

**WORKPLACE DIVERSITY MANAGEMENT EFFECTS ON IMPLEMENTATION OF
HUMAN RESOURCE MANAGEMENT PRACTICES IN THE MINISTRY OF
HEALTH, KENYA.**

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DECLARATION

I declare that this is my original Research Project and has not been presented in any other University or Institution of higher learning for award of any certificate.

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DEDICATION

I dedicate this research project to my family members particularly my parents, sisters and brothers who through the entire period of my course have made valuable support and encouragement.

I also dedicate the study to all future researchers who may use this work as a reference material.

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ABSTRACT

Workplace diversity in multicultural organizations is increasingly becoming an important issue for the business in the era of globalization since it affects productivity and efficiency of the workforce. This Research Project focuses on Workplace Diversity Management Effects on Implementation of Human Resource Management Practices in the Ministry of Health, Kenya. The study research objectives were related to demographic factors, cultural factors, diversity management programs and diversity managerial role. The study evaluated literature from theoretical and empirical studies and finally outlines the conceptual framework of model. The Ministry Headquarters offices are located in Afya House and the study targeted a population of 168 employees from various departments in the Ministry with a study sample size of 34 respondents from all cadres of employment. The researcher used stratified random sampling to come up with the study sample of 20%. The researcher employed descriptive research design and a self administered questionnaire using drop and pick later method of distribution. Content validity was used to measure validity of the research instrument that facilitated the researcher to seek assistance from an expert or professional opinion and input from the supervisor. Generally likert's scale, open and closed ended questions were used in the study questionnaire. The collected data was analyzed, coded, processed through SPSS software and reliability test measured by Cronbach's Coefficient Alpha Model. Descriptive measures such as mean, median and standard deviation were used and presented in cumulative and frequency distribution tables, bar graphs, pie charts and line graphs,. Inferential statistics such as multiple regression were also used in the study. The findings of the study depicted majority of the workforce in the organization are in Gen X (48- 34 yrs) with a minority of the young generation between 22-37yrs having a mean of 42 yrs. A positive diversity management is reflected by adherence of policies in recruitment, equitable and fair implementation of other HRM practices and provision of conducive and enabling environment for employees. Generally the study reflected there is need to continue building mentoring and succession planning programs to build the minority young generation. The P-value (0.03) reflected a close relationship of the study variables with the implementation of HRM Practices in the organization which was also clearly indicated by the independent t-test showing significant levels. The study projects a growing number of Generation X and upcoming Gen Y in the workforce who are facing out the experienced and skilled baby boomers. The upcoming future generations may also include skilled and culturally unacceptable workforce of gays and lesbians thus raising emerging concerns to implement flexible work policies and work practices to accommodate the changing workforce needs and to accommodate female employees who have heavy domestic responsibilities of bringing up and caring for young children and consist of the largest number of skilled working mothers in the workforce. It is expected such employees would help overcome skill gaps and mismatch of jobs in the global market as result of labour turnover and obsolete talents and skills. The researcher finally recommends organizations to train and mentor their upcoming generations to overcome such challenges for future top executives and maintain successful businesses in the phase of globalisation and challenging evolving technology and culture.

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ABBREVIATIONS AND ACRONOMYS

EEOP	Equal Employment Opportunity Program
MO	Multicultural Organization
ILO	International Labour Organization
MNCs	Multinational corporations (MNCs)
CIPD	Chartered Institute of Personnel & Development
HODs	Heads of Departments
SHRM	Strategic Human Resource Management
HR	Human Resource
AARP	American Association of Retired Persons
UNDP	United Nations Development Programme

OPERATIONAL DEFINITION OF TERMS

Diversity	: Individual differences such as race, gender, age, physical ability disability, sexual orientation, nation's origin, colour, religion etc.
Diversity management	: Refers to the ability to maximize the opportunities of workplace diversity and minimize diversity threats making a proactive effect to promote a diverse and heterogeneous workforce.
Workplace diversity	: Creating a more inclusive and supportive work environment.
Demographic diversity	: Differences based on characteristics of human demographic Profiles, such as age, gender, education, lifestyle, marital status skin colour among others.
Minority	Refer to any category of people who have been discriminated against or subjected to unequal treatment.
Multiculturalism	:Any relationship between and within two or more diverse groups.
Ethnicity:	A sense of identity that stems from common ancestry, history, nationality, religion and race.
Ethnocentrism	: Is act of judging another culture solely by the values and standards of one's own culture.
Diversity enlargement	: An approach that recognizes the potential difficulties introduced by bringing together individuals from diverse backgrounds and cultures in the workplace
Cultural Audit	An approach that aims at identifying the obstacles that limit the progress of employees from diverse backgrounds.
The Monolithic organization	An organization that is demographically and culturally homogeneous i.e. from culture and ethnic perspective.

The Plural organization	this is an organization that has a heterogeneous workforce, and typical demand and expect workplace equality
Multicultural organization	MO is characterized by a culture that fosters values, cultural differences and truly and equally incorporates all members of the organization via pluralism.
Affirmative Action Program	Policy designed to help eliminate effects of past and present discrimination.
Equal Employment	It is legislation that is designed to ensure all persons regardless of colour, national origin, race religion or sex have equal access to positions in the public service, limited only by their ability to do the job.
Groupthink	It is psychological phenomenon that can occur in groups of people that has a tendency within organizations or society to promote or establish the view of the predominant group.
Egalitarianism	A state of economic affairs in which the government promotes equal prosperity for all citizens.

CHAPTER ONE: INTRODUCTION

The Chapter explains the background of the problem area of study, describes the statement of the problem, highlights the objectives and research questions, explains the significance of the study and finally outlines the scope.

1.1 Background of the Study

Increasing diversity of the workforce has been one of the most important management issues to emerge over the last 30 years (Gareth and Jones et al, 2008). The interest in diversity began mainly in the United States in 1980s. A report entitled Workforce 2000 by Johnston & Parker, (1987) predicted that over ten (10) years traditional minority groups such as women and people of colour would form a bigger part of the labour force than the existing majority of white men in US. Research indicates that diversity management developed after several decades of US minority policies of affirmative action and equal employment opportunity whose main aim was to rectify past discrimination and to prevent future discrimination in employment (Kelly and Dobbin, 1998) and specifically began in the mid 1980s, then affirmative action programs became unpopular in the USA (Argocs and Burr, 1996).

Scholars in 1990s like Tomervik, (1995) felt that there was no one definition of diversity and that it was complex, multidimensional concept as a whole and that its plural term had different perception in different organizations, societies and national cultures without any unitary meaning (Cassell, 2001). Therefore different authors had different meanings. Cox (2001) defines diversity as the variation of social and cultural identities among people existing together in a defined employment or market setting. Diversity is generally defined as acknowledging, understanding, accepting, valuing and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race sexual orientation, spiritual practice and public assistance status (Esty, et al, 1995). It means learning to appreciate and respond appropriately to the needs, attitudes, beliefs and values that diverse people bring to an organization, correcting misconceptions about why and how different kinds of employee groups are, different from another and finding the most effective way to utilize the skills and talents of

diverse employees (Gareth and Jones et al, 2008). According to Mullins, (2002), diversity is an integral and essential feature of individual differences and recognition of individual differences that people are not homogenous and focuses on multiplicity of differences among people on variety of people as heterogeneous groupings and so individual differences are the basis of diversity.

Diversity is aimed at harnessing these differences which will create a productive environment in which everybody feels valued and where their talents are fully utilized though which organizational goals are met. However, (Thomas, 1995) acknowledges that diversity does not only refer to differences but also encompasses similarities.

According to Stephen G. Butler, Co-chair of the Business- Higher Education Forum, diversity is an invaluable competitive asset that America cannot afford to be ignored (Robinson, 2002). Organizations and their management teams often define diversity too narrowly by tolerating, rather than embracing, government guidelines about inclusion of gender, racial and sexual diversity in the workplace; focusing on the avoidance of legal risks, rather than the benefits of diversity and doing the minimum necessary. Similarly, Rachele (2010) argues that global or international diversity initiatives have failed to produce much impact because they are modelled around the US concept of equality and diversity which is primarily about the differences between individuals and groups and focuses more on group identity as borne out by the seven strands of diversity management i.e religion, transgender, disability etc. However, diversity was adopted by different countries, more so in the Western world. The concept was preceded by other diversity programs like affirmative action and equal employment opportunities. Argocs and Burr (1996) observed that affirmative action originated in the US as response to discrimination in institutions of employment and education as result of underrepresented groups such as women, black Americans, Asians, Hispanics, and persons with disabilities by entrenching it in legislation, while equal employment opportunities programs are viewed as an organizational change strategy designed to prevent remedy discrimination and disadvantage by identifying and removing barriers in employment policies and practices and in the culture of the organization.

While as these two programs are based on sameness principle, diversity management is based on the principle of difference (Lorbiecki and Jack, 2000).

As Gareth and Jones et al, (2008) explains diverse individuals continue to experience unfair treatment in the workplace as result of various challenges from biases, gender schemas, stereotypes and overt discrimination etc and also face barriers like glass ceiling, therefore need to manage diversity. Managing and valuing diversity is a key component of effective people management, which can improve workplace productivity (Black Enterprise, 2001). In today's fast-paced environment a successful organization is one where diversity is the norm and not an exception (Lawrence, 2001).

On the other hand Hanappi-Eggar (2011) suggest that in practice diversity management for European employees has a tendency to focus upon activities such as recruitment and selection rather than marketing. A study conducted by Rajan and Harris (2003) for 500 UK and European organization conclude that diversity management is more than just conventional HR issues. It is more identified as a means of improving organizational resilience by creating new customer segments aided by developing a diverse workforce that is representative of their customers.

In relation to the above definitions of diversity, Hanappi-Eggar (2011) argues it is evident from the available literature that Western organizational cultures started adopting this concept through legislation in the 1980s through to 1990. This is not the same in the developing countries, some which are only beginning to embrace the concept action, further to diversity management and to a business case for diversity. In Africa, diversity seems to have been embraced much more in South Africa due to its unique apartheid system when equity policies were laid down in the constitution in 1998. Majority of the studies conducted in South Africa have found race and ethnicity to be the most widely recognized dimension of diversity (Smit and Cronje, 2007). Bologun (2001) points out that diversity also breeds conflict and is often associated with tensions in developing world. He is careful to clarify that tackling diversity topics might become destructive when it is not managed properly but with care diversity conflict leads to good team management and raises productivity (Jackson, 2002).

Many African countries, especially Kenya are still at the initial stage of entrenching affirmative action in their organizations. Kenyan organizations are not comfortable with adopting some of the dimension such as sexual orientation and trade union affiliation, into their organizational culture, (Hanappi-Eggar, 2011). Hanappi-Eggar further emphasizes that: “based on the critique of diversity and diversity management and its cultural bias, the local cultural, social and political context of Kenya has to be considered. Kenya has a historical and cultural background very different from US.” Nyambegera, Daniels, and Sparrows (2001) support this and explain that individuals express culture and its normative qualities through their own values. They further explain that Kenya has 42 tribes each with different cultural values and norms, but most or all of them have similarities in the way they treat women, sexual orientation and disability. According to their study men have always enjoyed superiority and privileged status, an attitude they have carried in the employment sector. In particular in Kenya, sexual orientation is widely ignored and it is considered a taboo to talk about homosexuality and is declared illegal by 75% of African countries (Anderson, 2007). Nyambegera, Daniels, and Sparrows (2001) points out African culture discriminate against women and are always relegated to inferior positions compared to men something that this study will seek to find out. From the scanty literature available in Kenya ethnicity is a more prevalent diversity dimension followed by gender. Frederickson (2000) confirms this by noting that “differentiation between gender identities has often given rise to social inequalities which has left women with less public and private power than men in Kenya. He further suggests that diversity management is relevant for Kenya, if the categories are well managed implying that the primary factor needs to be diffused and the leadership needs to eliminate barriers to equal opportunities.

In analyzing the conditions of diversity management in Kenya it is important to study the practice of the single largest employer in the country i.e the Government through its appointed agency the public service Commission of Kenya. This is a body that was formed in 1954 to advise the colonial government on appointments in the civil service and was subsequently enshrined in the constitution at the time of independence with a mandate to manage the entry,

exit and stay of the civil servants in the public service. Although it was originally to be a lean efficient structure, which was modeled along the Westminster style of management with intention of making it a permanent civil service, non partisan and capable of serving any political party that formed the government and things started changing as Kenya gained independence in 1963 and took control of its internal affairs (UNDP, 2001). The officially recognized values of fairness, relevant qualifications, seniority and honesty which are expected to guide the appointments in the civil service in practice changed and were replaced by nepotism, tribalism, and political patronage. As result there is tension between the different groups who want a fair share of the national cake and eventually led to erosion of professionalism, inefficiencies set in and have continued till now. From the Annual Report of Commission, 2008 public service jobs range from A(lowest) to U (highest) and the category of senior management job groups ranges from N to U and it depicts that women are not accorded equal opportunities in senior posts during job placement. Women are generally relegated to low job groups due to stereotyping.

Therefore, workforce diversity presents both opportunities and challenges. According to Cox (2001), “the challenge of diversity is not simply to have it but to create conditions in which its potential to be a performance barrier is minimized and its potential to enhance performance is maximized”. According to Macibi, (2007) there is no organization that is homogenous, all are heterogeneous and are thus diverse with such challenges as democracy craze, problems of generating teamwork and winning workforce, representativeness issues, communication barriers, group cohesion especially in mixing old and fresh experiences, knowledge, skills etc among many other challenges.

However, diversity management can create a competitive advantage in areas such as marketing, problem solving and resource acquisition (Cox, 2001). Further, he explains that diversity management is a systematic organization-wide effort based on the premise that for organization to survive and thrive there is an inherent value in diversity. According to Thomas et al, (2002), diversity management aims at providing tangible benefits to the company, and is seen as business strategy aimed at tapping into the full potential of all employees in the company in order to give company competitive advantage. Diversity management can make companies

reduce cost due to lower absenteeism and turnover (Thomas, et al, 2002), indicates it reduces risk of discrimination lawsuits due to a more just and non discriminating environment and creates more effective marketing to diverse customer pools (Kossek, Lobe, & Brown, 2006). However today respect for diversity is not simply tolerance of conflicting primary loyalties but extends to ensure differences in thought patterns, lifestyles, mannerisms and mindsets (World Bank 2002.2)

It is against such background that the researcher sought to find out Workforce Diversity Effects on Implementation of Human Resource Management Practices in Ministry of Health, Kenya.

1.1.1 Human Resource Management Practices

Human Resource Practices are informal approaches used in managing people (Armstrong, 2010). Wall and Wood (2005) outline HRM practices as sophisticated selection methods, appraisal, training, teamwork, communications, empowerments, performance related pay and employment security. Huselid (1995) used eleven HRM practices in his study and these include personnel, selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion criteria.

