



ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

ASSESSING THE IMPACT OF WORKFORCE DIVERSITY ON
EMPLOYEE PERFORMANCE UNESCO ADDIS ABABA LIAISON
OFFICE

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**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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**Assessing the Impact of Workforce Diversity on Employee
Performance UNESCO Addis Ababa Liaison Office**

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DECLARATION

I under signed declare that this Thesis is my work and has not been presented for a degree in any other University, and that all sources of material used for the thesis have been duly acknowledge.

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JUNE 2017
Addis Ababa, Ethiopia

**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

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BY

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TABLE OF CONTENT

CONTENT	PAGE
Acknowledgment.....	v
List of Acronyms	vi
List of Table.....	ix
Abstract.....	
CHAPTER ONE: INTRODUCTION _____	1
1.1 Background of the Study_____	1
1.2 Statement of the Problem_____	2
1.3 Research Objectives_____	3
1.3.1 Specific objective_____	3
1.4 Significance of the Study_____	4
1.5 Limitation of the Study_____	4
1.6 Scope of the Study_____	4
1.7 Definition of Operational Terms_____	5
1.8 Organization of the Study_____	5
CHAPTER TWO: REVIEW OF THE LITERATURE _____	6
2.1 Introduction _____	6
2.2 Theoretical Framework _____	6
2.3 Theoretical Literature_____	7
2.4 Empirical Literature_____	25

CHAPTER THREE: THE RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Target Respondents	29
3.3 Sampling Technique	30
3.4 Data Collection Instruments	31
3.5 Data Processing and analysis Method	31
3.6 Ethical Consideration	32
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION	33
4.1 Descriptive Analysis	33
4.1.1 Respondent Demographic Profile	33
4.1.2 Central Tendencies Measurement of Constructs	36
4.2. Reliability of the Instruments	43
4.2.1 Correlation	44
4.3 Multiple Linear Regression Analysis	46
4.4 Interview Major Finding's	49
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	50
5.1 Summary of Descriptive Analysis	51
5.1 Conclusion	51
5.2 Recommendations	51
5.3 Suggestion for Future Research	52
Reference	I
Appendices	IV

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Acronyms

HRM	Human Resource Management
SPSS	Software Package for Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization

LIST OF TABLES

PAGE

Table 4.1. Sex of Respondents _____	33
Table 4.2 Age Characteristics of the Respondents _____	34
Table 4.3 Educational Level of the Respondents _____	34
Table 4. 4: Working Experience of the Respondents _____	35
Table 4. 5 Position Level of the Respondents in the Organization _____	35
Table 4.6 Gender on Employee Performance _____	36
Table 4.7 Age on Employee Performance _____	39
Table 4.8 Ethnicity on Employee Performance _____	40
Table 4.9 Employee Performance _____	42
Table 4.2.1 Reliability Test _____	43
Table 4.2.1 Correlation Between Variables _____	44
Table 4.3.1 Model Summary _____	46
Table 4.3.2 ANOVA ^a _____	46
Table 4.3.3 Coefficients ^a _____	47

Abstract

Organizations see diversity as a competitive advantage that brings economic benefits when diversity is realigned to the strategic business goals of the organizations. This study sought to find out the impact of workforce diversity on employee work performance, in UNESCO Addis Ababa Liaison office. In the context of this study the term workforce diversity was defined as the similarities and differences among employees in terms of ethnic background, gender and age. The study labelled the target population which comprised of employees of the UNESCO Addis Ababa Liaison Office. The researcher adopted Censuses technique which is non-probability sampling method. The researcher targeted all employees which are 52 in number. Data were collected through questionnaires and interviews. The data which were collected through questionnaires was analyzed by using SPSS. The result revealed that there is a strong and positive relationship between ethnicity and employee performance. And also, there is weak positive relationship between age and employee performance but not significant. Furthermore it was found that there is strong positive relationship between gender and employee performance. The study indicated that workforce diversity is well accepted in UNESCO Addis Ababa Liaison Office.

Key Words: Workforce Diversity and Employee Performance

CHAPTER ONE

INTRODUCTION

This Chapter contains the conceptual background of the study, and it also gives emphasis on the statement of the problem, basic research questions to be answered, objectives of the study, significance of the study, scope and limitation of the study, operational definitions of Key terms and organization of the study.

1.1 Background of the study

Workforce diversity is a workforce consisting of a wide range of employees from different racial and ethnic background of different ages, gender, educational background and national cultures. Nowadays organizations are becoming more diversified due to globalization, migration and other sociocultural factors.

In order to attract border talent and expertise organizations are embracing a multicultural approach to achieve intended goals and visions. According to Childs (2005), workforce diversity is a global workplace and marketplace phenomenon. Therefore any business that intends to be successful must have a borderless view and an underlying commitment to ensuring that workforce diversity is part of its day-to-day business conduct.

Workforce diversity includes, but are not limited to: age, ethnicity, ancestry, gender, physical abilities/qualities, race, educational background, geographic location, income, marital status, military experience, religious beliefs, parental status, and work experience Srivastava, (2012).

Workforce diversity could manifest challenges as well us opportunities to the organizations in terms of effective management and achievements. It will also enhance productivity, creativity furthermore create competitive advantage. In addition to the aforementioned significances workforce diversity can improve decision making by providing different perspective on problems arising at workplaces. Creating strong multiculturalism within organization will help attraction and retention of highly talented employees as well as motivation plus efficiency of existing employees.

Taking full advantage of the benefits of diversity in the workplace it should be also considers that there are challenges that needs to be overcome. Perceptual, cultural and language barriers need to be overcome for diversity programs to succeed. Ineffective communication could lead to confusion of key objectives lack of team work and low motivation. A strategy must be created and implemented to create a culture of diversity that permeates every department and function of the organization which could lead to Successful Management of Diversity in the Workplace.

According to Madiha, (2003)The following are some of the challenges that diversity could present to an organization; individual versus group fairness, resistance to change, resentment, group cohesiveness and interpersonal conflict, segmented communication networks, backlash and competition for opportunities. Therefore it is significant to comprehend the impact of diversity on organizational effectiveness and performance.

UNESCO Liaison Office which is located in Addis Ababa and draws its workforce from all over the world. Therefore it's not doubtable that the organization could have faced pertinent matters with regard to workforce diversity, implementation of legal policy's, creation of equal opportunity for all and management of employees. Altogether this issues could influence employees and affect her/his performance on different dimensions.

1.2 Statement of the problem

A good quality decision can be made from a wider choice of alternatives. When the organization has a conducive environment for practicing workforce diversity, employees will enjoy all the positive benefits such as motivation, knowledge and skill transfer, creativity and better decision making (Amaram, 2007) and thus they will become catalysts for the organization's growth. On the other hand, if workforce diversity is not handled correctly, the formation of various groups will occur; this could lead to miscommunication, emotional conflicts, power struggle and ultimately to high turnover of employees (Jackson et al, 1991; William and O'Reilly, 1998; Jehn, 1995). The diverse workforce will then become an inhibitor for organization growth. Most of the studies reported in the literature had focused on exploring workforce diversity to improve organizational performance and leadership skills.

In this regard, the views of employers and their upper management have been well documented. Very little attention has been paid to study the perception of employees for the inclusion of workforce diversity in their organization. Employees will appreciate and admire the implementation of diversity as a boon to their organization if it brings a positive impact on their performance. On the other hand, they criticize it as a white elephant if it impacts negatively on their performance.

The rationale behind this research is to examine the Impact of workforce diversity on employee performance. As per the researcher personal knowledge made before conducting this study and preliminary discussions with employees it was realized that there workforce diversity might have impact towards employee performance.

Therefore, this study intends to answer the following research questions: -

1. What is the relationship between gender and employee performance?
2. What is the relationship between age and employee performance?
3. What is the relationship between ethnicity and employee performance?
4. What is the relationship between workforce diversity and employee performance?
5. What are the factors affect the employee performances in UNESCO Liaison Office?

1.4 Research objectives

The aim of this research is to provide insight and create understanding of the workforce diversity and its impact in employee performance. In addition the study assessed variables which could affect employee performance such us gender, age, and ethnicity.

1.4.1 Specific objective

1. Investigate the relationship of gender towards employee performance in an organization.
2. Investigate the relationship of age towards employee performance in an organization
3. Investigate the relationship of ethnicity towards employee performance in an organization
4. Explore the relationship between workforce diversity and employee performance
5. Assess factors affecting employee performances in UNESCO Liaison Office

1.5 Significance of the Study

Employees with different background and experiences will bring together a variety of perspectives, thereby evoking alternative solutions and approaches when discussing topics or issues. If managed well, the strengths and best insights of every individual can be harnessed to heighten productivity and deliver better results in organizations. There are, however, natural obstacles to embracing and implementing diversity in an organization. Feel good images of effortless synergy, the harmonious combination of different perspectives could enhance productivity and achieve intended goals. However, we would be ignoring the challenges firstly of advocating diversity and then managing it in a manner than ensures it is a strength, and not a human resource and operational nightmare.

This study will support the UNESCO Office in Addis Ababa management to get along with the employees who came from different background understand plus use the value of workforce diversity in organization. Furthermore the study result can be used in policy formulation and review. Finally, future researchers in this field of study, could benefit from the findings of the study.

1.6 Limitations of the Study

The researcher faced challenges in the retrieval of questionnaires because of employee's busy and tight schedules. The researcher desired to investigate the results more than statistical elements but the shortage of skill and knowledge of data analysis software posed a challenge. Furthermore, shortage of time and finance limited the researcher in accessing other offices.

1.7 Scope of the study

The research restrained on Assessing the Impact of Workforce Diversity on Employee Performance in UNESCO Addis Ababa Liaison Office. Due to financial and time constraints, the researcher considered that covering the whole offices of the UNESCO is impossible. Thus the study was limited to UNESCO Addis Ababa Liaison Office which is found in Addis Ababa Ethiopia. A total population which accounted of 52 was considered for the data collection.

1.8 Definition of Terms

Diversity: The condition of having or being composed of differing elements: variety; especially the inclusion of different types of people in a group or organization. (Morrison, 1992).

Ethnicity: Pertaining to or characteristic of a people, an *ethnic* group sharing a common and distinctive culture, religion, language, or the like. Referring to the origin, classification, characteristics, etc (Anderson, 1991)

Gender: Culturally and socially constructed difference between men and women. (Pearce, 1976).

