effectively managed at African Union Commission					

#### SECTION 5: EDUCATIONAL BACKGROUND DIVERSITY

EDUCATIONAL BACKGROUND DIVERSITY						
STATEMENTS		1	2	3	4	5
1	The differences in educational background among employees help in decision making and problem solving at African Union Commission					
2	The differences in educational background do not create					

	miscommunication among employees at African Union Commission					
3	Educational background diversity at African Union Commission has created work productivity					
4	There is no discrimination among employees due to their educational background in the organization					
5	African Union Commission provides support for employees who wants to develop educational level					
6	All employees from different educational background are fairly treated at African Union Commission					
7	All employees from different educational level are fairly treated at African Union Commission					
8	Educational background Diversity is being effectively managed at African Union Commission					

## SECTION 6: EMPLOYEES' JOB PERFORMANCE

EMPLOYEES' JOB PERFORMANCE						
STATEMENTS		1	2	3	4	5
1	I possess good communication skills that help me perform well in all my tasks					
2	I have the ability to execute my tasks successfully and efficiently					
3	I am fully reliable to the tasks under my power or influence					
4	I perform well in creating beneficial outcomes to meet the objectives expected from my position at African Union Commission					
5	I behave in a manner that support diversity at African Union Commission					
6	I have the ability to provide guidance and direction to meet the objectives expected from my position at African Union Commission					