According to Globalization of Human Resource Practices Survey Report by (Harrison, R. and Kessels, J. (2004) HR practices are primary responsibilities of human resource function in an organization e.g training, development, selection, compensation etc. Gary Dessler (2010) explains how effective HR practices can improve performance, i.e by training employees to perform better than untrained ones, creating safe workplace that produce fewer lost-time accidents and accidents costs than do unsafe ones. To him a high performance work system is an integrated set of human resource management policies and practices that together produce superior employee performance. These would include: employment security, selective hiring, extensive training, self managed teams and decentralized decision making, information sharing, contingent or pay for performance rewards, emphasis on high quality work etc. T. Argarwala (2010) studies indicate a significant relationship between the adoption of high-performance HR practices and organization performance indicators. He emphasizes that HR officers need to

manage the changing workforce due to changing family structures, global workforce, education knowledge workforce, contingent workforce and workforce flexibility and the changing nature of employment relationships.

Cappelli and Crocker-Hefter (1999) suggested that HR practices help to create unique competencies that differentiate a firm's products and services. Hamel and Prahalad (1993) argued that competitive advantage of a firm, over the long run; results from building the core competencies in the firm that are superior to those of its rivals. The distinctive human resource practices shape the core competencies that determine how firms compete with each other. In addition it is also easier for firms to find a new business strategy to go with the existing HR practices and competencies, than to develop new HR practices and competencies to match new business strategies. The primary proposition of Baird and Meshoulam, (1988) an organization's performance can be enhanced if it adopts HRM practices that complement other HR practices (internal fit), as well as the strategic objectives of the organization (external fit).

In recent decades, human resource managers have recognized the need to adopt effective diversity management practices in order to overcome barriers for diversity and reap the rewards of a diverse workforce (Kossek and Lobel, 1996). Although recruitment of diverse employees can be a goal of diversity management, if there is little diversity in the organization, the focus should be on recruitment strategies and not diversity management per se. Most business diversity efforts are focused more on recruiting customers not employees (Tsogas & Subeliani, 2005).

Most importantly, procedures and selection decision must be consistent for the groups of applicants. Inconsistencies in the selection decision open the organization to discrimination complaints (Cox, 1993). Women and minorities are more apt to join organizations where their personal values fit the organizations' values (Kristof, 1996). The orientation process for new hires is an optimal time to create a positive impression of organizational diversity initiatives. Researcher shows that orientations are more effective if high level executives are present to reinforce the importance of this initiative (Cox, 2001).

According to Knouse et al, (2008), a review of training literature shows that success diversity training include strong support from top management, complementary human resources practices, focus on individual behaviours rather than attitudes, impact on the norm, values, and rewards of the organizational rewards etc. Kalev, Kelly, & Dobbin, (2006) indicate that mentoring can alleviate the isolation that women and minorities face in organizations. However, Research shows that a positive climate for diversity in organization enhances retention of women and minorities (MCKay, Avery, Tonidandel, 2007).

The role of the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of an organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources.

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 representative and assimilation. This is because available research indicates that unmanaged employee diversity is more likely to damage morale, increase turnover and cause significant communication problems and conflict within the organization (Loriann & Carol, 2007).

1.1.2 Workplace Diversity Management

Bagshaw (2004) define workplace diversity management broadly as a systematic and planned commitment by the organization to recruit, reward and promote a heterogeneous mix of employees. Diversity in this format was adopted by different countries, more so in the Western world. The concept was preceded by other diversity programs like affirmative action and equal employment opportunities (Argocs and Burr, 1996).

Affirmative action and diversity effort began as a requirement for federal government contractors to document the inclusion of women and racial minorities in the workforce. As part of government regulations covered employers must submit plans describing their attempts to

narrow the gaps between the composition of their workforce and that of labour markets where they obtain employees ensuring a balanced and representative workforce (Mathis & Jackson, 2003).

Diversity Management is proactive and aimed at promoting diverse and heterogeneous workforce because more and more business is realizing that there could be a business benefit for having diversity management programs. The current business focus on diversity is quite different from equal rights legislation and from affirmative/positive action programs. Diversity efforts focus on managing and handling the diverse workforce to give the company a competitive advantage (Mathis & Jackson, 2003).

The term workplace diversity is a complex, controversial and political phenomena (Janssens & Steyaert, 2003), and different researchers have conceptualized several view points: According to (Nkomo, 1995), several researchers have looked at it from a narrow perspective view while others on broad perspective view. The danger in narrowly defining diversity is that only one dimension of cultural diversity of race, age, ethnicity, or gender will be large subject of research but since cultural diversity dimension interacts with other dimensions of diversity, so a narrow concept of diversity would be deficient by failing to recognize interactions (Michaela, Deanne, Paul and Janique, 2003). In addition, the key issues of exclusion and discrimination of cultural groups from traditional organizations will not have a meaning and will simply bring differences (Cross et al, 1994).

Scholars who advocate a broad definition like (Jackson, May and Whitney, 1995) argue that diversity encompasses all the possible ways people can differ, and according to this school of thought people do not necessary differ because of race, gender, age and other demographic categories' but also because of their abilities, organization function, tenure and personality. They contend that an individual has multiple identities and that the manifold dimension cannot be isolated in an organizational setting. They argue that individuals not only bring race, age, ethnicity and gender but also offer their personality, and cognitive style to the workplace meaning that for one to understand the dynamics of heterogeneous workforce, the interactive effects of multi-dimensional diversity have to be addressed.

Other authors have viewed workplace diversity from a Moral-ethical Perspective which identifies primary and secondary characteristics, variable and invariable characteristics, and visible and invisible characteristics. The distinction between the primary and secondary characteristics (Daft, 1995) refers to the central versus the acquired elements that can influence the way people perceive themselves and their environment. The primary dimensions include gender, age, ethnicity, sexual orientation, race and physical condition, while education, religion, geographical origin, income, marital status and profession fall under the secondary dimensions. A second categorization makes a distinction on the basis of the relative variability of the sources of diversity. Relatively invariable characteristics are race, ethnicity, gender, sexual orientation, nationality and socio-economic background. Age, function, education, marital status and physical condition are categorized as variable types of diversity. Finally, there is the categorization according to visible and invisible or observable and non-observable characteristics (Cox, 1993). Here the dimensions of race, ethnicity, gender and age are considered visible sources of diversity, and education, function, experience in the organization and socio-economic class are categorized as invisible. Diversity in this last category refers to the underlying norms and values common to a certain group of people.

Other types of categorization found in research takes a more organizational and economical perspective of diversity management and involves categorization according to cultural, functional and historical dimensions (Pollar & Gonzalez, 1994). Examples of cultural differences include religion, age, ethnicity and language ability. Functional differences refer to the differences in the way we learn, think, process information and deal with authority. Historical differences refer to family make-up, political opinions and inter-group relationships (Northcraft, Polzer, Neale & Kramer, 1995).

Hubbard (2004) emphasizes that organizations need to clarify the role of workplace diversity including leadership roles and expectations for diversity initiatives. The vision and mission statements should also highlight the importance of diversity and also communicate through corporate websites and equally communicate the commitment of allocating the necessary resources in budgets, staff, and time to move diversity forward.

As explained by Lee, (1997) diversity management no longer refers solely to the heterogeneity of the workforce within one nation but often refers also to the workforce composition across nations due to globalizing economy and increase in multinational corporations. Managing a diverse workforce of citizens or immigrants within a single national organization context is known as International diversity management. On the other hand cross-national diversity management refers to managing workforce composed of citizens and immigrants in different countries.

1.2 Statement of the Problem

Today, one of the many challenges that accompany increasing diversity is the widening range of employees' needs, which employers are meeting with such benefits as flextime, job-sharing, telecommuting, and child and elder care programs, (Dessler, 2003: 10). According to (Barlow, Bergen, Foster, 2002), if diversity is not handled properly it can easily turn into a losing situation for all involved, leading to demoralization.

According to Lee, (2011), a study carried out by the Star Online reported most of the Malaysian companies were not doing enough to retain women professionals by creating conducive working environment. Based on a report from a Ranstad (2010) World of Work, many women in their 30's were choosing to leave their workplace to find balance between work life and their home life. As result the Star Online writer recommended that Malaysia needs to build on its diversity and its strength and review the affirmative action policy created under New Economic Policy. (Lee, 2011).

Data from the U.S. Department of Labour (2004) illustrated the continuing need for diversity strategies. Whites held a larger than proportionate share of management occupations (88.4%) relative to other races and ethnicities revealing 5.7% for Blacks, and 5.9% Hispanics. This data reflected women representation of 47.5% of the managerial and professional occupation and mainly occupied "female dominated, relatively lower paid occupations (i.e school teachers) within those professions while men were nine (9) times holding engineers and scientists posts. Globally, the Gender Promotion Programme of International Labour Organization www.ilo.org.

(Retrieved 5th February, (2004) revealed that globalization created unprecedented economic opportunities and deepened social inequalities. The findings also indicated only 54% of working age women are in the workforce worldwide compared to 80% of men and that women continued to dominate the invisible care economy jobs relating to care giving and domestic work. According to this ILO report, most women obtaining new employment in developed countries has been in part-time jobs, while in developing countries women have gone mainly into informal sector and home-based work. Globally according to the study women earn 20-30 percent less than men and hold only 1% of Chief Executive Positions so there is need to balance gender economic opportunities and social inequalities especially in top executives' positions.

In Kenya ethnicity is perceived to be the most important dimension of diversity management among tribes each with different cultural values and norms but all with similarities in the way they treat women, sexual orientation and disability (Nyambegera, Daniels and Sparrows, 2001). The African culture discriminates against women and relegates them to inferior positions and don't value qualifications thus majority of the women are appointed to the less skilled and service jobs. Bekele (2000: 255-7) study however, indicated today in Africa women legislators constituted only 10.4% of the total parliamentarians across Africa by Jan. 1997 being an improvement over the 1994 when women occupied only 8% of parliamentary seats across African countries and 6% of ministerial level posts and also hold university presidents, permanent secretaries and managing directors of key state enterprise. The study recommended antidiscrimination of women by the African Culture and laid emphasis on equal inclusion and value of professional qualifications among genders.

The available literature from the past studies carried out indicated in-balance in gender economic opportunities and social inequalities especially in pay and also present under representation of women, disabled and sexual orientations in top executives positions as well as lack of flexitime for young female professionals and recommends a more inclusive workforce between generations. However, this study attempted to fill the gap of knowledge by promoting a more proactive effort that creates a workplace that would encourage employers to create diversity

awareness and seek to build mentorship programs that would allow a more inclusive succession planning for women and minority groups.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to find out Workplace Diversity Management Effects on Implementation of Human Resource Management Practices in the Ministry of Health, Kenya.

1.3.2 Specific objectives

The study sought to address the following research objectives and questions:

- i. To find out how demographic factors affects implementation of HRM practices.
- ii. To establish the extent which cultural factors affects implementation of HRM practices.
- iii. To determine the relationship between diversity management programs and implementation of HRM practices.
- iv. To examine the effects of diversity managerial role on implementation of HRM Practices.

1.4 Research Questions

- i. How did demographic factors affect implementation of HRM practices?
- ii. To what extent did cultural factors affect implementation of HRM practices?
- iii. What was the relationship between diversity management programs and implementation of HRM practices?
- iv. What was the effect of diversity managerial role on implementation of HRM practices?

1.5 Significance of the Study

The study would be beneficial to both employers and employees because respect for individual differences can increase productivity, marketing opportunities, improve recruitment, creativity and business image. It is also anticipated that the study will promote full inclusion in various organizations since negative behaviours if not well managed will lead to conflict resolution and resource utilization to combat discrimination that often results to loss of time and money.

The study is anticipated to profit organizations that view diversity as part of their key strategy rather than a business expense because such organizations are likely to profit far greater than others since they are more likely to reap benefits of cost reduction in attrition and increased revenues.

The study is expected to form a resource material for the Government, future readers and other relevant ministries. The concerns raised in the study of various diverse workforces are also expected to act as a reference point to various public and private institutions that could be used to strengthen diversity related HR policies.

Finally, the study in this field will encourage others to explore more and fill possible research gaps in this field.

1.6 Scope of the Study

The study was carried out in the Ministry of Health Headquarters among its 24 departments in Afya House, Nairobi County. The study targeted all cadres of employees at all levels categorized in six (6) sections mainly to assess effects of workplace diversity management effects on implementation of HRM practices in the Ministry of Health, Kenya.

1.7 Limitation of the Study

While carrying out the study the researcher faced various challenges among which included non respondents among staff as past studies indicate diversity is extremely difficult to study in organization settings since it raises sensitive, difficult issues to discuss and many employees are reluctant to share their experiences or data given the legal climate and potential for litigation. The researcher overcame this by obtaining a research permit and research authorization letter from the Ministry of National Commission of Science and Technology and by using a more balanced questionnaire and assured respondents of her sole academic intentions in the findings with strict confidentiality in the information gathered.

Financial constraints were also a challenge due to costs related to typing, printing services, photocopying, internet browsing, binding, telephone calls etc. The researcher overcame this by typing her own work to reduce bureau charges. .

Time was a great challenge to the researcher given her normal busy working schedule as a full time employee in a busy office. She overcame this by taking time off to reach the study respondents and to analyze the data qualitatively.

The researcher also faced biased and inaccurate feedback from respondents either due to misinterpretation of questionnaire, fear or lack of clear understanding of the field of study that is not widely covered in Kenya. The researcher overcame this by self administering the questionnaire and pilot testing the research instrument to check any misconception and to correct any irregularities before distributing the final instrument to the participants of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Chapter reviewed both theoretical and empirical literature review, critic the literature, gave its summary and conclusions, identified research gaps of the study and finally outlined the conceptual framework. The literature material sources were from text books, thesis, dissertations, scholarly journals, government reports, conference papers etc.

2.2 Theoretical Review

The study was guided by five (5) main theories of diversity among others. These include Social identity and Self categorization theory, Information decision making theory, Stand point theory and Ibrahim Maslow theory. The study also evaluated macro and micro model of diversity management and three Human Resource Management models which highlighted the managerial role of diversity, namely Harvard model, Michigan model and Guest Model.

2.2.1 Social Identity and Self Categorization Theory

Social identity theory is a cognitive social psychological theory that originated in Europe and gained popularity in North America and in other regions of the world. It provides the connection between social structures and individual identity through the meanings people attach to their membership in identity groups, such as those formed by race, ethnicity, or gender (Tajfel, 1982). The theory postulates that people tend to classify themselves into social categories that have meaning for them, and this shapes the way individuals interact with others from their own identity group and from other groups (Tajfel, 1982; Turner, 1987).

Social identity is defined as the individual's knowledge that he or she belongs to certain social groups together with some emotional and value significance to him or her of the group membership (Tajfel, 1982). It stems from categorization of individuals, the distinctiveness and prestige of the group, the salience of the out-groups and the factors are traditionally associated with group formation.