Performance: working effective which is the way in which somebody does a job, judged by its effectiveness. Cascio (2000),

1.8 Organization of the Study

The study comprises of five chapters. Chapter one is on the Introduction of the study which includes sub headings of Background of the study, Statement of the research problem, Objectives of the study, Research Question, Significance of the study, Scope and Limitations of the study, definition of operational terms and Organization of the study; chapter two on the Review of Literature, chapter three focuses on the Research Methodology and Design, chapter four includes Data Presentation, Analysis and Discussion of Findings and chapter five deals with the Summary of Findings, Conclusion and Recommendations based on the findings of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This section presents the purpose of this study and a comprehensive theoretical framework with regard to workforce diversity. It also highlighted the conceptual framework which critically showed the relationship between the various variables under consideration. The independent variables included ethnicity, gender and age while the dependent variable was employee job performance. An empirical review of relevant literature was discussed which highlighted the previous studies on the topic of workforce diversity and its effect on employee performance.

2.2 Theoretical Framework

Theoretically, the workplace diversity literature espouses three different theoretical frameworks for the examination of the possible effects of workplace diversity (Williams & O'Reilly, 1998).

According to Turner (1987), the first theory is social categorization theory, which describes employees based on attributes like ethnicity, gender or age. Turner argues that this results in stereotyping. The second theory is based on similarity or attraction theory based on non-salient attributes like values and education, which increase interpersonal attraction and attachment (Berscheid & Walster, 1978). The third theory is information and decision-making theory, which examines the impact of distribution of information and expertise on work-teams (Wittenbaum & Stasser, 1996).

According to Michaéla et al. (2003), these theories lead to different and sometimes contradictory hypotheses regarding the effects of diversity on group process and performance. They argued that social categorization and similarity theories lead to a prediction of negative effects, such as reduction in within-group communication, decreased satisfaction and commitment, and increased labor turnover.

According to Williams et al. (1998), the third theory on information and decision-making perspective leads to positive effects of diversity since more diverse work-teams are expected to process information differently and members may bring together differing viewpoints. This in turn can lead to more creativity and increased performance.

Several research findings by eminent scholars suggest that several factors could be responsible for the conflicts provoked by workforce diversity. Tsui, Egan & O' Reilly (1992), proposed that identifying employees with distinct groups such as ethnic background may disrupt group dynamics. Shaw (1993) agreed with Egan and O'Reilly following their research on self-categorization theory which showed that ethnic identification evoked more disliking, distrust and competition than when categorization arises from within the organization. This study was based on the third theory which considers attributes like ethnicity, gender or age, Turner (1987).

2.3 Theoretical literature

According to Jonathan, David and Aparna (2004), the past research on workplace diversity suggests that diversity can be either detrimental or beneficial for workgroup performance (Williams and O'Reilly, 1998). For instance, workgroup diversity is positively associated with creativity and problem-solving skills (Bantel and Jackson, 1989; Jehn, Northcraft, and Neale, 1999) and negatively related with cohesiveness and cooperation (Pelled, Eisenhardt, & Xin, 1999).

Managing diversity involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge (Morrison, 1992). There is a strong correlation between good diversity practices and profits based on recent studies. (Hayles and Mendez, 1997). Diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions (Adler, 1986). It is also argued that, with decreasing homogeneity in the workforce, it has become crucial for organizations to develop equal opportunities and diversity management policies to maintain the skills of employees with diverse backgrounds in order to protect their competitive position in the marketplace (Gilbert and Ivancevich 2000; Shaw 1993).

2.3.1 Workplace Diversity

Workplace diversity is a complex, controversial, and political phenomena (Janssens & Steyaert, 2003). It has been conceptualized by researchers from several viewpoints. Several have looked at it from a narrow perspective, while some others from a broad view (Nkomo, 1995).

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 (e.g. Cross, Katz, Miller & Seashore, 1994). Some opine 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 (Nkomo, 1995). Moreover, the key issues of diversity are those that arise because of discrimination and exclusion of cultural groups from traditional organizations (Cross et al., 1994). Therefore, if diversity is a concept that is inclusive to all individuals, it will become very difficult to identify discrimination practices. The main concern of this standpoint is that a broad definition may imply that all differences among people are the same. Thus, diversity studies would then be reduced to the conclusion that ‘everyone is different’ and, if this conclusion is accepted, the concept of diversity may become “nothing more than a benign, meaningless concept” (Nkomo, 1995). The danger in narrowly defining diversity, however, is that only one dimension of cultural diversity (race, age, ethnicity, or gender) is by and large the subject of research at a time. Since a cultural diversity dimension interacts with other dimensions of diversity, a narrow concept of diversity would be deficient by failing to recognize these interactions (Michaéla, Deanne, Paul, & Janique, 2003).

Scholars, who advocate a broad definition (e.g. Jackson, May & Whitney, 1995) argue that diversity encompasses all the possible ways people can differ. Individuals, according to this school of thought, 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 contend that an individual has multiple identities and that the manifold dimensions cannot be isolated in an organizational setting. Apart from bringing their race, age,

ethnicity, and gender, individuals also come with their particular knowledge, personality, and cognitive style to the work place. Therefore, in order to understand the dynamics of a heterogeneous workforce, the interactive effects of multi-dimensional diversity have to be addressed.

In addition, it is argued that 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 i.e. not only oriented towards specific demographic groups of employees (Thomas, 1991).

According to Dahm (2003), diversity within the workplace can evoke an array of emotions as, some view diversity as something to be dealt rather than a tool to be used to improve the organization. Even though, many will agree that the results of a diversity-conscious organization add value to the employee and organization, yet research evaluating diversity for the sake of developing training interventions does not exist (Dahm, 2003). Hilary and Elaine (2000) suggested that organizations should embrace diversity in their workforce and work towards achieving it by creating a culture where difference can thrive, rather than working simply for representatives and assimilation.

McGath, Berdahl & Arrow (1995) conceptualized workplace diversity by developing a five cluster classification. This often cited categorization is as follows: demographic characteristics such as age, ethnicity, gender, sexual orientation, 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.

Theoretically, the workplace diversity literature espouses three different theoretical frameworks for the examination of the possible effects of workplace diversity (Williams & O'Reilly 1998). The first is social categorization, which, according to Turner (1987) describes the categorization of people based on salient attributes like gender, ethnicity or age, resulting in stereotyping on the basis of these differences. The second is similarity/attraction theory, which asserts that similarity on salient and non-salient attributes like race or values increases interpersonal attraction and attachment (Berscheid & Walster, 1978). The third is information and decision making theory,

which examines the impact of distribution of information and expertise on work-teams (Wittenbaum & Stasser, 1996).

These theories lead to different and sometimes contradictory hypotheses regarding the effects of diversity on group process and performance (Michaéla, Deanne, Paul, & Janique 2003). Social categorization and similarity-attraction theory predict negative effects, such as reduction in within-group communication, decreased satisfaction and commitment, and increased labour turnover. However, from the information and decision-making perspective, positive effects of diversity are hypothesized, mainly because more diverse work-teams are expected to process information differently, as team members may bring together differing viewpoints (Williams & O'Reilly, 1998; Cox, 1993; Pollar & Gonzalez, 1994). This, in turn, is expected to lead to more creativity and increased performance.

Research findings suggest that several factors could be responsible for the conflicts provoked by diversity in work-team composition. Some researchers (Pelled, Cummings, & Kizilos, 1999; Tsui, Egan, & O' Reilly, 1992) have proposed that identifying individual group members with distinct groups (i.e., "out-groups") may disrupt group dynamics.

Consistent with this, research on self-categorization theory has shown that out-group members evoke more disliking, distrust, and competition than in group members (Hogg, Cooper-Shaw, & Holz worth, 1993). Moreover, biases against out-group members seem to unfold automatically: the perception of a salient quality (e.g., race, sex) more or less inevitably triggers a corresponding categorization (Fiske & Neuberg, 1990).

In addition, if out-group members come from cultures or sub cultures with which in-group members are unfamiliar, linguistic or paralinguistic differences may foster miscommunication and misunderstanding (Hambrick, Davison, Snell, & Snow, 1998; Palich & Gomez-Mejia, 1999). Less palpable differences associated with attitudes, perceptions, and expectations (Palich & Gomez-Mejia, 1999) may pose subtler but nevertheless formidable deterrents to communication and understanding in diverse groups. Together, these factors may combine to make diverse groups a fertile breeding ground for misunderstanding and discord.

Generally, there is empirical support for the assumption that all dimensions of diversity can lead to positive as well as negative effects (Jackson et al., 2003). Social categorization theory, emphasize that similarities and dissimilarities can lead to categorizations which, in turn, lead to favoring one's in-group to the detriment of one or more out-groups social (Tajfel & Turner, 1986). On an intra-group level, this approach is typically referred to as relational demography. Thus, categorizations within a work group (based on an attribute such as gender, race, or age) can lead to the problematic formation of sub-groups ("us" versus "them").

Further to this, research findings shows that, relative to homogeneous groups, members of diverse work-groups display less attachment to each other, show less commitment to their respective organizations (Harrison, Price, & Bell, 1998), communicate less with one another (Watson et al., 1993), miss work more often (Tsui, Egan, & O' Reilly, 1992,), experience more conflict (Pelled, Eisenhardt, & Xin, 1999), and take more time to reach decisions (Hambrick, Cho, & Chen, 1996).

When the members of a work group have different demographic backgrounds, they may have dissimilar belief structures (Wiersema & Bantel, 1992), i.e., priorities, assumptions about future events, and understandings of alternatives (Hambrick & Mason, 1984), based on previous training and experiences. Eisenhardt, Kahwajy, & Bourgeois (1997b) noted that executives "who have grown up in sales and marketing typically see opportunities and issues from vantage points that differ from those who have primarily engineering experience." Such distinct perspectives may stem, in part, from resource allocation and reward disparities (Donnellon, 1993), which encourage contrasting views of what is important. Due to their respective belief structures, group members with different demographic backgrounds may have divergent preferences and interpretations of tasks (Waller, Huber, & Glick, 1995).

These divergences are likely to manifest themselves as intra-group task conflict. As diversity within a work group increases, such task conflict is likely to increase. Increased diversity generally means there is a greater probability that individual exchanges will be with dissimilar others. Members are more likely to hear views that diverge from their own, so intra-group task conflict may become more pronounced. Also, cognitive tasks in organizations typically demand the experience and knowledge obtained through exposure to functional areas and organizational tenure. Ancona and Caldwell (1992a) noted that for tasks such as those of product development teams, functional background and company tenure are likely to be particularly important because they determine one's technical skills, information, expertise, and one's perspective on an organization's history. Others (Sessa & Jackson, 1995; Milliken & Martins, 1996; Pelled, 1996) have similarly argued that functional background and tenure are especially pertinent to work group tasks. Age, gender, and race, in contrast, are low in job-relatedness.