Social comparison is the process that people use to evaluate themselves by comparing their group's membership with other groups. The aim of differentiation is to maintain or achieve superiority over an out-group on some relevant dimension. Social categorization is a cognitive tool that is used to segment, classify, and order the social environment, and thus enable the individual to undertake many forms of social actions" (Tajfel & Turner, 1986). Social categories include groups such as women, Catholics, social workers, gays and managers. These authors insist people are complex because of differences in values and norms, as well as ones group identification and these differences may influence social categorization.

Social identity theory can be described as a theory of group membership and behaviour (Hogg et al., 1995). It is developed with the purpose of understanding how individuals make sense of themselves and other people in the social environment. Self- categorization exists when people stereotype themselves by attributing to themselves the attitudes, behaviours and other attributes they associate with membership in a particular group (Kulik and Bainbridge, 2006).

Through self-categorization and group membership, individuals develop a social identity, which serves as a social-cognitive schema (norms, values and beliefs) for their group-related behaviour. Kulik and Bainbridge, (2006) explains "The perceiver is likely to see these characteristics as central to his or her own identity and therefore these characteristics are used to categorize others"). Stereotyping, prejudice and conflict are critical consequences of social identity and self categorization (Tajfel, 1982).

2.2.2 Informational and Decision-making Theory

Tziner and Eden (1985), decision-making theory as discussed by Leslie et al, (2002) suggested that more distinctive individuals are more self-aware of what they will become. The self awareness of individuals in turn leads them to compare their behaviour to the norm of the group. "The basic concept involves any power-sharing arrangement in which workplace influence is shared among individuals who are otherwise hierarchical unequal. Such power-sharing arrangements may entail various employees involvement schemes resulting in co-determination of working conditions, problem solving, and decision-making" (Locke & Schweiger, 1979).

Cox (1993) supports the belief that workplace homogeneity makes relationships and communication easier. Cox (1993) presented the conceptual framework whereby organizations are explained as monolithic meaning there are relatively few minority employees and diversity initiatives are subject to resistance or multicultural organization where minorities are represented at all levels of organization and diversity is incorporated as a basic value in the corporate culture. Group identity is seen as an affiliation with others with whom one has a common interest. These identities are fundamental to the manner in which cultural identity influences behaviour in the workplace. Cox, (1993) defined phenotype identity based on visually observable differences and suggested that reaction such as stereotyping and prejudice are typically activated based on phenotype identity. Phenotype identity groups are based on physical and visually observable differences.

2.2.3 Attraction Selection Attrition Theory

According to Garcia, Posthuma, & Colella, (2008) individuals are normally attracted to organizations that appear to have members with values similar to their own and as result, organization select new members that are similar to their existing members because their hiring continues to make everyone feel comfortable. In most cases recruitment and selection practices are carried out after initial attraction of employees to the organization. Attraction is bidirectional meaning that before recruiting and selecting candidates for positions an organization also gets attracted to a pool of talent with specific attributes that might be existing outside the organization. The Attraction Selection Theory is relevant to this research as it explains attraction, selection and retention of employees by organization and is supported by Schneider (1987) who claims organizations attract, select, and retain those people who share their values.

2.2.4 Standpoint Theory of Smith (1987)

Hubbler (2004) suggested that to understand co-cultural relations, the life experience of those in subordinate positions should be explored. Co-cultural theory provides a framework to access, from the perspective of historically marginalized individuals, their view of interaction between dominant and non-dominant relations within existing social structures.

Standpoint theory suggest that marginalized groups bring different perspective to an organization that challenges the status quo since their socially constructed world view will differ from that of the dominant group (De Pree, Max,1989). Although the standpoint of the dominant group will often carry more weight, a transformational leader will encourage conflicting standpoints to coexist within an organization which will create a forum for sanctioned conflict to ensue. Conflicts stem from challenging the way things have always been done, and or ideas and problems that have not been explored from multiple perspectives. Standpoint theory gives a voice to those in position to see patterns of behaviour that those immersed in the culture have difficulty acknowledging (Allen, Brenda J. 1996). These unique and varying standpoints help to eradicate groupthink which can develop within a homogenous group. Scot Page's (2007) mathematical modelling research of team homogeneous teams on a variety of tasks points out that diversity in teamwork is not always simple and that there are many challenges to fostering an inclusive environment in the workplace of diverse thoughts and ideas.

2.2.5 Maslow's Needs Hierarchy Theory

Abraham Maslow (1943) needs hierarchy theory is one of the most popular motivation theories among practicing managers. It argues that employees are motivated to satisfy five basic types of needs (physiological, safety, social, esteem and self-actualization). According to Maslow these needs are arranged in a hierarchy of importance, with lower needs requiring adequate satisfaction before the next higher order need can motivate behaviour. Maslow's theory alerts managers to the danger of unsatisfied needs dominating employee attention and influencing their attitudes and behaviour at work. Also once a need is satisfied; it may no longer act as an effective motivator of employee behaviour and these needs are based on importance. At the lowest level, people need their physical needs satisfied, such as hunger and thirst. Then they crave for safety and stability needs and thereafter crave for social needs that are individuals need to belong to group and have meaningful relations and relationship. Once the need is fulfilled an individual strives for self confidence and personal achievement. Finally an individual must realize his potential. This theory helps managers to motivate subordinates in a diverse workplace. An effective manager ensures there is safe work environment, providing the necessary tools and resources and

involving employees in the process. Many organizations apply Maslow's approach to employee motivation through their job design, award, and compensation and benefits program. For example some companies use competitive compensation strategy to provide employees a sense of security that permits them to feed, clothe and house their families (Schermerhorn, 2002).

According to Macibi, (2007) people always have needs, and when one need is relatively fulfilled, others emerge in a predictable sequence to take its place. Managers should, therefore, anticipate each age group needs profile, and provide opportunities to fulfil merging needs. It is believed that Maslow has the most famous model of variation in motivation across time, for the same person and between people, (Weightman 2004:155).

In this study the researcher will adopt Abraham Maslow theory of motivation because it is closely related to area of study and aims at proactively gaining opportunities and minimizing challenges of diverse workforce so as to achieve the organizations' competitive edge of its human resource. This therefore, means that for managers to achieve workplace diversity management they need to continuously identify evolving needs of their employees and fulfill them in order to achieve competitive advantage from the heterogeneous workplace diverse age groups, sexual orientations, gender, education backgrounds, race, ethnicity etc.

2.2.6 Macro and Micro Models of Diversity Management

Dietz and Petersen (2006) in their paper of Managing Diversity categorize diversity approaches to the macro or organizational-level approach and the micro approach that is based on psychological models of discrimination and inter-group relations. At the Macro level (organizational or business unit level) of analysis, diversity management is hypothesized to moderate the relationship between workforce diversity and performance. The leading models are Cox's model and Thomas and Ely's model, (1991, 2001) which states that diversity management emerged in the late 1960s in pluralistic organizations and later evolved into multicultural organization. Pluralistic value minimizes prejudice, discrimination and inter-group conflicts. This model is further extended to include a five-step model toward becoming a multicultural organization which includes leaderships, research, management, education, alignment of

management systems and follow-up. They are assumed to be more positive or less negative as the degree of diversity management increases. Thomas and Ely model focuses on the processes that diversity management affects the relationship between workforce diversity and organizational outcomes variables. They advocates for three types of perspectives: discrimination-and-fairness, access-and-legitimacy and integration- and-learning (Thomas and Ely, 1996).

At the micro level, based on social psychological theories, advocates that a critical component of diversity management is to understand and manage stereotypes, prejudices and discrimination Dietz and Petersen, (2006) stereotypes and prejudices are considered immediate antecedents of discrimination. They argue that other social psychological processes e.g. the development of social identities and social categorizations, experience of realistic group conflict, contact with demographically different persons, and individual differences in social dominance orientation are more distal antecedents of discrimination than stereotypes and prejudices.

2.2.7 Models of Human Resource Management Practices

Beer et al, (1984), explains that one of the Models of HRM Practices is the Harvard Model which works as a strategic map to guide all managers in their relations with employees and concentrates on the hard or soft aspect of HRM. It stresses on employees' commitment not control. It also works on the premise that employees need to be congruent, competent and cost effective.

Another model is the Michigan Model that focuses on hard HRM. It holds that people should be managed like any other resources and so obtained cheaply, used sparingly, developed and exploited fully. It also emphasized the interrelatedness of HRM activities. According to this model, selection, appraisal development and rewards were geared towards organizational performance (Devanna et al, 1984).

In addition according to Guest, (1997), Guest Model works on the premise that a set of integrated HRM practices will result to superior individual and organizational performance. It advocates a significant difference of Human resource management from Performance Management. It holds

that HRM strategies like better training, appraisal, selection, reward, job designs, involvement and security leads to more quality outcomes; commitment and flexibility, differentiation, innovation, and focus on Quality and cost reduction which in return affect performance in that productivity will increase innovation, result to limited absences and labour turnover, and also low conflicts and customer complaints.

In reference to the above study models the researcher will use and incorporate different viewpoints presented in the Macro and Micro Models of diversity which supports various theories of diversity like social psychological theories that include social identities and social categorizations. The models also support different types of diversity paradigms/perspectives like discrimination and fairness paradigm and goes further to support different types of diversity management related organizations like pluralistic and multicultural organizations that are very relevant to the area of study.

2.3 Empirical Review

The researcher reviewed some of the past studies conducted to find workplace diversity management effects on implementation of human resource practices. This included effects of workplace demographics factors, cultural factors, relationship between diversity management programs and implementation HRM practices and effects of diversity managerial role on HRM practices.

2.3.1 Demographic Factors

Mathis & Jackson (2003) explains diversity is seen in demographic differences in the workforce. These authors explain that the U.S workforce is more diverse racially and women in the labour force are much more than before. The average age of the workforce is now considerably older than before. These and other demographic shifts will cause HR management in organizations to adapt to a more diverse labour force both internally and externally.

According T. Argarwala (2010) Workforce demographic diversity are changes in the composition of employee age, education, gender, and background which throw up significant HR

challenges such as workforce diversity and gender issues at workplace. The demographic mix in the workplace has become highly diverse. These demographics include the following:

Age demographics: According T. Argarwala (2010) the composition in the 21st Century is unique and consists of three (3) generations that is; Baby boomers born between 1946 to 1964. The boomers are at the top of most organizational hierarchies. They are executives, senior NCOs, and senior officers. They control power in most organizations and contain much of the corporate memory and when they leave, there is likely to be a large gap in the flow of organizational processes (Knouse, Alvin & Patricia, 2008). Most baby boomers constitute a high percentage of the workforce and are near retirement age raising the number of older workers in the workforce. This has raised the number of older workers in the workforce thus increasing the proportion of dependants on the working population especially woman employees who have to perform caring role for elderly relatives. Therefore, Human resource personnel need to develop innovative HR practice for elder care benefits, flexible working hours to help employees care for their elderly dependents families. The aging workforce has also affected the retirement policies of organizations with an intention to ensure that successive generations get sufficient opportunities to join the workforce. The age demographics of a country are expected to mirror the retirement age (Macibi, 2007). Many countries have a rapid decline in the working population since they are fewer young people for the jobs vacated by retirees especially in France, Germany, Spain and Italy and most of the workforce has greyed.

Generation X (Baby Bust or Generation Xers) born between 1965 and 1979 and Generation Y (Net Generation /Millennium generation) born in or after 1980. They are avid technology users. They are experienced in media than any other generation, such as the personal computer, cable TV, VCR, pagers and cell phones, they tend to be skeptical, cynical and even pessimistic and don't believe that there will be long-term job security for hard work and desire leaders who have creative solutions and are entrepreneurs'(Knouse, Alvin & Patricia, 2008). Few Gen Xers are available to fill the vacancies of retiring baby boomers or to replace them. Most of Gen Xers will enter the middle and upper management ranks. *Gen Y* (born after 1980) and Generation Z (born from 1995-2012) will enter the lower management levels resulting to younger and less

experienced workforce thus need to retain the advanced and more experienced employees' increases (T. Argarwala , 2010). They are technology innovators', wants newest gadgets, tend to develop relationships through internet sites i.e You tube and Facebook, they want instant gratification and success, are ambitious but many appear aimless, want to succeed but may not have coherent plans, they are independent but maintain close ties with parents and often move back home after college or during their first jobs and show their individuality by collecting tattoos and piercings ((Knouse, Alvin & Patricia, 2008).

Most of the industries affected include Healthcare, Engineering and IT. Older employees have special knowledge and relational skills based on experience and can be an asset for the firm while younger employees usually have an original outlook, knowledge and energy. Thus age diversity encourages the transfer of knowledge and experience between generations thus need to set mentoring programmes whereby the older employees serve as mentors for the younger employees to ensure that skills are passed on to the new managers, T. Argarwala (2010)

In addition T. Argarwala argues that there is increased demand for high-skilled jobs, there is also a demand for more skills within jobs. An average worker demands have increased resulting into gap between skills required and the skills on offer. This is because employees at all levels need computer, communication and customer handling skills unlike before. Therefore, HR has to emphasize training, retraining, and development activities. Higher education has led employees to be more demanding leading to demand for greater autonomy at work along with expectation for social status, career and self-esteem.

By the year 2050 it has been projected that more than one in every five persons though out the world would be aged 60 or over. We should therefore seek to ensure that age discrimination does not act as a barrier to positive interaction with people of any age group (Macibi, (2007). Curries (2001:149) found out that long serving employees have low absence rate, are likely to be job satisfied and are less likely to leave. According to Macibi (2007) older workforce older individuals have evolved a wisdom that help them find ways through complex and demanding circumstances, have matured, and are less concerned about promoting themselves while those

who have been in employment for a long period of time have a variety of skills and those who are newly employed have a modern approach.

Gender demographic: According to Jones et al (2008) studies carried out in US reveal that only a small percent of 5.2% of the top earners are women and only 7.9% of those have highest ranking titles in Corporate America. However, women either control or influence nearly all consumer purchases, so it is important to have their perspective represented on boards and the research conducted indicated that female executives out perform their male colleagues on skills concerning motivating others, promoting good communication, turning out high quality work and being good listeners. Higher promotion of women top-management positions had significantly better financial performance than organizations with lower proportions of female top managers. Labour market data show that a sharp gender divide has developed in the working-age group since 1998. Many women professionals are mothers; losing them would mean losing many skilled employees. This has challenged HR to develop strategies to attract and retain educated and skilled women workers. It is also important to develop initiatives to ensure that women return to work after childbirth, since the maximum attrition among women employees happens at this stage. The firm's ability to attract and retain women employees is influenced by its ability to provide family-friendly practices and facilities such as training for returners and career breakers i.e women taking care of young children (T. Argarwala, (2010).

Capabilities/Disabilities: According to Hanappi-Eggar (2011) disability is considered as an enigma or a curse on the family into which the person has been born and family tend to be socially out-casted and to avoid this, some families have abandoned disabled children and even killed but in the modern families some have resorted to hiding them in their houses and therefore refusing them their basic rights. As result of this stigma people with disabilities have not been accepted or integrated in the Kenyan society. There is need for employers to make reasonable accommodation to enable people with disabilities to be accommodated in the workforce by employers and to prohibit their discrimination to enable them to effectively perform their jobs. A key challenge for managers is to promote an environment in which employees needing

accommodation feel comfortable to disclose their need to effectively perform their jobs and also an environment perceived to be fair by those not disabled. (Gareth R. Jones et al 2008).

2.3.2 Cultural Factors

Cultural diversity is a major issue in diversity management and Ely and Roberts (2008) defines cultural diversity as differences among team members in race, ethnicity, gender, religion, nationality or other dimensions of social identity that are marked by a history of intergroup prejudice, discrimination or oppression. Cultural diversity is a major issue in diversity management. If diversity is well managed, organization can benefit from both synergistic and culture specific advantages including enhanced creativity, flexibility and problem solving skills (Zilla, 1972, Hayles and Robert, 1982).

Taylor Cox, Jr.(1991), talks about three (3) organization types that focus on development of cultural diversity. These include Monolithic organization, the plural organization and the multicultural organization. In Monolithic organization the amount of structural integration present persons from different cultural groups in a single organization and white privilege is very tangible and women and underrepresented groups/marginalized members within the workforce are not in position of leadership and power (Cox, Jr, Taylor (1991). The plural organization has a more heterogeneous membership than the monolithic organization and takes steps to be more inclusive of persons from cultural backgrounds that differ from the dominant group. This type of organization seeks to empower those from a marginalized standpoint to encourage opportunities for promotion and positions of leadership. Allen, Brenda J. (1996). The Multicultural organizations not only contain many different cultural groups, but it values this diversity. It encourages healthy conflicts as a source of avoiding group think, Page, Scott (2007).

According to Gomez-Mejia et al (2004) United States is a youth-oriented culture that has not come to terms with its changing demographics. He advocates that over 50 years employees encounter a number of stereotypes that block their career advancement though the average US worker was 38 years by 2004 but expected to reach close to 42 years by 2010. He suggests that generational conflict is likely to arise as older workers sometimes feel that their position and

status are threatened by “young buck” eager to push older employees out of the way. According to the Bureau of Labour statistics by 2006, 17% of the workforce was projected to be older than 55 years. The baby boomers were found to stay in the workforce longer while generation X are vying for jobs held on to by the older workers and the conflict between the two groups was projected to increase in the future (Gareth R. Jones et al, 2008).

The Cultural bias of Diversity Management: Jackson (2002) points out various approaches to understanding the diversity management of people in Africa often negatively viewed. The perception of management in African countries is seen as resistant to change, reactive, dependent on context, and basing decision on relationship rather than universalistic criteria. African countries were colonized and therefore strongly rely on their former colonial masters in all aspects while enhancing their values and practices. The colonialists in Africa are said to have initiated a practice of favouring of one ethnic, religious, racial or other culture over others, awarding it higher status and thus breeding inter-group rivalry which often contributed to unequal distribution of resources. Most forced to adopt the masters language which also plays a crucial role in thinking and acting (Hannapi, 2011).

A Male-dominated Corporate Culture: Most women perceive a male-dominated culture as obstacle to their success (Lynnes, K. S (2002) though sex differences are not related to performance in white-collar occupations, where sheerer physical strength is seldom required (Gomez-Mejia et al (2004). A number of studies have shown that men tend to emerge in leadership position in U.S culture because they are more likely than women to exhibit traits that are believed to go hand in hand with position of authority. These male dominant traits include: focusing of remarks on output as opposed to process, less willingness to reveal information and expose vulnerability, less sensitivity which presumably enables them to make tough choices quickly etc (Baird, J. E et al 1979). Thus, cultural expectations may create a self-fulfilling prophecy, with individuals exhibit the “female traits” on process, social orientation and more likely to be relegated to operational and subordinate roles (Gomez-Mejia et al (2004).

Most women earn considerably less than their males and there are several factors related to culture according to (Gomez-Mejia et al (2004) that contribute to earning differential between

women and men and also limit upward mobility. These factors include biological constraints and women social roles, a male dominated corporate culture, exclusionary networks and sexual harassment. Dwyer, P.(1996) argues that expectation beyond the women roles and behaviour extend far beyond these biological constraints whereby women are still primarily responsible for taking care of children and performing most household duties while men are still expect to “bring home the bacon”. In a survey conducted late 1990s estimates full-time place in the home for full time working women who still spend three times the amount of time spent by men on household duties (Blass, 1998). This reflects societal norms; organizations have traditionally failed to be flexible enough to meet the needs of working women. Only a tiny proportion of companies provide day care and other support options like job sharing and reduced work hours for employees with young children causing majority of women in their 20s or in their 30s to curtail their career aspiration and quit organizations and majority of women who make it to the top are single and childless (Gomez-Mejia et al (2004). Exclusionary Networks: Most high-level positions are filled by men leaving women out of conversation that help men get ahead of them (De Palma, A. 1999).

According to Hanappi-Eggar (2011), Cultural values have prevented young people from getting into jobs and education. He argues that the African Culture has always referred to and relied on the wisdom of the elders. The young are not expected to take over positions assigned to elders and have to respect them leading to recycling elderly people to senior and top leadership positions in countries like Kenya. His studies shows that 50% of the current Kenyan population is made up of youths between ages 30-40 years, and 45% of those are not employed. This system has been strengthened since the government in 2007 decided to increase the retirement age of public servants to 60 from 55 years, effectively overlooking the impact on the younger generations which hardly have any representation in the Government reflecting insensitiveness of the plight of the youth.

2.3.3 Relationship between Diversity Management Programs and HRM Practices

The increasing diversity of school neighbourhoods’ and workplaces presents an unrelenting demand for effective interaction among diverse people (Johnson and Packer, 1987). People’s

experience of diversity, conception of diversity management and ideals of diversity, matters because they address not only recruitment but what happens after the recruitment (Fiske and Lee, 2008). However, Barak, (2005) feels that global economy moves diversity to the top of the agenda and immigration, worker migration and gender and ethnic differences continue to dramatically change the composition of the workforce which further complicate the diversity issue.

According to Zillar, (1972), Hayles and Robert, (1982) if diversity is well managed organization can benefit from both synergistic and culture specific advantages including enhanced creativity, flexibility and problem solving skills and Carmichael (2005) argues that diversity can be a source of competitive advantage for the group or organization and only organization that anticipate and respond to change will be able to survive in today's business environment. Kulik and Roberson, (2008) feels ability and agility to change require ability and agility to learn and learning requires diversity and a more diverse workforce will increase organizational effectiveness and also lift morale, bring greater access to new segments of market place and enhance productivity (Thomas and Ely, 1996). However, Alder, (2002) feels diversity renders communication and integration more difficult, people from different fail to understand one another, do not work in the same ways, and there is increased ambiguity, complexity and confusion which requires managing diversity by creating conditions that minimize its potential to be performance barrier while maximizing its potential to enhance organizational performance.

Cox and Blake, 1991 argues that organizational literature began emphasizing the business case for diversity in late 1980's which predicts a range of benefits resulting from greater workforce diversity within organizations (Konrad, 2003). There are perceived to be three main arguments put forward to support the business case for workplace diversity (White, 2004). Firstly, there is an argument that a diverse workforce may give firms an advantage in tapping into an increasingly diverse consumer base and, secondly, there is the case of firms who are engaged in competition for contracts as part of the process of public procurement (where diversity requirements are often placed within the terms of the contracts). However, the main reason why

firms would seem to be interested in the promotion of diversity is in response to skills shortages in periods of tight labour markets (White, 2004).

In a series of comparative studies by Wrench, (2007) the International Labour Organization (ILO) evaluated antidiscrimination and diversity-training initiatives in different countries in the European Union and found that Spain, for example, was one of the few industrialized migrant-receiving countries that at the time of the study had not introduced antidiscrimination legislation to protect non national workers; and in general, there was very little or no awareness of the potential problem of ethnic or racial discrimination. As Pereda, & Actis, (1997), found out some of labour initiatives coming from local government organizations, trade unions, NGOs, and some multinational companies, the trainings were aimed at antidiscrimination not diversity management. This is further emphasized by Taylor, Powel, Wrench, (1997) who says that even in countries that have already instituted equal rights laws and public policies that promote diversity, the general organization culture may not have been ready for the step of diversity management. In United Kingdom, for example, diversity management was perceived as premature during the 1990s in several cases unless it followed antiracism and equality trainings.

As it is evident from the brief study review, equal rights legislation and affirmative/positive action policies are prerequisites for the development of diversity management because they create the social, legal and organization environment on which diversity management initiatives can be based. Some countries, the development was sequential and took decades, whereas in others, the development was rapid and almost co-occurring.

Cox, 1994, (2001), notes monolithic and multicultural organizational continuum present “pure” types that are rarely found in reality although generated primarily for North American context but helpful in providing work organizations with a vision of the model they need to strive for in designing their diversity management strategies. The available research indicates various diversity management/approaches that affect various HR practices which are implemented in various global organizations which include the following:

The Human Resource (HR) Diversity Management Paradigm: Schneider, (1987); Schneider, Smith, & Paul, (2001) Conventional HR practices tend to produce and perpetuate homogeneity in the workforce as a result of the A-S-A that is Attraction-Selection-Attrition cycle. (Garcia, Posthuma, & Colella, 2008). Recruiting Practices, often emphasize hiring people from sources that have historically been reliable and selecting candidates whose characteristics are similar to those employees that have been successful in the past (Schneider, 1987). As result, employees who do not fit in well with the dominant organizational culture eventually leave or are fired; creating a selective attrition process that supports and maintains a workforce that is homogeneous. Recently, human resource managers have recognized the need to adopt effective diversity management practices in order to overcome barriers for diversity and reap the rewards of a diverse workforce. Kossek and Lobel (1996) summarize three (3) prevailing HR approaches to diversity management and offer an original approach of their own. The authors Kossek, Lobel, & Brown, (2006) later expanded on the model and made the connection between human resource management practices, workforce diversity, and individual, group and organization outcomes. The four (4) approaches include; diversity enlargement, diversity sensitivity, cultural Audit and strategy for achieving organizational outcomes.

The Multicultural Organization (MO) Paradigm in Diversity Management: Cox (1994, 2001) presents a diversity management paradigm that includes three (3) types: the monolithic organization, the plural organization, and the multicultural organization. The Monolithic Organization: This is an organization that is demographically and culturally homogeneous. The Plural Organization: This is an organization that has a heterogeneous workforce, relative to the monolithic organization, and typically makes efforts to conform to laws and public policies that demand and expect workplace equality (Cox, 1994, 2001). Cox explains that plural organization take active steps to prevent discrimination in workplace as such as audits that assure quality of compensation systems and manager training on equal opportunity issues and sexual harassment.

The Multicultural Organization: The multicultural organization (MO) is characterized by culture that fosters and values cultural differences and truly and equally incorporates all members of the

organization via pluralism as an acculturation process, rather than an end resulting in assimilation. The MO has full integration, structurally and informally, is free of bias and favoritism toward one group as compared with others, and has only a minimal intergroup conflict (Cox, 1994, 2001). However, Cox notes monolithic and multicultural organizational continuum present “pure” types that are rarely found in reality.

Resistance Paradigm: According to (Dass and Parker, 1999) organizations react to resist change due to diversity by maintaining the status quo in the absence of any pressures to increase diversity. (Kirton and Greene, 2005) feels that this resistance to diversity reproduce inequality without equal opportunities or diversity policy.

Discrimination-and-fairness Paradigm: This paradigm advocates that organization focus on equal opportunities and fair treatment through legislative action and by treating everybody the same (Thomas and Ely, 1996). (Kandola and Fullerton, 1998) emphasize that this is demonstrated by concentrating on staff recruitment as a means to increase numbers of employees belonging to disadvantaged groups.

Access-and legitimacy Paradigm: Thomas and Ely (1996), explains that organizations focus on a search for business benefits, maximizing every individual’s potential as a source of competitiveness by creating a culture and environment of respect (Kandola and Fullerton, 1998).

Learning-and-effectiveness Paradigm: Organizations emphasize the linkages of diversity with work and employee perspective, moving from identity-groups towards learning opportunities in order to gain the benefits of diversity (Thomas and Ely, 1996, Dass and Parker, 1999). Egalitarian organizational culture is seen as a means to higher standards of performance (Thomas and Ely, 1996) and in which employees are viewed as valuable resources, strategic assets and as an investment (Ely and Thomas, 2001).

Research by Mc Cartney (2007) claims that although approximately three quarters (3/4) of 74 employees surveyed had diversity initiatives relating to staff just a half (1/2) had diversity strategies relating to their customers. Kersley et al, (2006) find that 73% of the workforce has a

final written equal employment opportunity diversity policy compared to 64% in 1996. This figure increase to 98% in the public sector with the incidence of formal policy being higher in larger workplaces which means most employees work in establishment with formal policy.

This study therefore clearly indicates that diversity management involves proactive actions to promote heterogamous workforce in an environment that maximizes opportunities and minimizes threats of diversity. Workplace diversity therefore means creating an inclusive environment that embraces people's individual differences and provides opportunities for all staff to achieve their full potential enabling employees to work in areas of their strength and capability which make them happy and more productive and stay longer in their organizations

2.3. Diversity Managerial Role

Managers' ability to recognize cultural diversity and its potential advantages and disadvantages defines an organization's approach to managing diversity and Alder, (2002) identified three approaches to manage the diversity like Parochial, Ethnocentric and Synergistic. Synergistic approach is "Our way and their way differ, but neither way is inherently superior to the other". Ethnocentric is "Our way is the best way" and parochial approach is "Our way is the only way". These approaches recognize both similarities and differences among the cultures that compose a global organization and suggest that culture cannot be ignored or cultural diversity minimized something that managers' ought to manage. There is no single recipe for success and 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 and Roosevelt (2001) feels that 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 and both managers and associates need to be aware of their personal biases demanding organizations to develop, implement, and maintain ongoing training because one-day session of training will not change people's behaviours (Knoonce, 2001). Hence Managers must always understand that fairness is not necessarily equality and there are always exceptions to the rule. However, Erasmus, (2007) feels that workforce diversity is a forced integration that creates conflict and uncertainty and leadership is not skilled in the discipline of diversity management

and its principles and at times managers don't know how to effectively practice diversity management and to identify factors that contribute to effective diversity management as employees make decisions and brake diversity rules with their behaviours.

However, there are two principals guiding managers in managing diversity which include distributive justice and procedural justice. Distributive justice dictates that the distribution of pay raises, promotions, job titles, interesting job assignment, office space and other organizational resources among members of organization should be fair. The distribution of these outcomes should be based on meaningful contributions that individuals have made to the organization such as time, effort, education, skills, abilities, and performance levels and not irrelevant personal characteristics over which individual have or don't have control such as age, gender or race. This does not mean the members of an organization receive identical or similar outcomes; rather, it means that members who receive more outcomes than others have made substantially higher or more significant contributions to the organization. On the other hand Procedural Justice requires that manager use fair procedures to determine how to distribute outcome to organizational members. This principle applies to typical procedures such as appraising subordinates' performance, deciding who should receive a raise or promotion and deciding whom to lay off when an organization is forced to downsize by carefully appraising a subordinate's performance, taking into account any environmental obstacle to high performance beyond the subordinate control such as machine breakdowns and ignoring irrelevant personal characteristics e.g age or ethnicity (Gareth R. Jones et al 2008).