These empirical evidences notwithstanding, the controversy whether or not there is a positive connection between workplace diversity and organizational performance still persists. Anderson & Metcalfe (2003) reviewed the evidence for managing workplace diversity. They suggested that, while there are claimed gains for workplace diversity, there are also adverse implications.

They argued that there is a paucity of stout research examining the impact of diversity upon businesses, which has raised questions about the existence of any connection between workplace diversity and business performance. The business benefits of workplace diversity have been widely contested ever since the idea was conceived. And, even now, there is an ongoing debate as to whether there is indeed any discernable business benefit (Mulholland, Ozbilgin, & Worman, 2005).

The future success of any organizations relies on the ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views to their work. The challenge and problems faced of workplace diversity can be turned into a strategic organizational asset if an organization is able to capitalize on this melting pot of diverse talents. With the mixture of talents of diverse cultural backgrounds, genders, ages and lifestyles, an organization can respond to business opportunities more rapidly and creatively, especially in

the global arena which must be one of the important organizational goals to be attained.

More importantly, if the organizational environment does not support diversity broadly, one risks losing talent to competitors.

To meet organizational goals, each team must be effective in terms of its internal functioning. In addition, each team must effectively manage its relationships with other teams and individuals in the organization. Through their relationships, team members may gain access to needed resources and exert influence that is beneficial to the team and its individual members. Based on Chan (2002) study ,in order to effectively manage workplace diversity, (Cox 1993) suggests that a Human Resource Manager needs to change from an ethnocentric view ("our way is the best way") to a culturally relative perspective ("let's take the best of a variety of ways"). This shift in philosophy has to be ingrained in the managerial framework of the Human Resource Manager in his or her planning, organizing, leading and controlling of organizational resources.

2.3.2 Age

Within the social sciences, the measurement of age, age structuring, and the life course must be considered within the context of three very different debates and problem areas. First, it is related to the more general problem of how the lives of individuals are connected to the development and change of larger social collectives, of societies as a whole, and to the course of history (Elder 1996, Mayer 1986).Second, it is related to the interaction of biological, psychological, and social aspects of individual development (Baltes et al 1996). And third, it is related to a lively debate on the social construction of time (Nowotny 1989). We must limit our discussion to a select number of issues within these three areas, guided primarily by decisions about the importance of certain concepts and measures for empirical research.

The measurement of age, age structuring, and the life course has become more problematic as the study of human lives has moved away from global images and theoretical categories toward

more detailed analyses and explanations. Over the last century, everyday ideas about what constitutes the "normal biography" have become less clear. While we have little problem conjuring up images about the life of a Yorkshire coal miner or Iowa farmer, our images about the majority of lives in contemporary society seem to lack the same degree of clarity.

Our scientific treatment of the life course must allow for the heterogeneity, discontinuity, and contingency that exists in present-day societies.

Earlier notions of the life cycle, life span, or life course were at least in principle based on holistic conceptions of human lives (O'Rand & Krecker 1990). The dominant theme was borrowed from biology: maturation and growth, followed by decline and regression. Only as a minor subtopic did the idea of lifelong development, whether actual or potential, surface (Baltes et al 1996). As the study of human lives became more elaborate, sociological treatments were differentiated from those of biology and psychology; and even sociological treatments were segmented into a number of specialties (e.g. sociology of youth, sociology of old age, educational and occupational sociology, demography, and family studies).

The challenge now lies in moving away from this fragmentation to a truly integrative study of the life course.

Growing age diversity has become part of many organizations (Florian Kunze, Stephen Boehm and Heike Bruch, 2009). There are two major theories which explain this relationship; the social identity and self-categorization. Individuals are suggested to classify themselves into certain groups on the basis of dimensions that are personally relevant for them according to social identity and self-categorization theory (Kunze,Boehm and Bruch, 2009; Tajfel and Turner, 1986).

As a result, individuals tend to favor members of their own group at the expenses of the other groups, against which they may discriminate. Consequently, if the employees' age or generational belonging is regarded as a relevant criterion for distinction, a differentiation between age groups within an organization may emerge, fostering emotional conflicts and age based discrimination between the age groups (Kunze et al., 2009).

Firms are not effectively utilizing the talents of old workers due to false assumptions and stereotypes that they are expensive, more prone to health problems, can't adapt to workplace changes and new technology, perform poorly, in comparison to their younger employees and are a poor return on training investment (Taylor, 2003; Davey, 2006; Davey and Cornwall, 2003; McGregor and Gray, 2002). The study on simple production technology by Barton (2004) indicated that teams with more diversity in age were significantly less productive. This finding is consistent with observations by Leonard and Levine (2003) that retail stores with greater age diversity among its employees tend to be less profitable. However, Ilmarinen (2005) had shown that there was no distinct connection between age and work performance. It is observed from many studies that older employees are as productive and as skilled as young ones. A heterogeneous age group of employees would therefore be more productive than a homogeneous age group (Williams and O'Reilly, 1998; Zenger and Lawrence, 1989).

2.3.3 Gender

From birth, people are treated differently because of genitalia. Male and female babies are dressed in different kinds and colors of clothing. Parents respond differently to male and female infants (Bell & Carver, 1980) and people describe identical behavior on the part of infants differently if they are told the infant is a boy or girl (Condry & Condry, 1976).

From a social constructionist's viewpoint, gender evolves as individuals interact within their social structures. As a society, we weave notions of gender based on the language we select and the opinions that are expressed on topics that are deemed either inherently masculine or feminine (Pearce, 1976).

Gender-based inequities in organizations are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males (Leonard and Levine, 2003; Nkomo, 1992; Heilman et al., 1989). In other words, organizations prefer to hire males workers compared with women because they are perceived to have better performance and ability to manage their jobs.

Besides, according to Brown, 2008; Carr-Ruffino, 2003, significant amount of workforce diversity remains ineffective if gender issues are not first recognized and managed. The research and study also state that the most constitutional challenge is overcoming the thought that woman

are not equal to man. Kossek, Lobel, and Brown (2005) states only 54% of working-age women are in the workforce worldwide compared to 80% of men. Furthermore, women continue to have the upper hand on the invisible care" economy, which relates to care giving and domestic work.

However, according to Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Levine, and Thomas (2002), providing an equal job opportunity to women is vital to improve performance of employees in an organization.

These societal mandates eliminated formal policies that discriminated against certain classes of workers and raised the costs to organizations that failed to implement fair employment practices. Discrimination on hiring workers based on gender has resulted in a firms hiring workers who are paid higher wages than alternative workers, but are no more productive (Barrington and Troke, 2001; Becker, 1971).

According to Connell (2002), gender refers to a description of masculinity or femininity. Empirical research supports the argument that gender diversity is positively linked to an organization`s performance. McMillan-Capehart (2003), used the resource-based view of the firm to argue that gender diversity at the management and organizational levels can provide a firm with a competitive advantage.

According to Leonard et al. (2003, gender-based inequities in organizations, are reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to the males. They thus observed that, organizations prefer to hire male employees compared with women because they are perceived to have better performance and abilities to manage their jobs.

Wood (1987) showed that mixed gender group performed better than the same gender group. McMillan-Capehart (2003) and Frink et al (2003) had explained the positive impact of gender diversity with organizational performance using resource based view. The studies examining the effects of gender diversity on group performance outcomes have found negative effects when the sample was male dominated and no effects when the sample was female dominated (Pelled,

1997). Gupta (2013) observed that moderate level of gender diversity increases competitive advantage while a higher level of gender diversity decreases organizational performance.

Richard et al (2004) has observed an inverted U-shaped relationship between management group gender heterogeneity and productivity, with moderately heterogeneous management groups exhibiting better performance than gender homogeneous management groups. Similarly, results of a study by Frink et al (2003) demonstrated an inverted U-shaped relationship between gender composition and organization performance.

Gender diversity showed a positive impact in the services industry and a negative impact on the manufacturing industry. Thus, services industries might benefit more from gender diversity than firms in the manufacturing industries. Therefore, high gender diversity will have a greater positive effect on performance in the services industry than in the manufacturing industry.

2.3.4 Ethnicity

Social scientists broadly agree that ethnicity is among the most important phenomena in politics. They also tend to agree that we are only at the beginning stages of understanding it. Nothing close to a consensus has emerged about not only what ethnicity's effects are but also what it is in the first place. For some, it is an emotion laden sense of belonging or attachment to a particular kind of group (Connor, 1993; Horowitz, 1985; Shils, 1957).

For others, it is embodied in a web of significant symbols (Geertz, 1967, 1973; Smith, 2000). Still others see ethnicity as a social construct or a choice to be made (Anderson, 1991; Barth, 1969; Royce, 1982). One recent view treats it above all as a cognitive process (Brubaker, 2002; Brubaker, Loveman, & Stamatov, in press). Some even call ethnicity a biological survival instinct based on nepotism (Van den Berghe, 1981). A few consider it a mix of these notions (Fearon, 1999; Fearon & Laitin, 2000; Laitin, 1998).

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.

The growth of a multicultural workforce was the focus of the 90's and is gaining more momentum into the new era (Zgourides, Johnson and Watson (2002); Milliken and Martins 1996; Nemetz and Christensen, 1996). Along with the increase in diversity has been an increase in the use of work teams in general, with intention of utilizing greater participation and synergy to improve and increase both employee satisfaction and business performance. Even though the nature of workforce composition is rapidly becoming more mixed in terms of gender, age, ethnicity, parallel interest has been increasing about the impact of such diversity in our educational institutions (Zgourides et al., 2002). The multicultural increase in businesses is due to multicultural increase of our society and, thus, also pervades familial, educational, and religious circles.

2.3.5 Employee Performance

Cascio (2000), defined performance as working effective which is the way in which somebody does a job, judged by its effectiveness. It is how well an employee is fulfilling the requirements of a job (Rue & Byars, 1993). Smith (2010), argued that good workforce diversity practices in the area of human resources are believed to enhance employee and organizational performance. According to Cornelius (1999), effective performance can be a key determinant in the

achievement of business objectives while maximizing the contribution of employees. Schuler (1992), observed that a performance appraisal system should be objective, relevant to the job and the organization, fair to all employees and offers no special treatment.