Gareth R. Jones et al (2008) recommends securing top-management commitment to diversity is crucial for the success of any diversity-related initiatives and top managers need to develop the correct ethical values and performance or business-oriented attitudes that allow them to make appropriate use of their human resources. This implies that they ought to provide strong leadership that takes a strong personal stand on the need for change and becoming a role model for behaviours required for change e.g appointing someone to head effort to improve opportunities for women and minorities in the Company's Workforce.

In relation to the above managers ought to strive to increase the accuracy of perceptions: They should consciously attempt to open other point of view and perspectives and encourage their subordinates to do the same and they should not be afraid to change their views about a person, issue, or event but should encourage their subordinates to open to changing their views in the light of disconfirming evidence. Managers should strive to avoid making snap judgment about people and judgment should be made only when sufficient and relevant information has been gathered.

Managers need to increase diversity awareness. The ability to appreciate diversity requires that people become aware of other perspectives and various attitudes and experiences of others. Many diversity awareness programs in organization strive to increase managers and workers awareness of their own attitudes, biases, and stereotypes and differing perspectives of diverse managers, subordinates, co-workers and customers. Assessing and evaluating the managing diversity program and seeing if there is any improvement in attitude survey toward diversity etc.

They need to increase diversity skills and focus on improving the way managers and their subordinates interact with each other and on improving their ability to work with different kinds of people. This means they are able to communicate with diverse employees as organizational members may have different styles of communication, and may differ in their language fluency, different use of words, different nonverbal signals e.g facial expression and body language or at times may differ in the way they perceive and interpret information. Managers and their subordinates must learn to communicate effectively with one another if an organization is to take advantage of the skills and abilities of its diverse workforce. Education on different ways of communicating is essential and can help members to interpret certain kinds of comments and can help employees learn how to resolve misunderstandings and organizational members should strive to solve communication difficulties and misunderstandings as they occur rather than letting problems grow.

In addition they need to encourage flexibility meaning managers and their subordinates must learn how to be open to different approaches and ways of doing things. This means employees must not suppress their personal styles but must be open to and not feel threatened by different

approaches and perspectives and must be patient and flexible to understand and appreciate diverse perspectives. Managers should also be flexible enough to incorporate the differing needs of diverse employees e.g diversity suggests that people of certain religions might need time off for holidays. Others include provision of diversity training to employees etc.

A good manager has a key role in transforming the organizational culture so that it more closely reflects the values of diverse workforce and has skills required for transformation like accepting that diversity should be threaded through every aspect of management <http://www.ijecbs.com> vol.1(Retrieved 5 February, 2004).

Studies carried out by Ely (1995) reported that an increase in proportion of women in upper management is associated with a reduction in stereotyping. Tsui and Gutek (1999) summarized consistent findings that show higher demographic similarity between supervisors and subordinates on age, race or gender correlates with HR outcomes such as higher ratings on performance, organizational citizenship and lower role ambiguity and conflict. Leck, Onge & Lalancette (1995) found that Canadian organizations with higher representation of managerial women also have the most rapidly decreasing wage gap; however, the wage gap was widening for visible minority, aboriginal and disabled women. Studies from Fortune 500 companies showed that firms with higher top management gender diversity had 35% higher return on equity and 34% higher total return to shareholders than other firms (Catalyst, 2004).

Therefore as the studies indicate providing strong leadership takes a strong personal stand and requires managers to become role models in behaviours to be able to implement change.

2.4 Critical Review

The review of literature in this research project identified a range of factors that have been shown to be consistently linked to HRM practices in organizations. These include workforce demographic factors, cultural factors, diversity management policies and programs plus diversity managerial role. Evidence on the role of workforce demographics is somewhat not conclusive due to the ever-changing workforce demographic due to globalization and evolving technology,

leading to changing HR practices in organizations in order to meet customer needs and retain and satisfy HR staff in organizations.

While many organizations in the Western developed countries embrace diversity, others in some developing countries in Africa still have an issue with compliance with legal requirements. Effective diversity management has historically been used to provide a legal defensive position.

Discrimination, however, is still very prevalent in many organizations both locally and internationally therefore need to continually improve diversity management policies and programs. Women in particular, still face serious discrimination from their male counter parts from time to time globally and there are cases where pregnant women are dismissed and not given adequate maternity leaves as per laid down legislation or not allowed flexible working patterns to facilitate good care of their young children. Further investigations on diversity management indicate discrimination in wage levels also exist between males and females and stereotype, prejudice, biases existing against women and minorities.

Further, these studies depict Cultural workforce diversity here in Kenya, which relate to 42 tribes with different languages all with different ethnic backgrounds. This is a challenge with only two (2) official languages being acceptable in public and private institutions. Studies show the need for sensitivity of language policy in organizations. Others include, social cultural diversities relating to lifestyle, religion, social economic background and ethnicity.

Different diversity paradigms have been established to facilitate organization to harness diversity benefits and to overcome diversity challenges which include human resource paradigms, multicultural organization, monolithic organization, plural organizations and the contemporary diversity paradigms like learning & effective paradigm etc. Studies indicate monolithic organization have a culture that perpetuate homogeneity in its workforce hiring and promotion something that is greatly challenged by globalization economy because of competition while organization have to strive to achieve multicultural organizations which is hardly achieved in most organizations.

In Africa the subject of workforce diversity has not been a major problem before as much as it is today. The concept of diversity management gained attention with globalization and there is need for more organizations to spread globally to reach customers across the world. Therefore there is an increasing need to understand more about workforce diversity which is deeper than we see at the surface level. This can give managers an understanding as to what can go wrong in diverse team.

According to Jain and Verma (1996), the 1990, saw the development of a new trend in the form of workforce diversity mainly because of liberation and globalization of markets. At the same time the liberalization of economies structural adjustment policies brought about by the Brentwood institutions opened the doors to free market economies especially in Africa. These free market economies brought a free movement of labour as a commodity which has resulted in the diverse workforce across the continent. The privatization of most of the state owned enterprises in sub-Saharan Africa and also created an open door for migration of labour from the entire world.

In relation to the above studies Workforce diversity is a primary concern for most businesses today and organizations need to recognize and manage diversity effectively. The main purpose of this study was therefore to review past literature and understand what diversity is, explore various dimensions of diversity demographics, cultural diversity and diversity policies, programs and paradigms of diversity management role.

2.5 Summary

This research project depicts differences among human beings with regards to sex, gender, race colour, attitude, personalities etc. This heterogeneity in people causes people to react differently in various events or situations. This also brings difference in needs, interests, wants and aspirations which requires contemporary management to recognize and accommodate such differences rather than attempt to minimize them which is what is implied by diversity management. The study has strived to emphasize that organizations should use diverse workforce to its benefits.

The effect of globalization economy and increase in number of multinational corporations make diversity management a necessity for companies which want not only to survive but to thrive during these times of economic, social, political and cultural changes. Diversity management is a voluntary organization actions or programs that are designed to increase deliberate policies and programs that encourage greater inclusion of employees from various backgrounds into formal and informal organizational structures. Diversity management compared to its predecessors of equal opportunity legislation and affirmative action program is proactive and is aimed at creating an organization which all members can contribute and achieve to their full potential. The challenge of diversity management is to break the harmful cycle that equates cultural differences with social economic disadvantages.

The reasons for implementing diversity management include: need to adapt to the new reality of evolving workforce that is increasingly diverse, need to do the right and moral things and also need for business organization to gain a competitive edge. Finally, the aim of implementing diversity management is to give companies a competitive advantage in areas such as problem solving, corporate image and marketing strategies.

2.6 Conclusion

From the above studies in this research project workforce diversity demographics, cultural diversity, diversity management policies and programs and diversity paradigms are the key and fundamental tools which can be reviewed to improve HR practices in organizations. The study indicates that diversity paradigms if revised appropriately can contribute richly to HRM practices in organizations especially in selection and recruitment process, training, promotion and performance issues especially in this phase of globalization and technology challenges.

Greater emphasis need to be put on various business organizations to manage and address workforce challenges like management and employee perceptions, biases, prejudice and stereotypes etc, in order to enjoy workforce diversity benefits like competitive advantages, diverse skills that breaks skill gaps, better customer satisfaction etc.

Finally, the study established that if all this is taken care of, then organizations will be able to retain a relatively satisfied workforce, protecting their resources especially their human resource and maintaining their clients and customers thus having a competitive edge.

2.7 Research Gaps

According to Hanappi-Eggar, (2011), very few researches on workforce diversity have been conducted in African setting. He supports this by emphasizing that African organizations, specifically in Sub-Saharan Africa still lack research in diversity and diversity management unlike in the Western countries. Diversity and diversity management in the Western (industrialized) countries has a long-standing scholarly work but this is not so in African organizations and there is need to contribute scholarly by studying the possible advantages and pitfalls of diversity management in Kenyan cultural context (Hanappi-Eggar 2011). The researcher therefore undertook a study on Workplace Diversity Management effects on implementation of HRM practices in the Ministry of Health, Kenya, to fill this research gap by providing knowledge from study participants on this field.

Although the above literature identified the effects of workforce diversity management on HRM practices in Kenya and globally it fails to provide exhaustively the remedies of some challenges on HRM practices like perception, gender schemas, bias which at times are culturally prone in some diversity settings especially in some African nations where they still perceive a woman as inferior being to man. However, this study will attempt to address this gap by conducting a study among different levels of employment and cadres of employees in the Ministry. The researcher notes that Kenyan diversity settings and dimensions may be different from the many studies covered from Western countries. The study reflects Kenya to have a culturally biased setting in gender and ethnicity especially depicted by the 42 tribes and two official languages Hanappi-Eggar, (2011), something the researcher will seek to find out.

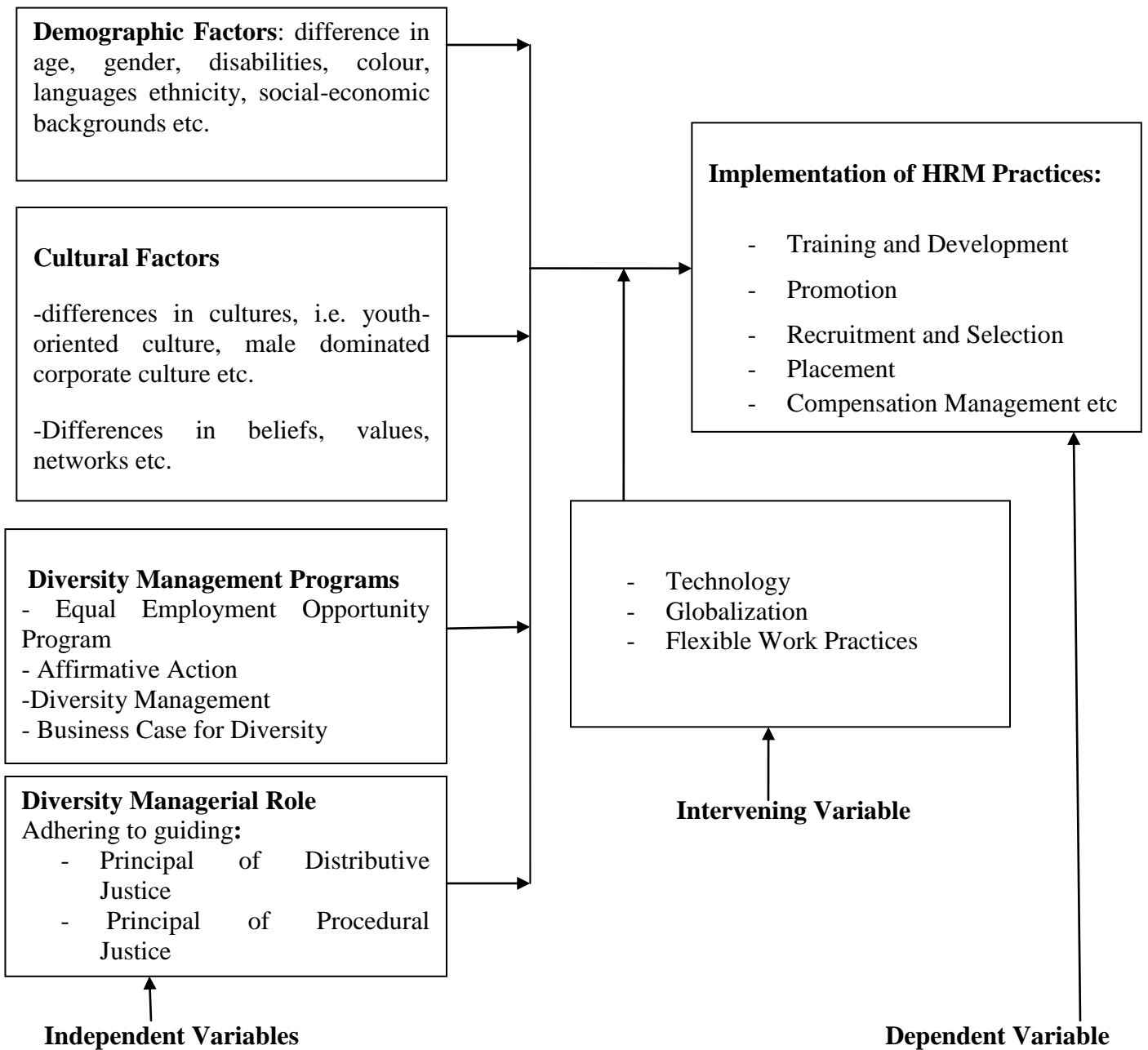
Globally most studies are done in industries and companies and very little has been undertaken to explore diversity issues related to government institutions. The few studies undertaken have focused on effects of workforce or workplace diversity management on organizational

productivity and performance or organizational effectiveness and little empirical studies are available on diversity issues related to implementation of HRM practices reason why the researcher chose to fill the gap by carrying out a study in this field.

2.8 Conceptual framework.

Figure 2.1: A Research Model of Workplace Diversity Management Effects on Implementation of Human Resource Management Practices.

Work Place Diversity Management



Source: Author 2013

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The Chapter provides operation framework within which data was collected and analyzed. It describes the research design that was employed; target population, sampling frame and techniques, research instruments, instrument validity and reliability, explains data analysis methods and finally expounds on ethical issues.

3.2 Research Design

The researcher adopted a descriptive research design in the Ministry of Health Headquarters where by respondents were requested to answer questions referred to them. Mugenda (1999) recommends the use of descriptive research design where the problem area of study has been defined and the researcher wants to establish certain facts about that problem. Kerlinger (1986) points out that descriptive studies are not only restricted to fact findings but may often result in the formulation of important principles of knowledge and solutions to significant problems and are more than just a collection of data since they involve measurement, classification, analysis and interpretation. The researcher found this design more appropriate because the problem area was defined and wanted to establish certain facts in the study, to formulate important principle of knowledge and solutions to significant problems having collected data, measured the instrument, classified, analysed and interpreted the findings.