Aguinis (2009) described that “the definition of performance does not include the results of an employee’s behavior, but only the behaviors themselves. Performance is about behavior or what employees do, not about what employees produce or the outcomes of their work”. Perceived employee performance represents the general belief of the employee about his behavior and contributions in the success of organization.

Employee performance may be taken in the perspective of three factors which makes possible to perform better than others, determinants of performance may be such as “declarative knowledge”, “procedural knowledge” and “motivation” (McCloy et al., 1994). HR practices have positive impact on performance of individuals. Huselid (1995) have argued that the effectiveness will transfer on the behavior of employees as a result of human resource management, which also proves a positive association.

Carlson et al. (2006) proposed five human resource management practices that affect performance which are setting competitive compensation level, training and development, performance appraisal, recruitment package, and maintaining morale. Teseema and Soeters (2006) have carried out study on eight HR practices including recruitment and selection practices, placement practices, training, compensation, employee performance evaluation, promotion, grievance procedure and pension or social security in relation with the perceived performance of employees. They concluded that these HR practices have positive and significant associations with the perceived performance of employees.

Ethnically diverse teams showed poor performance than homogeneous teams (Jackson et al, 2003). Jones (2005) and Jehn et al, (1999) found that groups were found to be less cohesive than teams; multiculturalism and diversity may have a less positive impact on group performance than team performance. The context of the workplace has significant influence over the impact of diversity on performance. Ethnically diverse teams lead to more creativity and innovation due to complementarities and learning opportunities (Alesina and La Ferrara, 2005; Lee and Nathan,

2011; Ozgen et al, 2011). A moderate level of ethnic diversity has no effect on the business outcomes of the teams namely sales, profit, & market share whereas a high level of ethnic diversity improved business outcomes (Sander and Mirjam, 2012). A similar positive impact of ethnic diversity on sales, productivity, market share, and innovativeness was reported by (Gupta, 2013) and the team performance of the multidisciplinary teams in oil and gas industry. Ely (2004) has observed no relationship between ethnic diversity and sales revenue, customer satisfaction and sales productivity.

2.3.5 Education background Diversity

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 & 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 & Levinthal (2000) contend that the absorptive capacity of the organization is likely to increase with variety in knowledge structures as reflected in diverse educational levels.

2.3.6 Benefits of Diversity in the Workplace

Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty et al. 1995). In an era when flexibility and creativity are keys to

competitiveness, diversity is critical for an organization's success. Also, the consequences (loss of time and money) should not be overlooked.

2.3.7 Challenges of Diversity in the Workplace

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination, as well as complaints and legal actions against the organization (Devoe 1999).

Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty et al. 1995). Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices.

2.3. 8 Required Tools for Managing Diversity

Effective managers are aware that certain skills are necessary for creating a successful, diverse workforce. First, managers must understand discrimination and its consequences. Second, managers must recognize their own cultural biases and prejudices (Koonce 2001). Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Finally, managers must be willing to change the organization if necessary (Koonce 2001). Organizations need to learn how to manage diversity in the workplace to be successful in the future (Flagg 2002).

Unfortunately, there is no single recipe for success. It mainly depends on the manager's ability to understand what is best for the organization based on teamwork and the dynamics of the workplace. According to Roosevelt (2001), managing diversity is a comprehensive process for creating a work environment that includes everyone. When creating a successful diverse

workforce, an effective manager should focus on personal awareness. Both managers and associates need to be aware of their personal biases. Therefore, organizations need to develop, implement, and maintain ongoing training because a one-day session of training will not change people's behaviors (Koonce 2001). Managers must also understand that fairness is not necessarily equality. There are always exceptions to the rule.

Managing diversity is about more than equal employment opportunity and affirmative action (Losyk 1996). Managers should expect change to be slow, while at the same time encouraging change (Koonce 2001). Another vital requirement when dealing with diversity is promoting a safe place for associates to communicate (Koonce 2001). Social gatherings and business meetings, where every member must listen and have the chance to speak, are good ways to create dialogues. Managers should implement policies such as mentoring programs to provide associates access to information and opportunities. Also, associates should never be denied necessary, constructive, critical feedback for learning about mistakes and successes (Flagg 2002)

2.3.9 Reasons for diversity management in organizations

Talent Shortage:

One reason to diversify a workforce is talent shortage. In an era of critical talent shortages, organizations are finding that they must attract, motivate, retain, and utilize their valuable employees effectively if they are to be competitive. Diversity management can reduce unwelcomed turn over and reduce absenteeism. In order to get the best out of the workforce, companies should not exclude any particular group by gender, race, or religion, the company will be excluding the person that is going to produce the next famous and successful product or someone who is going to contribute in another useful way in marketing, computing or engineering or elsewhere.

Range of Consumer Need:

In recent years, organizations have recognized that they can best serve different customer groups in many different markets in more diverse workforce even if the locality or home base of the organization is located in a culturally imagines market, there may be substantial customers that are located in other more diverse communities either in its home country or abroad. In

communities where other languages dominate, organizations benefit from hiring employees who speak the dominant languages. They could also have diverse workforces design products that attract diverse consumers or customers.

Globalization:

Globalization can be defined as a process where organizations or businesses start to operate in an international scale. Companies are more open to internationalize their operations, they choose an efficient location to operate. Prices of inputs vary all over the world, which attracts companies to shift some of their production to countries with cheaper inputs such as labor in developing countries but are usually limited to save countries. Workforce diversity is a critical measure to companies who seek to establish themselves. (Globalization and business 2013).

2.3.10 Factors to Consider in adopting a diverse workforce

The concept of workplace diversity might differ from company to company according to the rules and guidelines that have been stipulated for a particular purpose and also the meaning a company gives to it and how it is often utilized. “No one wants to pay a company for services and not get value for money”, a company that would employ a diverse workforce aims improve its productivity and income. When considering to adopt a diverse workforce, some important factors and attributes need to be taken into account, which involves the following:

Company type

The type of a company plays a significant role in the decision making process of the company in determining whether or not to employ a diverse workforce. Companies differ in size and activities, and come with its own rules and company act. Most public companies tend to employ more workers due to its size as compared to private companies, the same applies to other types such as limited liability companies, unlimited companies, Government companies and so on. (The times 100, 2013) Employing diverse employees would mean, being convinced that the company type will do well or much better with them on board.

Organizational culture

Organizational culture could be defined as a set of values that are shared in the organization, which reflects on the company's activities. There are five components to organizational culture that involve its practices, vision, value, people, place, and its history. Each organizational culture is unique and different from any other companies, therefore any decision made by a company about workplace diversity is based on the company's beliefs and norms, and must therefore reflect on that company. (Coleman 2013)

Company location

Company location contributes to the decisions of a company to or not to employ diverse workforce. Companies that have their manufacturing plants situated in most parts of the world do not seem to have much choice but to employ workers from diverse cultures, since workers are needed in each office they operate. However some companies have the ability to decide whether or not to employ a diverse workforce especially when they are situated only in their country of origin.

3.2.11 Barriers to effective diversity management

Managing a diverse workforce comes with potential challenges that mentors and leaders must overcome. Some common barriers to implementing diversity management are (Kreitner, 2001:53):

- The difficulty in balancing career and Family: Women are most likely to be presented with this challenge. In modern culture, women are still expected to take care of young children and to manage the household. Although attitudes are shifting, women still bear the greatest household responsibilities.

- An unsupportive and hostile working environment for diverse employees: Diverse employees are excluded from social activities and are thus prevented from forming networks among other employee
- Fears of discrimination: People fear of being discriminated upon and therefore are reluctant to apply for jobs where there are different nationalities than theirs
- Diversity is not seen as an organizational priority: Employees may not view diversity efforts as work contributing to the success of the organization
- Resistance to change: People resist change for reasons such as fear of failure, mistrust and peer pressure.

It is up to leadership to overcome these challenges by properly informing and managing changes and the perceptions when they feel threatened.

2.4 Empirical literature

Diversity is a set of conscious practices that involve understanding and appreciating interdependence of humanity, cultures, and the natural environment; practicing mutual respect for qualities and experiences that are different from our own; understanding that diversity includes not only ways of being but also ways of knowing; recognizing that personal, cultural, and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; and building alliances across differences so that we can work together to eradicate all forms of discrimination. Workplace diversity refers to the variety of differences between people in an organization. That sounds simple, but diversity encompasses race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, education, background, and more. Diversity involves not only how people perceive themselves but also how they perceive others. Those perceptions affect their interactions. For a wide assortment of employees to function effectively as an organization, human resource professionals need to deal effectively with issues such as communication, adaptability, and change.

Diversity management is a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization's strategic goals and objectives. Hiring a diverse workforce would be advantageous to any organization that wants to compete globally, such diversity in fact could entail costs as well as benefits & losses for organizations.

According to (Sander, 2012), it was concluded that organization managers are not willing to see and locate an immediate positive association between workforce heterogeneity and organizational effectiveness. As an option, the impacts are required to be controlled by the procedures that firm takes after and by how different members and association pioneers respond to and deal with the workforce diversity in a productive approach to upgrade representative and hierarchical execution. Subsequently, joint examination endeavors to decide the unforeseen variables that can mild workforce diversity to create positive results. This necessities to see completely the many-sided quality of the diversity wonder and the vast volume of information included in its examination while directing a top to bottom study in particular commercial ventures.

In addition (Sander, 2012) indicated that organizations are expected to find a way to conduct more research in the same field taking different scenarios while keeping an eye on recruitment of the employees and their remuneration especially, so as that diverse workforce can result in productivity and enhanced organization positive outcomes .On the aforementioned study it's clear that there is an impact of workforce diversity on employee's performance.

Another study was also made by Darwin Joseph R.1 & Palanisamy Chinnathambi Selvaraj, which focused on Effects of Work Force Diversity on Employee Performance in Singapore Organizations. The study reveals that the diversity of all three demographic profiles of the workforce - namely age, gender and ethnicity - does not significantly impact the performance of employees. Thus it is concluded that the employees in Singapore neither admire the workforce diversity as a boon to them nor do they criticize it as a white elephant and they have shown a neutral perception about workforce diversity. It is believed that organization culture, human resource practices, nature of work and business strategy of individual firms are different from each other and the differences are likely to mask the impact of variables on the employee performance in one firm with that observed in other firm. Recommendations based on the

perspectives of employees for improving the effectiveness of workforce diversity have also been made.

A comparison of the effect of workforce diversity on similar or the same organizations operating in different countries would improve the depth of knowledge, especially on the interaction of organizational culture and national environment, and the effect of workforce diversity further.

2.4.1 United Nations Organization for Education, Science and Culture (UNESCO)

2.4.1.1 The Organization's history

The United Nations Organization for Education, Science and Culture (UNESCO) was founded on 16 November 1945. UNESCO has 195 Members and eight Associate Members. It is governed by the General Conference and the Executive Board. The Secretariat, headed by the Director-General, implements the decisions of these two bodies.

The Organization has more than 50 field offices around the world. Its headquarters are located at Place de Fontenoy in Paris, France, in an outstanding, Modernist building inaugurated in 1958 and recently renovated.

UNESCO works to create the conditions for dialogue among civilizations, cultures and peoples, based upon respect for commonly shared values. It is through this dialogue that the world can achieve global visions of sustainable development encompassing observance of human rights, mutual respect and the alleviation of poverty, all of which are at the heart of UNESCO'S mission and activities.

The broad goals and concrete objectives of the international community – as set out in the internationally agreed development goals, including the Millennium Development Goals (MDGs) underpin all UNESCO'S strategies and activities. Thus UNESCO'S unique competencies in education, the sciences, culture and communication and information contribute towards the realization of those goals.

UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. The Organization focuses, in particular, on two global priorities Africa and Gender equality .the organization overarching objectives include; Attaining quality education for all and lifelong learning , Mobilizing science knowledge and policy for sustainable development, Addressing emerging social and ethical challenges , Fostering cultural diversity, intercultural dialogue and a culture of peace ,Building inclusive knowledge societies through information and communication . (<http://www.unesco.org>)

2.4.1.2 UNESCO's Governing Bodies

The General Conference consists of the representatives of the States Members of the Organization. It meets every two years, and is attended by Member States and Associate Members, together with observers for non-Member States, intergovernmental organizations and non-governmental organizations (NGOs). Each country has one vote, irrespective of its size or the extent of its contribution to the budget. The General Conference determines the policies and the main lines of work of the Organization. Its duty is to set the programmes and the budget of UNESCO. It also elects the Members of the Executive Board and appoints, every four years, the Director-General. The working languages of the General Conference are Arabic, Chinese, English, French, Russian and Spanish.

The Executive Board, in a sense, assures the overall management of UNESCO. It prepares the work of the General Conference and sees that its decisions are properly carried out. The functions and responsibilities of the Executive Board are derived primarily from the Constitution and from rules or directives laid down by the General Conference.

Every two years the General Conference assigns specific tasks to the Board. Other functions stem from agreements concluded between UNESCO and the United Nations, the specialized agencies and other intergovernmental organizations. Its fifty-eight members are elected by the General Conference. The choice of these representatives is largely a matter of the diversity of the cultures and their geographical origin. Skilful negotiations may be needed before a balance is reached among the different regions of the world in a way that will reflect the universality of the Organization. The Executive Board meets twice a year. (<http://www.unesco.org>)

Chapter Three

The Research Methodology

This chapter outlined the methods of research, provided guidance to implementation of the research towards the realization of the objectives. Having considered the underpinning theories, and the research questions, this section described the background of this study from the methodological point of view. The following sections were covered; research design, population, sampling technique instruments, sampling frame, sample size and, data collection procedures, data processing and analysis.

3.1 Research Design

Research design is overall plan or strategy for conducting a research (Oso & Onen, 2008). The research design for this particular study was descriptive design. The descriptive design was adopted because it has the advantage of using questionnaires, observations and interviews without necessarily having to change the environment of the study (Yin 1984). The study involved eliciting of opinion of some employees of different units at UNESCO Addis Ababa Liaison Office. The study focused on investigating and examining factors of workforce diversity towards employees' performance in an organization. A questionnaire was used and interview was conducted as a tool to examine those factors of diversity in relation to work performance. The researcher examined a sample that was representative of the whole population so as to obtain a more in-depth description.

This allowed the researcher to collect data to see if workforce diversity have impact on employee performance or not.

3.2 Target Respondents

Mugenda and Mugenda (2003) defined population as the entire group of individuals, events or objects having common observable characteristics. Population can also refer to an entire group of individuals, objectives or items from which the researcher wants information (Kothari, 2004).

This study targeted UNESCO Addis Ababa Liaison Office because of its unique workforce that is drawn from different nationalities. The total number of employees in the organization accounts for 52 in number in which 12 of them of are Female and 40 were Male.

3.5 Sampling Technique

According to Orodho (2009), sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The main objective of this research is to analyze the impact of workforce diversity towards employee performance in an organization in UNESCO Addis Ababa Liaison Office. In this study, the researcher adopted censuses techniques with the view to taking into account all employees' views towards the issue being investigated.

The Census Method is also called as a Complete Enumeration Survey Method wherein each and every item in the universe is selected for the data collection. The universe might constitute a particular place, a group of people or any specific locality which is the complete set of items and which are of interest in any particular situation. The census method is most commonly used by the government in connection with the national population, housing census, agriculture census, etc. where the vast knowledge about these fields is required. Whenever the entire population is studied to collect the detailed data about every unit, then the census method is applied.

One of the major advantages of census method is the accuracy as each and every unit of the population is studied before drawing any conclusions of the research. When more and more data are collected the degree of correctness of the information also increases. Also, the results based on this method are less biased.

The census method can be applied in a situation where the separate data for every unit in the population is to be collected, such that the separate actions for each is taken. For example, the preparation of the voter's list for election purposes, income tax assessment, recruitment of personnel, etc. are some of the areas where the census method is adopted. This method can be used where the population is comprised of heterogeneous items, i.e. different characteristics.

Though the census method provides a complete data of the population under study, it is very costly and time-consuming. Often, this method is dropped down because of these constraints and the sampling method, where certain items representative of the larger group, is selected to draw the conclusions. <http://businessjargons.com/census-method.html#ixzz4kjsnQ0SC>

3.5 Data Collection Instruments

The study used questionnaires as the main instruments for carrying out this research as well as one on one interviews. From preliminary investigations, it was found that most of the sample elements are employees with adequate knowledge and background capable of responding to a questionnaire constructively. The questionnaire was used in this study due to the following reasons; it enabled the respondents to express themselves openly and clearly, it enabled the responses to be collected in consistent way; it saved time by enabling information to be gathered within a specific period of time and also that it facilitated the collection of potential information from a sizable sample of respondents. The questions consisted of 5- point Likert scale where the respondent was expected to strongly agree, agree, neutral, disagree and strongly disagree with carefully constructed questions that ranged from very positive to very negative and neutral toward an attitudinal phenomenon.

The study used both primary as well as secondary data. Primary data were collected directly from respondents through the use of questionnaires. In addition interviews were conducted with senior staff.

3.6 Data Processing and Analysis

Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations, and test hypotheses” Levine, (1996). Yin, (1989) has also stated that, data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence, to address the initial proposition of a study. The data were descriptively analyzed and presented in the form of tables. In this way it was hoped that the information collected would easily be understood by readers and be comprehended in terms of its findings. According to Latham and Locke (2006), Likert scale responses are treated as ordinal data and were therefore collated into tables. The tables were clearly labeled and presented so that the readers could be able to make sense of the information contained in them. All the data collected through the questionnaire was analyzed statistically by using the SPSS. The variables used in this research served as key points for the researcher to find out if the objectives of the study were tenable.

Spearman rank correlation was used to see association between variables. Spearman rank correlation is a non-parametric test that is used to measure the degree of association between two variables. It was developed by Spearman, thus it is called the Spearman rank correlation. Spearman rank correlation test does not assume any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal.

The information gathered from interviews was analyzed by Content analysis. Content analysis is a procedure for the categorization of verbal or behavioral data, for purposes of classification, summarization and tabulation. The content can be analyzed on two levels: One is Basic level or the manifest level: a descriptive account of the data i.e. this is what was said, but no comments or theories as to why or how and the second one is Higher level or latent level of analysis: a more interpretive analysis that is concerned with the response as well as what may have been inferred or implied. For this study the first basic level or manifest level was applied.

3.8 Ethical Consideration

This research work strictly adheres to the ethical principles with respect to the data used in the work. Before the questioners were distributed respondents were informed that the data obtained through both questionnaire will remain confidential. Moreover, the information gathered through an interview was only used for the purpose of the research and the recordings remained with the researcher.

Chapter Four

Data Analysis and Presentation

This chapter discusses the results and interpretations of the primary data which is gathered through the structured questioner. The first part presents the demographic analysis and the background of the respondents. The statistical method of analysis which is applied to test the results such as descriptive analysis and multiple liner regression analysis are presented in this section.

4.1 Descriptive Analysis

The study discusses respondent's demographic profile and central tendencies measurement of constructs.

4.1.1 Respondent Demographic Profile

In the questionnaire survey, respondents were asked questions regarding their demographic profile, including gender, age, ethnicity, working experience (in years), and work position in the organization. The underneath discussions provides an analysis of the demographic characteristics of the respondents based on frequency analysis.

4.1.1.1 Sex

Table: 4.1 Sex composition of respondents

Sex	Frequency	Percent
Valid Male	40	76.9
Valid Female	12	23.1
Total	52	100.0

Source: Data generated by SPSS

Table 4.1 depicts the gender distribution of the respondents. Accordingly about 23.1% of the respondents were female and the rest are male (76.9%). This shows that majority of the respondents are male.

4.1.1.2 Age

Table: 4.2 Age characteristics of the respondents

	Frequency	Percent
20-29	21	40.4
30-39	18	34.6
Valid 40-49	8	15.4
50-65	5	9.6
Total	52	100.0

Source: Data generated by SPSS

Table 4.2 shows age group of the respondents. The majority of the respondents fall under the age category of 20-29 years (accounted for 20.4% or 21 of the respondents), followed by the age group of 30-39 years (34.6% or 15 of the respondents), 40 - 49 years (15.4 % or 8 of the respondents), and 50 years and above (9.6% or 5 of the respondents). This data indicated that most of the employees were between ages 20 to 29 years this show that the organization was dominated by young employees.

4.1.1.3 Educational Level

Table: 4.3 Educational Level of the Respondents

Education Level	Frequency	Percent
Degree	22	42.3
Valid Master	25	48.1
Phd	5	9.6
Total	52	100.0

Source: Data generated by SPSS

Table 4.3 shows level of education of the respondents. The majority of the respondents are holders of Master's Degree which accounts (48.1% or 25 respondents), followed by Degree holders (42.3% or 22 respondents), and PhD (9.6 % or 5 respondents). This shows that most of the respondents acquired high level education.