3.3 The Target Population

The target population was 24 departments in the Ministry of Health headquarters. The researcher targeted six (6) cadres of employments in the Ministry from various departments which were randomly picked. The target population consisted of 168 employees from different cadres and levels of employment and respective details are analyzed below. Technical staff included doctors, pharmacists, nursing officers, nutritionists, clinical officers, physiotherapists, public health officers among other medical staff, while Support staff includes ICT officers, secretaries,

clerks, accountants, procurement officers, auditors etc. Management officers generally included Heads of departments and Divisions heads (HODs)

Table 3. 1 Target population

S/N O.	Category	Target Population
1	Top Executives	3
2	Administrators	10
3	Management officers (HODs)	30
4	HR officers	20
5	Technical Staff	40
6	Support officers (Other employees)	65
	Total	168

Source: HR Records, 2013.

3.4 Sample and Sampling procedure

Stratified random sampling technique was used by the researcher whereby out of 168 employees, a sample size of 34 respondents was drawn from study respondents. The researcher drew a sample of 20% from each stratum. The main aim of using stratified random sampling was intended to achieve the desired representation from various categories of employment cadres since the Ministry population is heterogeneous. Researchers such as Mugenda (1999) suggests that one may use a sample size of at least 10% of the whole population but for better and more

representative results, a higher percentage is better and also recommends stratified random sampling method which ensures inclusion and in this case sub groups that could otherwise be omitted entirely by other sampling methods due to their small numbers is considered in the study.

The Researcher divided the study population into six (6) stratum based on the employment cadres and levels of management in the organization structure but consisting different professionals from various fields. Percentage of population in each stratum was proportionate to the sample size as tabulated below;

Table 3. 2: Study Sample

S/NO.	Category	Target Population	Sample Size	Percentage (%)
1	Top Executives	3	1	20%
2	Administrators	10	2	20%
3	Management (HODs)	30	6	20%
4	HR officers	20	4	20%
5	Technical Staff	40	8	20%
6	Support officers (Other employees)	65	13	20%
	Total	168	34	20%

Source : HR Records, (2013)

This sample study was 20% of the target population.

3.5 Research Instruments

Primary data was collected through self-administered questionnaires. The questionnaires consisted of open and close ended questions where respondents were required to tick some questions and fill in information in the open spaces provided wherever necessary. The use of Likert's scale questions were used to make it easier to measure levels of agreement or disagreement on certain variables. The study also utilized an interview schedule as appropriate to clarify any information that was not accurately captured by the questionnaire.

3.6 Data Collection Procedure

The researcher collected an introduction letter from School of Business, Kenyatta University and later sought official authorization to collect data from the National Commission for Science and Technology. The questionnaire was administered through drop and pick later method.

3.6.1 Instrument Validity

Validity refers to the accuracy or truthfulness of the measurement and Mugenda (2003) also confirms that validity is the accuracy and meaningfulness of inferences which are based on the research results which is the degree to which results obtained from the analysis are determined by the presence or absence of systematic error in data. The study used content validity which allowed the researcher to seek expert and professional opinion and input from the supervisor. It also allowed the researcher to assess the concept measured by the instrument and to determine the accuracy of the items or checklist of the study (Mugenda, 2003).

3.6.2 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data over time or after repeated trials (Mugenda, 2003). According to Garson (2006) reliability could be measured by Cronbach's Coefficient Alpha which is interpreted as percentage of variance where the observed scale would explain in hypothetical true scale composed of all possible items in the universe. In general, reliability that are less than 0.6 are considered as poor,

while those in 0.7 ranges are considered acceptable and reliability above 0.8 are considered good. Its application also results in a more conservative estimate of reliability using Cronbach's Coefficient Alpha model of an instrument and is measured as follows:

Table 3. 3: Cronbach's Coefficient Alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent (High-Stakes testing)
$0.8 \leq \alpha < 0.9$	Good (Low-Stakes testing)
$0.7 \leq \alpha < 0.8$	Acceptable (Surveys)
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

3.7 Data Analysis and Presentation

The collected data was coded, edited, classified, and tabulated to ensure accuracy, consistency and completeness and later analyzed qualitatively according to its theme and presented using cumulative and frequency distribution tables, line graphs, pie charts, bar graphs and results further expressed in percentages and other descriptive statistical measures like median, mean etc. The responses to the structured close-ended questions was rated in percentages and analyzed and reliability tested using computer software known as Statistical Package for Service Solution (SPSS) (Kothari, 2003).

$$Y = b_0 x_0 + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + \dots E1$$

Where:

b_0 = Constant

b_1, b_2, b_3, b_4 = Coefficients

X_1, X_2, X_3, X_4 = Independent Variables

X_1 - Demographic Factors

X_2 - Cultural Factors

X_3 - Diversity Management Programs

X_4 - Diversity Managerial Role

Y = Dependent Variable – HRM Practices

3.8 Ethical issues

The researcher treated all the gathered information with utmost integrity and confidentiality and assured the respondents complete discreet, royalty and trust and only used the findings purely for academic purposes.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter reviews the data collected from the sample determined in the research methodology by presenting the patterns of results and analyses of the results relevant to the research questions in chapter one and two. The respondent's demographic profile and frequency analysis, scale measurement, and inferential analyses related to the objective of the study are also discussed at length.

4.2 Reliability Test

Reliability of the tool for data collection was evaluated through Cronbach's Alpha which was used to derive the level of internal consistency. The Alpha measures internal consistency by establishing if certain item measures the same construct. Table 4.1 shows that all the scales were reliable, having an Alpha above the prescribed threshold of 0.6. Demographic factors scale had an Alpha of 0.708, cultural factors had an Alpha of 0.712, diversity management programs scale had an Alpha of 0.770, and diversity managerial roles scale had an Alpha value at 0.770. When all scales were combined, the Cronbach's Alpha became 0.748. The overall value confirmed that the instrument was reliable which therefore paved way for further analysis and interpretation of other variables.

Table 4. 1: Reliability Analysis

Scale	Cronbach Alpha	Items
Demographic Factors	0.708	3
Cultural Factors	0.712	3
Diversity Management Programs	0.770	4
Diversity Managerial Roles	0.770	4
Overall	0.748	14

4.3 Descriptive Findings

This study analysed respondents' demographic profiles and various objectives of the study using various descriptive statistics such as frequencies, percentages, mean, standard deviation and central tendencies measurement such as mean and median at length. The results are presented in tables, bar graphs, pie charts, line graphs etc. where applicable.

4.3.1 Response Rate

Table 4. 2: Response Rate

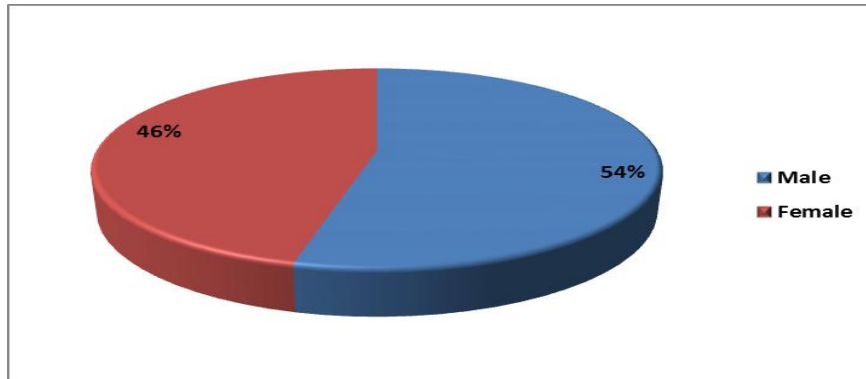
	Frequency	Percentage (%)
Returned Complete Questionnaires	26	76.5
Returned Incomplete Questionnaires	4	11.8
Unreturned Questionnaires	4	11.8
Total	34	100.0

The study targeted 168 respondents out of which a sample of 34 questionnaires administered was used in this study that represents 20% of the target group. A total of the 34 questionnaires were distributed to the potential respondents at the institution and only 30 were received back. Four questionnaires were returned incomplete while 26 were completed. This represents a 76.5% return rate. Based on the number of completed questionnaire returned (>86.7%), the researcher deemed it as adequate and decided to proceed with the data analysis and present the findings. According to Mugenda and Mugenda (2003) this type of response (76.5%) is “excellent” for data analysis.

4.3.2 Demographic Profile

In the study questionnaire each respondent was asked questions regarding their demographic profile, including gender, age, geographical location, religion, academic qualification, professional qualification, working experience, level of management, job group and basic salary.

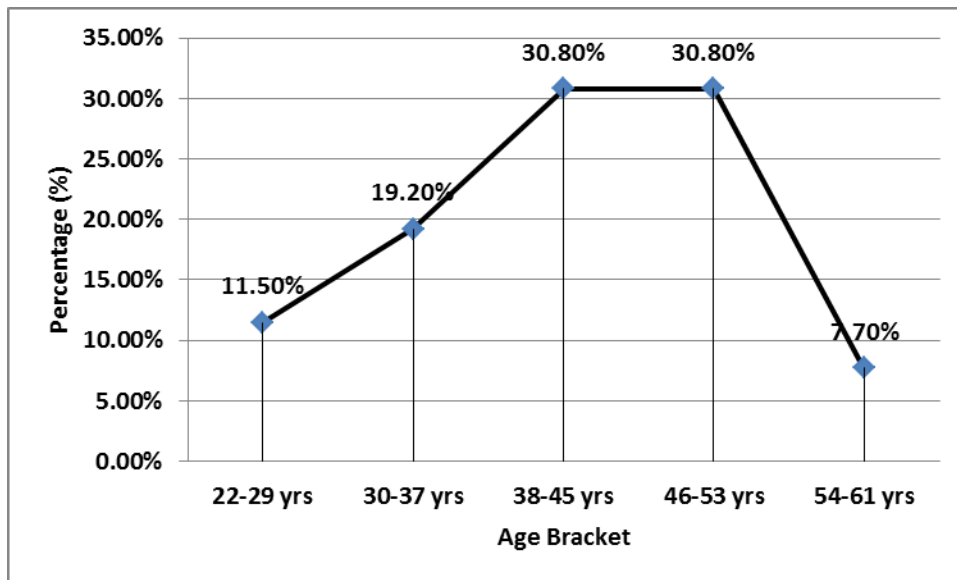
Figure 4. 1 Gender



Source: Research (2013)

The study sought to find out the respondent rates according to gender. The majority of the respondents of 14 (54%) were male whilst 12(46%) were female. This response shows that the organization study employees are fairly balanced according to gender. This will avoid gender bias in the study but with relation to gender parity, the girl child is disadvantaged in this context.

Figure 4. 2: Age Bracket



Source: Researcher (2013)

Table 4. 3: Age Frequency Distribution

Age	Frequency (f)	Mid Point (x)	(fx)	Cumulative Frequency	Percent	Cumulative Percent
22-29 yrs	3	25.5	76.5	3	11.5%	11.5%
30-37 yrs	5	33.5	167.5	8	19.2%	30.7%
38-45 yrs	8	41.5	332	16	30.8%	61.5%
46-53 yrs	8	49.5	396	24	30.8%	92.3%
54-61 yrs	2	57.5	115	26	7.7%	100%
Total	26		1087		100%	

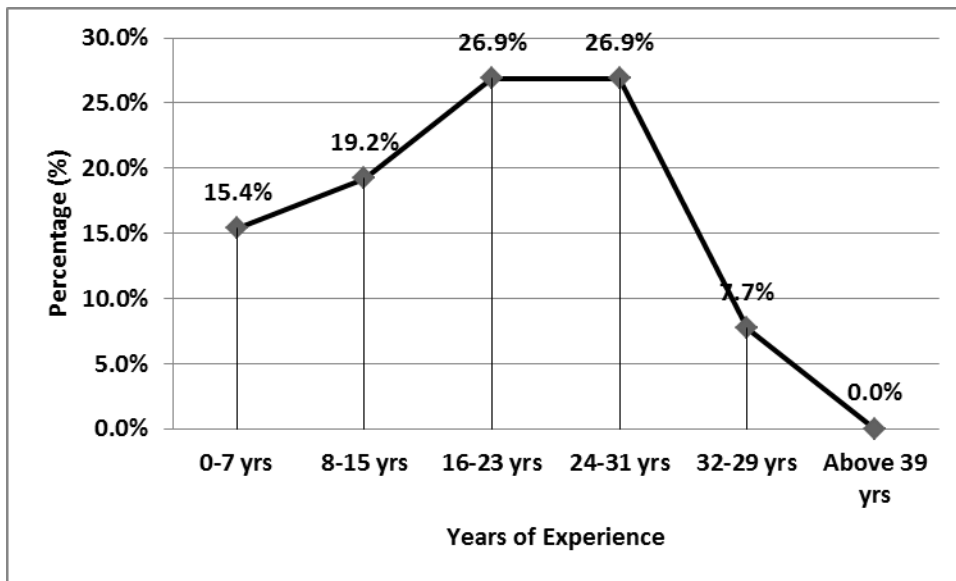
Source: Researcher (2013)

Mean = $1087/26 = 41.8 = 42$ yrs

Median = 37.5 = 38 years

The study sought to find out the age brackets of the respondents. Majority of the respondents as shown (30.8%) are in age bracket of 38-45 years and 46-53 years. A sizeable percentage of respondents at 19.2% are aged between 30-37 years. The institution has the least number of employees aged between 54-61 years. The mean age of the respondents is 42 years while the median age is 38 years. This indicates that the younger generation employees are not sufficient to take over the organization while the aged retire.

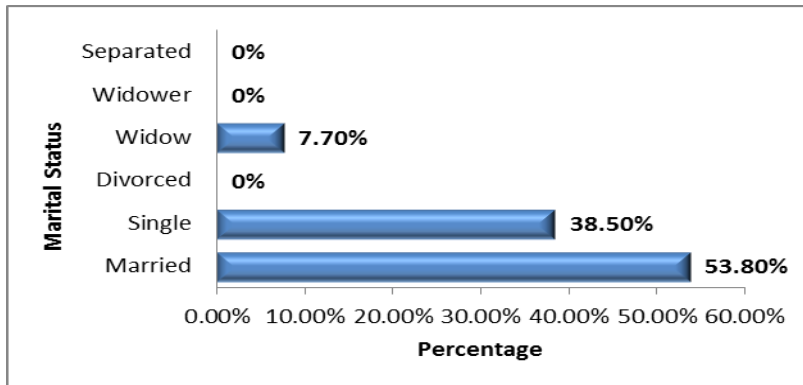
Figure 4. 3: Work Experience



Source: Researcher (2013)

The study sought to find out the working experience of the respondents: the majority of the respondents as shown (26.9%) have vast working experience of 16 to 31 years same us 24-31 years of experience. Majority of employees have proper practical knowledge of the jobs with the least at 15.4% having experience between 0-7 years. In addition, fewer employees at 7.7% have work experience of 32-39 years. In overall, employees are well experienced.