4.1.1.4 Working Experience

Table 4.4: Working Experience of the Respondents

Year	Frequency	Percent
2-5 Yrs	17	32.7
6-10 Yrs	19	36.5
Valid 10-15Yrs	11	21.2
>15 Yrs	5	9.6
Total	52	100.0

Table 4.4 shows that the highest percentage of respondents are with 6 – 10 years of working experience (36.5% or 19 respondents), followed by 2 – 5 years (32.7% or 17 respondents), 10 - 15 years (21.2% or 11 respondents), and more than 15 years (9.6 % or 5 respondents). This implies that, majority of the respondents have adequate knowledge about the organization to provide reasonable information.

4.1.1.5 Job Position Level

Table 4.5: Position Level of the Respondents in the Organization

Job Position	Frequency	Percent
Director	4	7.7
Program Specialist	7	13.5
Valid Program Assistant	10	19.2
Consultant	19	36.5
Intern	12	23.1
Total	52	100.0

Source: Data generated by SPSS

Respondents were also asked about their position level in the organization. Majority of the respondents are under consultancy level (36.5% or 19 respondents), followed by interns (23.1% or 12 respondents), programme assistants (19.2% or 10 respondents), Program Specialist (13.5% or 7 respondents), and Director (4% or 7.7 respondents).

4.1.2 Central Tendencies Measurement of Constructs

Measurement of central tendencies is used to determine the mean scores for the five interval-scaled constructs.

Table: 4.6 Gender on employee Performance

S/N	Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
1	The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.	0%	44.2%	0%	48.1%	7.7%	3.1923	1.10327
2	The organization does a good job of attracting and hiring women.	0%	1.9%	36.5%	38.5%	23.1%	3.8269	0.80977
3	Fair treatment is given to all employees, whether they are male or female	25%	21.2%	0%	25%	28.8%	3.1154	1.62883
4	Opportunities for growth and advancement exist for women in our organization.	7.7%	9.6%	7.7%	22.3%	32.7%	3.8269	1.21625
5	A career development that includes women is encouraged within our organization	0%	5.8%	40.4%	32.7%	21.2%	3.6923	0.87534
6	The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.	1.9%	3.8%	1.9%	36.5%	55.8%	4.4038	0.86907
7	Women are involved in the organization's decision making as much as men.	3.8%	1.9%	5.8%	44.2%	44.2%	4.2308	0.94174
8	The performance criteria for success are expected to be higher for men than for women.	0%	40.4%	42.3%	13.5%	3.8%	2.8077	0.81742
9	I am positive about gender diversity in this workplace	7.7%	23.1%	11.5%	26.9%	30.8%	3.5000	1.35038

The responses for each of the items for gender on employee performance is shown in table 4.6 above;

48. 1 % of the respondents agreed and 7.7% strongly agreed to the statement that employees have not been discriminated by employer while hiring and recruitment process on the gender basis. While 44.2% of respondents disagreed to the statement.

Majority of the respondents (38.5%) agreed and (23.1%) strongly agreed that the organization does a good job of attracting and hiring women while 36.5% of the respondents were neutral about the statement. About 1.9% of the respondents disagreed the statement. With regard to item three “Fair treatment is given to all employees, whether they are male or female” 28% of respondents strongly agreed and 25% agreed but 25% of respondents strongly disagreed, and 21.2% disagreed the statement.

42.3% of the respondents agreed and 32.7% of them strongly agreed and 9.6% disagreed that opportunities for growth and advancement exist for women in our organization. Same percentage of response was also recorded for the above mentioned item which accounts 7.7% for neutral and strongly disagree. For the question of career development that includes women is encouraged within our organization 32.7% respondent agreed and 21.2% of them strongly agreed with the statement. Meanwhile majority of the respondents (40.4%) were neutral and 5.8% disagreed to the statement.

“The organizations training and development program is developed to meet the criteria/requirement of the male and female gender” 55.8% of respondent strongly agreed and 36.5% agreed. 3.8% of respondents disagreed and 1.9% of the respondents were both neutral and strongly disagreed to item.

The same percentage of response which is 44.2% was recorded to that women are involved in the organizations decision making as much as men, while 5.8% of them were neutral plus 3.8 % strongly disagreed and 1.9 disagreed to the question. 40.4% of respondents disagreed that the performance criteria for success are expected to be higher for man than for women, while 42.3% were neutral about the question. But 13.5% agreed and 3.8% strongly agreed. I am positive

about gender diversity in this workplace” 30.8% strongly agreed, 26.9% agreed, 23.1% disagreed, 7.7 strongly disagreed and 11.5% were neutral about the question.

The statement of “The organization’s training and development program is developed to meet the criteria/requirement of the male and female gender” is the highest mean and it’s followed by “Women are involved in the organization’s decision making as much as men” accounts for 4.2308. The question with “The organization does a good job of attracting and hiring women” and “Opportunities for growth and advancement exist for women in our organization” have the same Mean with a value of 3.8269. The lowest mean 2.8077 is the item “The performance criteria for success are expected to be higher for men than for women.

The standard deviation of *gender*, for the item “Fair treatment is given to all employees, whether they are male or female” is the highest at 1.62883”. Second highest is “I am positive about gender diversity in this workplace” at 1.35038. Third highest is “Opportunities for growth and advancement exist for women in our organization.” at 1.21625. The fourth highest is the item “The employees have not been discriminated by employer while hiring and recruitment process on the gender basis” With standard deviation 1.10327. The lowest standard deviation is “The performance criteria for success are expected to be higher for men than for women” with standard deviation 0.81742.

In the context of age, the statement of “I am positive about age diversity in this workplace” is the highest mean 3.9808. Second highest mean is the item “This organization provides me with equal opportunities for training and career development.” at 3.6923. Third highest mean is “My team leaders include all members at different ages in problem solving and decision making.” at 3.6346. The lowest mean is the item “At work, I experience lack of bonding with people of different age group.” at 2.5577.

The standard deviation of age, for the item “This organization provides me with equal opportunities for training and career development.” is the highest at 1.26085. Item “My team leaders include all members at different ages in problem solving and decision making.” at standard deviation 1.02954. Third is the item “The age differences in work group do not cause

conflict” at 0.97943. Lastly, the item “I am positive about age diversity in this workplace” with the lowest standard deviation 0.61006.

Table: 4.7 Age on Employee Performance

S/N	Age	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
1	This organization provides me with equal opportunities for training and career development.	5.8%	19.2%	5.8%	38.5%	30.8%	3.6923	1.26085
2	My team leaders include all members at different ages in problem solving and decision making.	0%	17.3%	25%	34.6%	23.1%	3.6346	1.02954
3	The age differences in work group do not cause conflict	0%	19.2%	23.1%	42.3%	15.4%	3.5385	0.97943
4	At work, I experience lack of bonding with people of different age group.	0%	69.2%	7.7%	21.2%	1.9%	2.5577	0.89472
5	I am positive about age diversity in this workplace	0%	0%	19.2%	63.5%	17.3%	3.9808	0.61006

The percentage, mean, and standard deviations of responses for each of the items for age on employee performance are shown in Table 4.7.

38.5% of the respondents agreed that the organization provides them with equal opportunities for training and career development, while 30.8% of them strongly agreed with that statement. 19.2% disagreed and 5.8% strongly disagreed and were neutral about the question. “My team leaders include all members at different ages in problem solving and decision making” 34.6% agreed, 23.1% strongly agreed, 25% were neutral and 17.3% disagreed to the statement.

42.3% of the respondents agreed and 15.4% strongly agreed that the age differences in work group do not cause conflict. But 19.2% disagreed and 23.1% were neutral about the statement. “At work, I experience lack of bonding with people of different age group” 69.2% disagreed, 21.2% agreed and 1.9% strongly agreed to the enquiry. For the question “I am positive about age diversity in this workplace”, 63.5% agreed to the statement, 17.3 strongly disagreed and 19.2% were neutral.

In the context of age, the statement of “I am positive about age diversity in this workplace” is the highest mean 3.9808. Second highest mean is the item “This organization provides me with

equal opportunities for training and career development.” at 3.6923. Third highest mean is “My team leaders include all members at different ages in problem solving and decision making.” at 3.6346. The lowest mean is the item “At work, I experience lack of bonding with people of different age group.” at 2.5577.

The standard deviation of age, for the item “This organization provides me with equal opportunities for training and career development.” is the highest at 1.26085. Item “My team leaders include all members at different ages in problem solving and decision making.” at standard deviation 1.02954. Third is the item “The age differences in work group do not cause conflict” at 0.97943. Lastly, the item “I am positive about age diversity in this workplace” with the lowest standard deviation 0.61006.

Table: 4.8 Ethnicity on Employee Performance

S/N	Ethnicity	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
1	The organization does a good job of attracting and hiring minorities	0%	7.7%	15.4%	38.5%	38.5%	4.0769	0.92559
2	Opportunities for growth and advancement exist for minorities in our organization.	23.1%	11.5%	21.2%	26.9%	17.3%	3.0385	1.42748
3	The organization concerns about the employee’s customs, cultures, and values.	11.5%	15.4%	13.5%	32.7%	26.9%	3.4808	1.35024
4	Different languages that are used to communicate do not create problem among employees.	30.8%	1.9%	3.8%	55.8%	7.7%	3.0769	1.46657
5	At work, I developed low self-esteem due to my ethnicity.	1.9%	88.5%	0%	9.6%	0%	2.1731	0.61743
6	The ethnicity differences in work group do not encourage conflict.	0%	36.5%	17.3%	44.2%	1.9%	3.1154	0.94254
7	The team leader includes all members at different ethnicity in problem solving and decision making.	0%	0%	21.2%	65.4%	13.5%	3.9231	5.8899
8	I am positive about ethnicity diversity in this work place	0%	0%	21.2%	61.5%	17.3%	3.9615	0.62502

The percentage, mean, and standard deviations of responses for each of the items for ethnicity on employee performance are shown in Table 4.8.

Most of the respondents (38.5%) agreed, (7.7%) strongly agreed, 7.7% of them disagreed that the organization does a good job of attracting and hiring minorities. 26.9% of the respondents agreed

and 17.3% of them strongly agreed that they have an opportunities for growth and advancement exist for minorities in their organization. 23.1% strongly disagreed, 11.5% disagreed and 21.2% of the respondents were neutral about the statement. Respondents were asked “The organization is concerns about employee’s customs, cultures and values” 32.7% agreed, 26.9% strongly agreed, 11.5% strongly disagreed, 15.4% disagreed and 13.5% were neutral about the question. “Different languages that are used to communicate do not create problem among employees.”55.8% agreed, 7.7% strongly agreed to the statement. 30.8% responded that they strongly disagree and 1.9% disagreed to the item.

Majority of the respondents 88.5% disagreed to “At, work I developed low self-esteem due to my ethnicity. 44.2% agreed and 36.5% disagreed to the item “The ethnicity differences in work group do not encourage conflict.” Finally there were two questions which are “The team leader includes all members at different ethnicity in problem solving and decision making” and “I am positive about ethnicity diversity in this work place.” And majority of the respondents agreed to both statements and 0% disagreement to the statement was recorded.

The highest mean is the item “The organization does a good job of attracting and hiring minorities” at 4.07693. Second highest mean 3.9615is the item “I am positive about ethnicity diversity in this work place”. Third highest mean is 3.9231which is the item “The team leader includes all members at different ethnicity in problem solving and decision making. The lowest mean is 2.1731 “At work, I developed low self-esteem due to my ethnicity”.

The standard deviation of ethnicity, the highest standard deviation is at 5.8899 for the item “The team leader includes all members at different ethnicity in problem solving and decision making.” The second highest standard deviation is 1.46657 for the item “Different languages that are used to communicate do not create problem among employees.” Third highest standard deviation is the item “Opportunities for growth and advancement exist for minorities in our organization.” with the standard deviation 1.42748. The lowest standard deviation is 0.61743which is “At work, I developed low self-esteem due to my ethnicity.”

Table: 4.9 Employee Performance

S/N	Employee's performance	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation
1	I enjoy my tasks and the division's work approach	0%	0%	1.9%	59.6%	38.5%	4.3654	0.52502
2	I am committed to the mission and direction of my organization.	0%	0%	0%	38.5%	61.5%	4.6154	0.49125
3	I am motivated to complete the task that is assigned to me	0%	23.1%	0%	34.6%	42.3%	3.9615	1.17091
4	I co-operate well with my colleagues of different ethnicity.	1.9%	21.2%	17.3%	30.8%	28.8%	3.6346	1.17204
5	Opposite gender can perform well and I enjoy working with them.	0%	1.9%	48.1%	40.4%	9.6%	3.5769	0.695882
6	My performance level affects my salary level.	0%	0%	1.9%	86.5%	11.5%	4.0962	0.39753
7	I am satisfied with my current salary level.	0%	26.9%	15.4%	57.7%	0%	3.3077	0.87534
8	I am given the chance to try my own method of doing the job.	0%	0%	11.5%	86.5%	1.9%	3.9038	0.35753
9	By learning more skills through courses/training, I can improve my task performance.	0%	25%	5.8%	59.6%	9.6%	3.5385	0.97943
10	Good employee performance is important for the future growth of my organization.	0%	34.6%	11.5%	32.7%	21.2%	3.4038	1.17590

The percentage, mean, and standard deviations of responses for each of the items for employee performance are shown in Table 4.9.

There were as much as 59.6% of the respondents agreed and 38.5% strongly agreed that they enjoy their tasks and the divisions work approach while 1.9% were neutral with that statement. 38.5% of the respondents agreed and 61.5% of them strongly agreed that they are committed to the mission and direction of their organization. 0% of the respondents neither strongly disagreed nor neutral and 42.3% strongly agreed and 34.6% agreed that they co-operate well with their colleagues of different ethnicity. But 17.3% were neutral about the statement. "Opposite gender can perform well and I enjoy working with them." 48.1% were neutral, 40.4% agreed, 9.6% strongly agreed, and 1.9% disagreed to the statement. 86.5% of the respondents agreed and 11.5% of them strongly agreed that their performance levels affects their salary levels.

There is zero percentage for the respondents disagree and 26.9% disagreed to the question “I am satisfied with my current salary level.” But 57.7% agreed with the statement. Majority of the respondents 86.5% agreed to the statement “I am given the chance to try my own method of doing the job.” Finally two questions were asked about “By learning more skills through courses/training, I can improve my task performance” and Good employee performance is important for the future growth of my organization. 59.6% agreed and 25% disagreed to the first statement. 32.7% agreed and 34.6% disagreed to the second statement.

The item with the highest mean 4.6154 which is “I am committed to the mission and direction of my organization.” The second highest mean is 4.3654 which involves the item on “I enjoy my tasks and the division’s work approach”. Third highest mean is the item “My performance level affects my salary level.” at the mean of 4.0962. The lowest mean with 3.3077 is the item “I am satisfied with my current salary level”. The standard deviation for *employee performance* for the item “I co-operate well with my colleagues of different ethnicity.” is the highest at 1.17204. For the second highest standard deviation 1.17091 is the item “I am motivated to complete the task that is assigned to me”. The third highest is 1.17590 for the item “Good employee performance is important for the future growth of my organization”. Last but not least, the lowest standard deviation is 0.35753 for the item “I am given the chance to try my own method of doing the job”

4.2 Reliability of the Instruments

Reliability refers to the consistency or dependability of a measuring instrument. It is defined as the proportion of the variability in the responses to the survey which is the result of differences in the respondents. That is, answers to a reliable survey will differ because respondents have different opinions, not because the survey is confusing or has multiple interpretations (Tabachnick&Fidell, 2007). Cronbach's alpha is a measure of reliability.

The alpha coefficient for each of the instruments is presented in the table below.

Table 4.2.1 reliability test

Cronbach's alpha	No.of Items
0.860	32

The Cronbach's Alpha for the total scale and the sub scales are above .7 which means that the scale used in this study are considered reliable.

4.2.1 Correlation

Spearman rank correlation was used to see association between variables. Spearman rank correlation is a non-parametric test that is used to measure the degree of association between two variables. It was developed by Spearman, thus it is called the Spearman rank correlation. Spearman rank correlation test does not assume any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal. In determining the strength of the relationship based on Tabachnick&Fidell, (2007) the values of the coefficient of correlation between 0 and 1 are interpreted as the following.

$r=.10$ to $.29$ or $r=-.10$ to $-.29$ weak

$r=.30$ to $.49$ or $r=-.30$ to $-.49$ moderate

$r=.50$ to 1.0 or $r=-.50$ to -1.0 strong

Table: 4.2.1 Correlation between variables

		EMPLOYEE	ETHNICITY
EMPLOYEE	Spearman correlation	1	.717**
	Sig. (2-tailed)		0
	N	52	52
ETHNICITY	Spearman correlation	.717**	1
	Sig. (2-tailed)	0	
	N	52	52
		EMPLOYEE	AGE
EMPLOYEE	Spearman correlation	1	.318*
	Sig. (2-tailed)		0.022
	N	52	52
AGE	Spearman correlation	.318*	1
	Sig. (2-tailed)	0.022	
	N	52	52
		EMPLOYEE	GENDER
EMPLOYEE	Spearman correlation	1	.500**
	Sig. (2-tailed)		0
	N	52	52
GENDER	Spearman correlation	.500**	1
	Sig. (2-tailed)	0	
	N	52	52

From the table 4.2.1. we can observe that there is positive relationship between ethnicity and employee performance because of the value for correlation coefficient is positive. The ethnicity group variable has a 0.717 correlation with the employee performance variable. The value of this correlation coefficient (0.717) is fall under coefficient range from $r=.50$ to 1.0 or $r=-.50$ to -1.0 . Therefore, the relationship between ethnicity group and employee performance is strong relationship. Besides, the relationship between gender group and employee performance is significant. It is because the p-value 0.000 is less than alpha value 0.01.

In addition to that, there is positive relationship between age and employee performance because of the value for correlation coefficient is positive. The age group variable has a 0.318 correlation with the employee performance variable. The value of this correlation coefficient (0.318) is fall under coefficient range from $r=.30$ to $.49$ or $r=-.30$ to $-.49$. Therefore, the relationship between age group and employee performance is moderate relationship. Despite the fact that, the relationship between age group and employee performance is not significant. It is because the p-value 0.022 is greater than alpha value 0.01.

From the table above, there is positive relationship between gender and employee performance because of the value for correlation coefficient is positive. The age group variable has a 0.5 correlation with the employee performance variable. The value of this correlation coefficient (0.5) is fall under coefficient range from $r=.50$ to 1.0 or $r=-.50$ to -1.0 . Therefore, the relationship between gender group and employee performance is strong relationship. Besides, the relationship between gender group and employee performance is significant. It is because the p-value 0.000 is less than alpha value 0.01.

4.3 Multiple Linear Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable.

Table 4.3.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.525	.496	.27884

a. Predictors: (Constant), ETHNICITY, AGE, GENDER

The R value is the correlation coefficient between the dependent variable and the independent variables. According to the Model Summary, the value of correlation coefficient(R) of three independent variables (gender, age, and ethnicity) with the dependent variable (employee performance) is 0.725. Therefore, there is positive and strong correlation between three independent variable and dependent variable. Besides that, Model Summary also indicates the coefficient of determination (R square) which can help in explaining variance. The R square figure of the three independent variables is 0.525. These also mean that independent variables (gender, age, and ethnicity) can explain 52.5% of the variation in dependent variable (employee performance). However, it is still leaves 47.5% (100- 52.5%) unexplained in this research. In other words, there are other additional variables that are important in explaining employee performance that have not been considered in this research.

Table 4.3.2 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.133	3	1.378	17.719	.000 ^b
	Residual	3.732	48	.078		
	Total	7.865	51			

a. Dependent Variable: EMPLOYEE

b. Predictors: (Constant), ETHNICITY, AGE, GENDER

Based on (ANOVA), the p-value is 0.000 which lesser than alpha value 0.01. Besides that, the F-statistic is significant at the value of 17.719. Therefore, the model is a good descriptor of the relation between the dependent and predictor variables. As a result, the independent variables

Table 4.3.3 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.056	.279		7.364	.000
AGE	-.048	.071	-.078	-.666	.508
GENDER	-.077	.100	-.121	-.772	.444
ETHNICITY	.665	.128	.852	5.185	.000

a. Dependent Variable: EMPLOYEE

The three independent variables are the factors that determine perceived employability.

This can be represented by the equation as below:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Based on the Coefficients, the regression equation for the employee performance is: Employee Performance = 2.056 - (0.77) Gender Group - (0.48) Age Group + (0.665) Ethnicity Group From the Coefficient's table, *ethnicity group* is the first and most significant independent variable in this research since its t-value is 5.185 and p-value is 0.000, which is lower than alpha value 0.01. This also shows that *ethnicity group* is significant to predict perceived employee performance. Besides that, *ethnicity group* is the predictor variable that contribute the highest to the variation of the perceived employee performance because Beta value (under standardized coefficients) for this predictor variable is the largest (0.852) if compare to other predictor variables (age and gender).