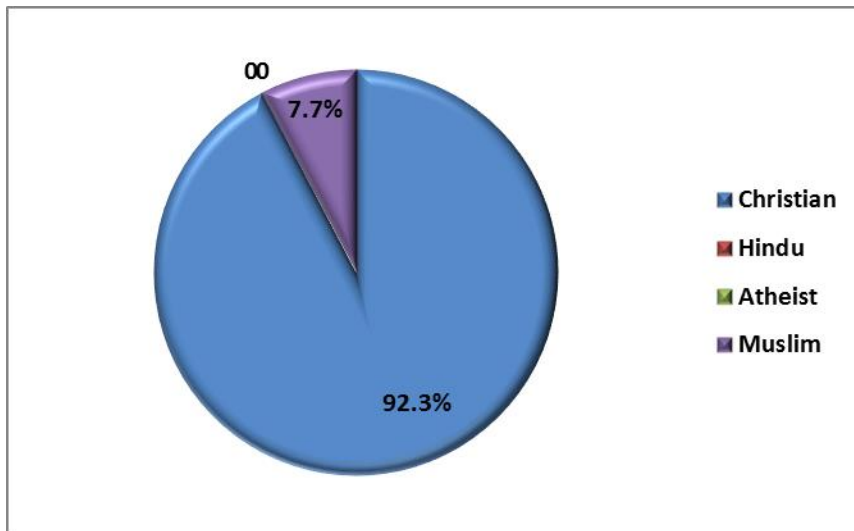
Figure 4. 4: Marital Status



Source: Research (2013)

The study demographic sought to find out the marital status of the respondents. Majority of the respondents as shown (53.8%) are married. A sizeable percentage of respondents at 38.5% are single with the least at 7.7% being widowed. The institution’s employees are neither divorced this indicates that the young generation separated. The high rate of married employees is better indication of employees’ stability hence the probable reason for high experience.

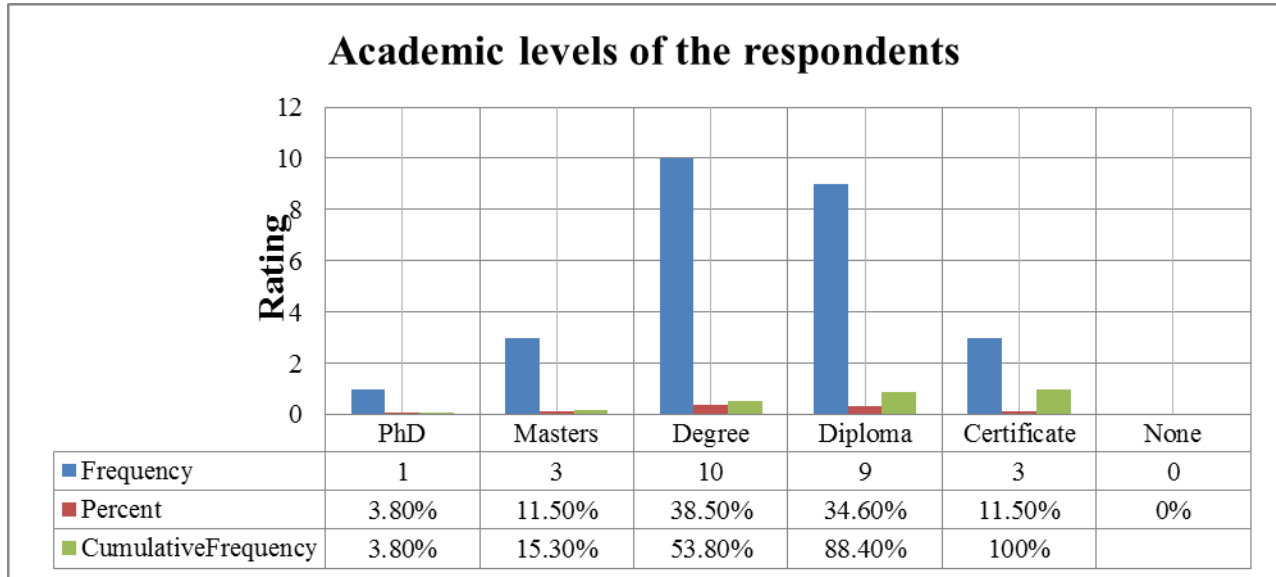
Figure 4. 5: Religion



Source: Research (2013)

Further, the study demographic sought to find out the religion of the respondents. The majority of the respondents as shown (92.3%) are Christians while only 7.7% are Muslims. The Ministry lack Hindus and atheist group of employees. This could imply that cultural value adopted by the institution could be inclined to Christian values.

Figure 4. 6: Academic Level



Source: Researcher (2013)

The study demographic sought to find out the academic levels of the respondents. The majority of the respondents as shown (38.5%) hold degrees. The number of Masters and certificate of holders is equal at 11.5%. Diploma holders are sizeable at 34.6%. It should be noted that the organization has postgraduate holder and all employees have a given level of academic qualifications. The low number of certificate holders is clear indication that majority are furthering their studies hence moving to the upper levels of academic qualifications.

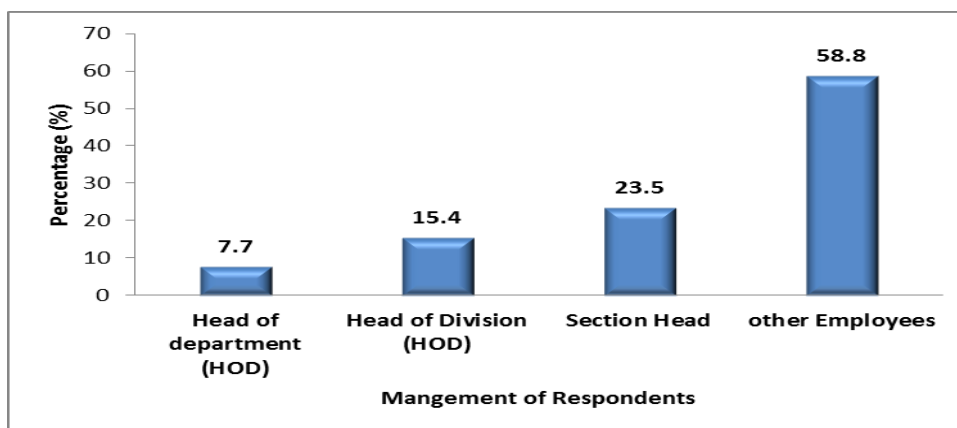
Table 4. 4: Professional Qualifications

Cadre	Frequency	Percentage (%)	Cumulative Frequency
Top Executive	0	0%	0%
Administrators	1	2.9%	2.9%
Technical Staff	10	38.2%	41.1%
Support Staff	15	58.8%	100%
Total	26	100%	

Source: Researcher (2013)

The study sought to find out the professional qualifications of the respondents. The majority of the respondents as shown (58.8%) offer support services to the Ministry of Health in various sections holding professional qualifications in procurement, secretarial, accounts, ICT, human resource etc. While as those with technical professional qualifications at 38.2% include employment cadres such as medical doctors, nurses, public health officers, pharmacists etc. However, the study only included a minimal percentage of top executives and administrators’ at 2.9%. This implies that the Ministry employees hold good professional qualifications of staff and presents a balanced view of all employment cadres.

Figure 4. 7: Level of Management



Source: Research (2013)

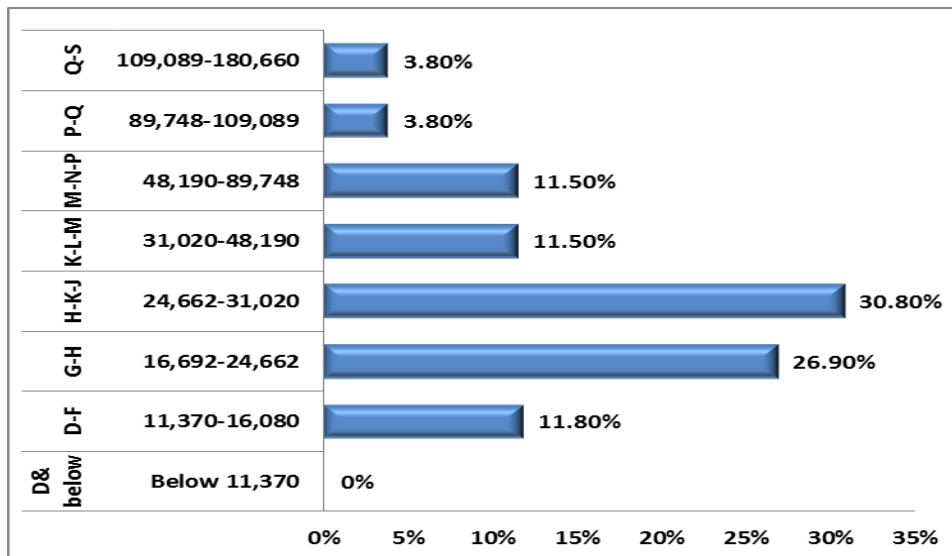
The study sought to find out the level of management of the respondents. The majority of the respondents interviewed were junior employees (53.8%) whilst the least at 7.7% were Heads of Department .A sizeable sectional heads at (23.5%) were duly interviewed. This implies that research sample was well distributed since the junior employees formed the majority segment of the organization.

Table 4. 5: Job Group and Basic Salary

Job Group	Basic Salary	Frequency	Percent	Cumulative Percent
D& below	Below 11,370	0	0%	0%
D-F	11,370-16,080	3	11.8%	11.8%
G-H	16,692-24,662	4	15.4%	38.7%
H-J-K	24,662-31,020	9	34.6%	69.5%
K-L-M	31,020-48,190	5	19.2%	81.0%
M-N-P	48,190-89,748	3	11.5%	92.5%
P-Q	89,748-109,089	1	3.8%	96.3%
Q-S	109,089-180,660	1	3.8%	100%
Total		26	100%	

Source: Researcher (2013)

Figure 4. 8: Job Group and Basic Salary



Source: Researcher (2013)

The study sought to find out the salary grades for the respondents. Majority of the respondents 34.6% are mainly in job group H-J-K with a basic salary between Kshs. 24,662-31,020/= followed by Respondents in job group K-L-M follows with 19.6% and a basic salary between Kshs.31,020 to 48,190/=. P-Q and Q-S job groups had the same and least ratings of 3.8%. Fewer employees are in job group P-Q and Q-S while no employee is paid below 11,370.00 in the study. This implies respondents have basic pay of 10 dollars per day spending equivalent to 850 shillings.

4.3.3 Implementation of Human Resource Management Practices

Figure 4. 9: Extent of Fair and Ethical HRM Practices

HRM practices	Mean	STD Deviation
Performance Appraisal	4.1	0.12
Promotion	4.3	0.11
Training and Development	4.2	0.12
Recruitment and Selection	4.5	0.03
Hiring and Dismissal	4.3	0.04
Grievance Resolution	4.1	0.01
Placement and Deployment	4.3	0.03
Performance Appraisal	4.0	0.04
Mentoring and Succession Planning	3.9	0.05

Source: Research (2013)

Recruitment and selection had the highest mean of 4.5 (0.03) followed by promotion and dismissal and hiring both having means of 4.3 (0.11 and 0.04 respectively). Training and

development 4.2 (0.12) Performance appraisal, grievance resolution had all had means of 4.1; appraisal and mentoring succession planning had the least means of 3.9 and 0.05 respectively. Generally from the findings, the statements are lined towards level of agreement considering that 4 is on the upper quartile i.e. 80% thus there is a high level of ethical and fair practices implementation in the organization.

4.3.4 Demographic Factors and HRM Practices

The researcher went further to find out the demographics effects on implementation of HRM Practices as detailed below.

Table 4. 6 Demographics Effects

QUESTION	Mean	Standard Dev.
Gender		
Women employees hold low status jobs	2.5	0.03
Women hold female dominated careers	4.3	0.05
Skilled women are in their childbearing and up bring stage in the workforces	4.7	0.02
Women executive outperform their males colleagues on skills of motivation, promoting good communication, turning high quality work, determining consumer tastes?	3.1	0.06
Executive posts are fairly distributed among women and underrepresented groups especially disabled	2.6	0.13
Disabled and Minority	4.0	0.04
Disabled and HIV/AIDS infected employees are fairly treated and accommodated by other employees		
Changed Sexual orientation workforce of gays and lesbians are culturally unacceptable in the African culture	2.1	0.02

Age		
The new generation is likely to consist of gays and lesbians in the workforce and would not mind working with them	4.1	0.03
There is likely to exist a gap in transfer of knowledge in healthcare skills after retirement?	3.9	0.09
Young backs in the workforce are quickly phasing out the older experienced employees with their modern approach and technology expertise	4.3	0.03
Older employees are more hardworking, experienced, dedicated and loyal to the government than younger employees	4.1	0.01
Young generation are likely to have unacceptable work ethics and behavior from the norm of the old but are threat to the older generation in their thinking and performance	3.2	0.02
New generations are quickly adopting the expected work standards in the workforce, are hardworking and are anxious to learn from older generation?	4.3	0.03
There exists a gap between the old and the young in the workforce in building up team work?	4.5	0.04

Source: Research (2013)

The study sought to find out organization's diversity management efforts to implement HRM practices among its workplace demographics. From the findings, majority of the respondents with a mean of 2.5 (0.03) are neutral on the fact that woman employees hold low status jobs. Only 26.9% of the respondent affirmed that women employees hold low status jobs. This implies that the organization has been just in distribution of job rankings and actually improved the job status for women. This is a clear indication of affirmative action undertaken in the organization.

Furthermore, this could be attributed by the agreed mean of 4.3 (0.05) that women do hold female dominated jobs thus it should be noted that summation of respondents shows a picture of level of agreement.

In addition, the majority of the respondents at mean of 4.7 (0.02) affirmed that majority of skilled employees are at childbearing stage. It should be noted that the respondents are not sure 3.1 (0.06) are not sure if the women executives outperform male counterparts on skills motivations, promoting good communication, turning high quality work and determining consumer tastes.

Majority of women and disabled workforce mean 2.6 (0.13) are not given the executive positions. This could be as a result that majority of the women are in childbearing stage hence more commitment is expected on the basis of the family. It should further be noted that though the disabled and HIV infected employees are not well presented in the executive tier, they are fairly treated with 4.1 (0.03) agreement levels affirming this. A sizeable number of workforces are not sure whether they are indeed they are well treated. This implies that some workforce do not understand the status of employees or know the programs run by the ministry that promote disabled employees. However a few employees pointed out the lifts and the toilets for junior employees are not user friendly for disabled employees but senior employees' needs are well catered for in these areas.

2.1 (0.02) is the mean of respondents who feel that gays and lesbians are not readily accepted in the institution showing high disagreement. This implies that African culture truly dominates the institution. Many workforces are not sure of the gap in transfer of knowledge in health skills after retirement. Based on initial demographic findings where the majority of the respondents as shown (30.8%) are in age bracket of 38-45 years and 46-53 years.. A sizeable percentage of respondents at 19.2% are aged between 30-37 years, majority of the work force at 42.30% are not sure if the youthfully workmates are phasing out the older counterparts in addition, many respondents are not sure if the older staff are hardworking and dedicated to the government than younger employees. This alludes to uneasiness that might exist that leads to many agreeing that the young could venture into unacceptable norms by being threat to older generations that makes them to be more hardworking and anxious to learn at 30.7%.