The result indicates that the gender group and age group have no significant relationship with employee performance. This means that for each one year increase in age, the performance of

employee decrease by 0.048 and also, for each one increase gender (female) employee performance decrease by 0.077. Finally, for each one increase in ethnicity the employee performance increase by 0.665.

The data were obtained through questionnaire from employees of the organization.

The results of background information of respondents indicated that majority of the total respondents (76.9 percent) are male, (40.4 percent) aged in the range of 20-29 years, (42.3 percent) are degree holders, and (36.5 percent) of the respondents have work experience 6-10years, and (36.5 percent) of the respondents are consultant. The results of the descriptive statistical analysis indicated that, most employees are agreed by the diversity of gender in work place, fair treatment is given for employees regardless of their gender, absence of gender discrimination in the organization. Besides, employees are not satisfied by performance of male higher than women and carrier development for women's in the organization. Furthermore, all employees are agreed with their age difference do not have conflict on their work and they involved on problem solving & decision making irrespective of their age. They also satisfied by attracting & hiring minorities, ethnicity diversity in this work place. But, they are not satisfied by different languages to communicate in the work place.

There is a strong and positive relationship between ethnicity and employee performance. And also, there is weak positive relationship between age and employee performance but not significant. Finally there is strong positive relationship between gender and employee performance.

The result of this study indicates that ethnicity has a positive and significant effect on employee performance. This can be supported by Opstal (2009) ethnic diversity can have both advantages and disadvantages for the organization.

In overall, the results revealed that all independent variables accounted for 52.5 percent of the variance in customer satisfaction ($R^2 = 0.525$). Thus, 52.5 percent of the variation in employee performance can be explained by ethnicity, gender and age other unexplored variables may explain the variation in employee performance which accounts for about 47.5 percent.

In order to identify factors that affect employee performance the researcher conducted a structured interviews and a total of 10 employees were interviewed. Interviewees were asked

about Ethnicity, Gender, and Age implication on their performance. In addition the interviews also covered factors that affect employee performance.

4.4 Interview Major findings

4.4.1 Ethnicity

Most of the interviewees revealed that the majority of the employees are Ethiopians and the remaining are different nationals including Europeans, Africans and Asians. The respondents indicated that even though majority of the employees are Ethiopians there is good and harmonious relationship among employees. This indicates that there is a positive relationship between employees and this will help the organization achieve its objective and goals.

4.4.2 Gender

Questions about equal participation of women in the organization was asked. Results from the interviews shows that there is active participation of women and there is no superiority or inferiority among male and female employees.

4.4.3 Age

The interview revealed that all employees are included in decision making and the organization also provides equal opportunity in any aspects. In addition interviewees indicated that there is positive relationship among employees under different age groups.

4.4.4 Factors affecting employee performance

Respondents indicated that there is a gap in capacity building trainings. They also specified that training is a successful technique for better employees' performance and achievement of organizational goals plus objectives. Furthermore respondents indicated that they are not pleased about remuneration rate in comparison to the work load.

Chapter Five

Summary, Conclusions and Recommendations

The study looked into the impact of workforce diversity on Employee Performance. In order to address the study objectives, the researcher distributed questionnaires to 52 respondents at the UNESCO Addis Ababa Liaison Office and the results were analyzed and discussed in the previous chapter. This Chapter presents a summary and conclusion of the findings of the study and recommendations based on the findings.

5.1 Summary of Descriptive Analysis

Outlined below are the findings of the research study:

5.1.1 Ethnic Diversity and Employee Work Performance

From the research findings, it was evident that there is a strong and positive relationship between ethnicity and employee performance at the UNESCO Addis Ababa Liaison Office. Employees were found to be ethnically harmonious with one another. Recognize their great potential and share their experience plus knowledge with one another. This will help the organization to achieve more and reach the set out goals and strategies.

5.1.2 Gender Diversity and Employee Work Performance

Depending on the research analysis Gender diversity is well encouraged and recognized. The results indicated that there is strong positive relationship between gender and employee performance.

5.1.3 Age and Employee performance

Based on the research result there is weak positive relationship between age and employee performance but the relationship is not significant.

5.1.4 Employee Work Performance

From the study, it became evident that employees enjoyed their tasks and that they were fully committed to the mission and vision of the organization. According to the responses given during the interview, the researcher observed that employees are motivated and have synergy amongst workers of different ethnic backgrounds. In addition employees indicated that there is a gap in capacity building training for the employees, and this has led to drawbacks in their performance. Furthermore employees are not pleased with their remuneration rate in comparison to the workload.

5.2 Conclusion

The study opted to look into the impact of workforce diversity on Employee Performance. From the findings, workforce diversity has no significant effect towards employee work performance at the UNESCO Addis Ababa Liaison Office. Some researchers suggest that whether or not diversity has positive or negative effect, depends on different aspects of the organization`s strategies, culture and HRM practices. This indicates that diversity may be beneficial under certain conditions and may fail to have any impact in others, Pugh (2008). The following factors are known to affect the effectiveness of workforce diversity: size of organization, age of organization, type of organization and diversity of community surrounding an organization.

5.3 Recommendations

This study could serve as a guideline for future researches at the organization. The focus of this research was on workforce diversity. The results indicated employee performance is not significantly affected when the diversity variables of ethnicity, gender and age are considered.

Based on the study findings employee's remuneration should be equivalent with the workload that employees incur. In addition the organization should provide continues capacity building and skill development trainings in order to increase employees performance.

5.3 Suggestion for Future Research

This research provides an over view on impact of workforce diversity on employee performance. This study focused on analyzing relationships that occurred between workforce diversity and employee performance by applying different assessment methods. The initial suggestion for further study would be to analyze the data by applying different instruments. Secondly to conduct this study in other institutions that are in different setting such us private or government owned by private sectors.

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APPENDIX A

St. Marry University
School of Graduate Studies
Department of Human Resource Management

Dear respondents,

I am a student from St. Marry University (Addis Ababa, Ethiopia) currently perusing MBA in HRM. As part of the course framework I am expected to conduct a research survey. I would be grateful if you could take a few minutes of your time to complete the questioner. Please be informed that all the information collected is strictly for academic purpose and will be kept confidential. Thank you for your kind assistant. If there is any doubt, please do not hesitate to contact me at byisrak@gmail.com

Section One: Demographic Information

Please specify your answer by placing a (√) on the relevant answers provided. The Following questions will be used only to determine sample demographics.

1. Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
2. Age <input type="checkbox"/> 20-29 years old <input type="checkbox"/> 30-39 years old <input type="checkbox"/> 40-49 years old <input type="checkbox"/> 50-65 years old
3. Ethnicity -----

4. Educational Level <input type="checkbox"/> High school Diploma <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Master <input type="checkbox"/> PhD Other _____
5. Work Experience <input type="checkbox"/> 2-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 10- 15 years <input type="checkbox"/> more than 15 years
6. Position in the organization <input type="checkbox"/> Director <input type="checkbox"/> Programe Specialist <input type="checkbox"/> Programe Assistant <input type="checkbox"/> Consultant <input type="checkbox"/> Intern <input type="checkbox"/> Consultant Other _____

Section Two: Gender, Age & Ethnicity Information

Based on your opinion, please indicate the most appropriate response with the scale below.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

S/N	Gender	SD	D	N	A	SA
1	The employees have not been discriminated by employer while hiring and recruitment process on the gender basis.					
2	The organization does a good job of attracting and hiring women.					
3	Fair treatment is given to all employees, whether they are male or female					
4	Opportunities for growth and advancement exist for women in our organization.					
5	A career development that includes women is encouraged within our organization					
6	The organization's training and development program is developed to meet the criteria/requirement of the male and female gender.					
7	Women are involved in the organization's decision making as much as men.					
8	The performance criteria for success are expected to be higher for men than for women.					
9	I am positive about gender diversity in this workplace					

S/N	Age	SD	D	N	A	SA
1	This organization provides me with equal opportunities for training and career development.					
2	My team leaders include all members at different ages in problem solving and decision making.					
3	The age differences in work group do not cause conflict					
4	At work, I experience lack of bonding with people of different age group.					
5	I am positive about age diversity in this workplace					

S/N	Ethnicity	SD	D	N	A	SA
1	The organization does a good job of attracting and hiring minorities					
2	Opportunities for growth and advancement exist for minorities in our organization.					
3	The organization concerns about the employee's customs, cultures, and values.					

4	Different languages that are used to communicate do not create problem among employees.					
5	At work, I developed low self-esteem due to my ethnicity.					
6	The ethnicity differences in work group do not encourage conflict.					
7	The team leader includes all members at different ethnicity in problem solving and decision making.					
8	I am positive about ethnicity diversity in this work place					

Section Three: Employee Performance

The questions below ask about your self-perceived performance. Based on your experiences and understanding, please indicate the most appropriate opinion/response with the scale below.

1. Strongly Disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (AS)

S/N	Employee's performance	SD	D	N	A	SA
1	I enjoy my tasks and the division's work approach					
2	I am committed to the mission and direction of my organization.					
3	I am motivated to complete the task that is assigned to me					
4	I co-operate well with my colleagues of different ethnicity.					
5	Opposite gender can perform well and I enjoy working with them.					
6	My performance level affects my salary level.					
7	I am satisfied with my current salary level.					
8	I am given the chance to try my own method of doing the job.					
9	By learning more skills through courses/training, I can improve my task performance.					
10	Good employee performance is important for the future growth of my organization.					

APPENDIX B

Interview Questions

A. Ethnicity

1. Are there expectations. Any particular ethnic group expected to work better than others?
2. Which ethnic group forms the majority?

B. Gender

1. Are women very active here?
2. Is there a sense of gender superiority? Occasions when the male employees feel superior and vice versa?
3. Generally, who can be said to be better workers; females or males?

C. Age

1. Are all employees included in discussion and making decision?
2. Does the organization give equal opportunity for all employees in terms of capacity building trainings?
3. How do you describe your relationship with other employees (who are older / younger than you)?

D. Factors affecting employee performances

1. Are you happy with your current work sector
2. Are you satisfied with your remuneration?
3. Do you think that the Personnel Evaluation Report is a good indicator of your performance?
4. Are you benefited from work based training and development?