It's factual then to conclude at a mean of 4.5 (0.04) that there exists a gap between the old and the young workforce in building up the team work.

4.3.5 Cultural Factors and HRM Practices

The researcher sought to find out which cultural factors greatly influence the organization and respondents ratings are detailed below:

Table 4. 7: Cultural Factors

	Mean	STD Deviation
Changed dressing code should be adopted in the modern Civil Service dress code.	2.8	0.03
Official language used in Public institutions influences the mannerism, thinking and behaviour of the workforce?	4.4	0.12
Ethnic languages used to communicate does not create problem among employees	3.8	0.023
I work with people from different backgrounds and gender in my office	4.7	0.04
My organizational culture encourages diverse backgrounds during recruitment and deployment	4.5	0.01
There is a culture of induction and orientation in my organization	4.0	0.04
Women are culturally involved in key decision making of the society	2.5	0.013
Women adequately participate in top executive decision making in my organization	4.0	0.05
Kenyan government is putting effort to incorporate women and underrepresented groups in top executive posts	4.2	0.02

Male dominated culture influences executive decision in Kenyan organizations	4.6	0.03
Youth oriented culture influences office antique and culture	4.2	0.014

Source: Research (2013)

The study sought to find out Influence of Workplace Diversity Culture to implementation of HRM practices in the organization. Many respondents at mean 2.8 (0.03) disagreed that changed dressing code should be adopted in the modern organization's dress code: this implies that the uniformity of dressing by employees is not well received by the workforce. In addition, at mean 4.4 (0.12) do agree that official language used in Public institutions influences the mannerism, thinking and behaviour of the workforce.

Mean 3.8 (0.023) of the employees ascertain that use of ethnic languages in offices do create conflicts with the organization. Hence from the earlier findings, many should stick to the official languages has already been approved at 69.25% whilst the undecided to be sensitized on the official language application with the organization. Furthermore the workforce acknowledges at 4.5 (0.01) mean that they do not have problems working with individuals with diverse background.

The respondents strongly agreed at mean 4.0 (0.04) that the organization culture accommodate diverse backgrounds during recruitment and deployment hence enhancing the induction culture however, many women at mean 2.5 (0.013) are least involved in key decision making of the society.

4.3.6 Diversity Management Programs and implementation of HRM Practices

The researcher also sought to find out the possible factors and programs of diversity management initiative and programs that are likely to promote HRM practices and findings are detailed below:

Table 4. 8: Diversity Management Programs

Comments	Mean	STD Deviation
The employer does not discriminate employees on gender basis during recruitment?	4.3	0.025
The organization/Government has an initiative of hiring and attracting women, minorities and disabled in the workforce?	4.7	0.013
Opportunities for growth and advancement exist for women, minorities and disabled in our organization i.e promotion?	4.8	0.012
Training and Career development Policy encourages and provides equal opportunities for all genders and also gives provision for minorities and disabled?	4.4	0.011
Fair treatment is given to all genders, cultural background, religious groups, disabled and HIV infected employees?	4.9	0.025
Conducive and enabling work environment is created for disabled?	2.9	0.03
My organization provides me with conducive work environment	4.4	0.02
My department include all members of different ages and gender in problem solving and decision making	4.6	0.013
The age differences in my work group in the office does not cause conflict	4.4	0.01
I appreciate age/gender/cultural diversity in the office?	4.6	0.01
Recruitment plan of the government is based on education background of the employees and adheres to the Government policies relating to gender and minorities?	4.8	0.02
There is no discrimination of minority groups to positions of authority	4.9	0.02

Source: Research (2013)

The study sought to find out organization's HRM practices implementation and diversity management programs in the organization. Respondents agreed 4.3 (0.025) that the employer does not discriminate employees on gender basis during recruitment. This implies conviction for fairness employed within the institution.

In addition, this fact can be affirmed by mean 4.7 (0.013) of the respondents who strongly agree that the organization has an initiative of hiring and attracting women, minorities and disabled in the workforce. Furthermore many at mean 4.7 (0.013) agree that there are opportunities for growth and advancement exist for women, minorities and disabled in the organization i.e. promotion.

Training and Career development Policy encourages and provides equal opportunities for all genders and also gives provision for minorities and disabled was approved by respondents at mean 4.4 (0.011).

All respondents acknowledged fair treatment is given to all genders, cultural background, religious groups, disabled and HIV infected employees though at mean 2.9 (0.03) disagreed that the institution had conducive and enabling work environment is created for disabled unlike the fortunate at mean 4.4 (0.02). The workforce at mean 4.6 (0.013) are always included in decision making and problem solving in their respective department with 4.4 (0.01) acknowledging that the age difference in offices do not cause conflicts.

4.3.7 Diversity Managerial Role and HRM Practices

The researcher first sought to find out if the respondents identified the managerial diversity role and the skills required to promote diversity management in Ministry and if they acknowledged the management key role in transforming the organization culture which was identified with 100% response. Below are details of the other response ratings of the study.

Table 4. 9 Outcomes and Rewards offered to Employees

REWARD/OUTCOMES	Strong Disagree	Disagree	Not	Agree	Strongly agree	Mean	STD Deviation
Pay	0	20	4	2	0	2.8	0.012
Raises	0	20	3	3	0	2.7	0.045
Promotions	0	12	0	14	0	3.9	0.03
Job titles	0	3	5	12	6	4.2	0.011
Interesting/challenging job assignment	0	7	3	16	0	3.8	0.015
Office space	0	10	0	14	2	3.4	0.02

Source: Resercher(2013)

Rewards offered to employees for their time, service, education, skills, abilities and performance levels. At mean 2.8 (0.012) of the respondents disagree that pay is sufficient for their service and education and abilities. In addition, they disagreed at mean 2.7 (0.045) with the raises provided by the organization.

Majority of the respondents at mean 3.9 (0.03) of the respondents agreed that promotions are sufficiently provided by ministry according to time, service and educational skills. Furthermore, the workforce majorly approved mean 3.8 (0.015) that they were assigned interesting and challenging job assignments while the office space was also sufficient at mean 3.4 (0.02).

Table 4. 10: Improving Diversity

RECOMMENDATION	YES	NO	NOT NECESSARY
Secure top management commitment	26	0	0
Increase diversity awareness among employees about their own attitudes, biases and stereotypes and carry occasional attitude survey.	20	3	3
Increase diversity skills by improving interaction of managers and subordinates	21	0	5
Recruiting, training and mentoring junior employees, women and disadvantaged minority groups to top executive positions	26	0	0
Encouraging flexibility by encouraging managers and subordinates to open to different approaches to incorporate differing needs and ideas.	20	4	2
Effort to increase women and minority in the payroll	18	0	8

Source:Resercher(2013)

The study sought to find out what managers ought to do to improve diversity management in Ministry of Health. The study at 100% recommended securing of top management commitment while managers at 76.9% identified increase diversity awareness among employees on their own attitudes, biases and stereotypes and carry occasional attitude survey.

Furthermore 100% managers ought to improve diversity by recruiting, training and mentoring junior employees, women and disadvantaged minority groups to top executive positions while 69.2% viewed that managers encourage flexibility by motivating managers and subordinates to open to different approaches to incorporate differing needs and ideas.

4.4 Objective Test and Inferential Analysis

This section was dedicated to inferential statistics to show the relationship that exists between the dependent and the independent variables

4.4.1 Multiple Regressions

This regression analysis is to determine the effect of demographic factors, cultural factors, diversity management programs and diversity managerial role on implementation of Human Resource Practices.

The regression equation was:

$$SI = \beta_0 + \beta_1 \text{ demographic factors} + \beta_2 \text{ cultural factors} + \beta_3 \text{ diversity management programs} + \beta_4 \text{ diversity managerial role} + \varepsilon$$

Whereby β_0 is the regression constant, β_1 - β_4 are regression coefficients and ε is the regression model error term which indicates its significance.

4.4.1.1 Demographic factors and HRM Practices

Table 4. 11: Demographic Factors

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.221	.660		2.448	.513
Demographic Factors	.191	.078	-.212	-3.449	.003

a. Dependent Variable: Implementation of Human Resource Practices

The significance level of demographic factors in relation to HRM practices is at 0.03 thus denoting that a unit increase of 0.191 adherence of demographic factors would result to a unit

increase in the implementation of HRM practices.

4.4.1.2 Cultural Factors and HRM Practices

Table 4. 12: Cultural Factors

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.221	.660		2.448	.513
Cultural Factors	.181	.068	-.214	-3.559	.000

a. Dependent Variable: Implementation of Human Resource Practices

A unit increase in cultural factors consideration of 0.181 will result in implementation of HRM practices among the work force of the organization since the significance level is at 0.000.

4.4.1.3 Diversity Management Programs and HRM Practices

Table 4. 13 Diversity Management Programs

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.221	.660		2.448	.513
Diversity Management Programs	.023	.541	-.569	-3.554	.015

a. Dependent Variable: Implementation of Human Resource Practices

A unit increase of 0.023 of diversity management results to a unit increase in HRM practices at a significant of 0.015.

4.4.1.4 Diversity Managerial Role and HRM Practices

Table 4. 14: Diversity Managerial Role

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.221	.660		2.448	.513
Diversity Management Roles	.056	.054	-.569	-569	.000

a. Dependent Variable: Implementation of Human Resource Practices

Diversity management roles having a unit increase of 0.056 would result to a unit increase of HRM practices with significant levels at 0.00.

4.4.2 ANOVA

Table 4. 15: Analysis of Variance

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.444	9	1.224	22.011	.003
Residual	3.22	77	.044		
Total	8.664	86			

a. Predictors: (Constant), Demographic Factors, Cultural Factors, Diversity Management Programs and Diversity Management Roles

b. Dependent Variable: Implementation of Human Resource Practices

Analysis of Variance was used to test the significance of the regression model as pertains to significance in the differences in means of the dependent and independent variables. The ANOVA test produced an f-value of 22.011 which was significant at $p < 0.03$. This depicts that the regression model is significant at 95% confidence level to HRM Practices implementation. That is, has less than 5% probability of misrepresentation.

4.4.3 P-Value

The regression equation becomes:

$$\text{Employee productivity} = 0.1221 + 0.191X_1 + 0.181X_2 + 0.023X_3 + 0.056X_4$$

$p < 0.03$

From the results above, it is noted that demographic factors, cultural factors, diversity management programs and diversity managerial roles indeed have an impact on human resource management practices, since the P-Value is at 0.003 implying level of significance.

4.4.4 Independent T Test

Levene's Test for Equality of Variances tells if the two groups (low productivity and high productivity) have approximately equal variance on the dependent variable. If the Levene's Test is significant (the value under "Sig." is less than .05), the two variances are significantly different. If it is not significant (Sig. is greater than .05), the two variances are not significantly different; that is, the two variances are approximately equal.

4.4.4.1 Demographic Factors and HRM Practices

Table 4. 16: Demographic Factors

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Demographic Factors	Equal variances assumed	4.091	.031	1.189	19	.125
	Equal variances not assumed			2.4.3	6.123	.018

The significant levels for demographic factors is at 0.018 thus confirming to Argarwala (2010) who stated that indeed age, flexible work hours impact HRM practices together with the fact that

on retirement there will be a gap left between the baby boomers and the X-Y generation (Knouse, Alvin and Patricia, 2008).

With relation to gender, women in careers become mothers thus they should have incentives such as work after child birth and family friendly practices.

4.4.4.2 Cultural Factors and HRM Practices

Table 4. 17 Cultural Factors

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Cultural Factors	Equal variances assumed	5.888	.000	1.468	25	.147
	Equal variances not assumed			3.137	3.112	.001

There is also significance on the t-test in relation to cultural factors at 0.001, this confirmed to Hanappi-Egggar (2011) who stated that cultural values have prevented people from getting into jobs and education.

4.4.4.3 Diversity Management Programs and HRM Practices

Table 4. 18: Diversity Management Programs

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Diversity Management Programs	Equal variances assumed	6.056	.003	1.775	28	.023
	Equal variances not assumed			3.041	2.569	.002

There t-test also showed significance at 0.002 thus confirming to Carmicheal (2005) who stated that the management of diversity would result in enhanced creativity, flexibility and problem solving skills.

4.4.4.4 Diversity Managerial Role and HRM Practices

Table 4. 19: Diversity Managerial Role

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Diversity Management Roles	Equal variances assumed	7.521	.004	1.308	24	.185
	Equal variances not assumed			3.514	2.695	.002

With regards to diversity management practices, the t-test was also significant thus as Alder (2002) states, managers should focus on personal awareness that build team work and also encourage implementation of on-going training.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of the summary, recommendations and conclusions derived from the study. The research was aimed at establishing the workplace diversity management effects on implementation of human resource management practices in the Ministry of Health, Kenya. Hence the summary of the results derived from the objectives of the research study are detailed below.

5.2 Summary of Findings

The research findings of this study were in line with those found by various theoretical studies highlighted in the literature review. Macibi, (2007) pointed out the Maslow's theory which highlighted that different people often have varying needs, and when one need is relatively fulfilled, others emerge in a predictable sequence to take its place. Managers should, therefore, anticipate each age group needs and other diverse demographics needs and provide opportunities to fulfil such emerging needs. In relation to Hubbler (2004) concept in order to understand co-cultural relations; the life experience of those in subordinate positions should be explored. Co-cultural model provides a framework to access, from the perspective of historically marginalized individuals, their view of interaction between dominant and non-dominant relations within existing social structures. It suggested that marginalized groups bring different perspective to an organization that challenges the status quo since their socially constructed world view will differ from that of the dominant group (De Pree, Max, 1989). Although the standpoint of the dominant group will often carry more weight, a transformational leader will encourage conflicting standpoints to coexist within an organization which will create a forum for sanctioned conflict to ensue. Conflicts stem from challenging the way things have always been done, and or ideas and problems that have not been explored from multiple perspectives. Standpoint theory gives a

voice to those in position to see patterns of behaviour that those immersed in the culture have difficulty acknowledging (Allen, Brenda J. 1996).

5.2.1 Demographic Factors

The study first sought to find out demographic factors that affect implementation of HRM Practices with specific interest on gender, disabled and minority and age. In respect to gender the study (73.1%) disagreed that majority of the women don't hold low status jobs in the organization implying they are not lowly paid than male employees which affirms the organization has supported the Affirmative Action policy. However studies in the US by Jones et al (2008) indicates that only a small percent of 5.2% of the top earners are women and only 7.9% of those who have highest ranking titles in Corporate America. To him women either control or influence nearly all consumer purchases and female executives out perform their male colleagues on skills concerning motivating others, promoting good communication, turning out high quality work and being good listeners something that study sought to confirm. The study further explored to find out if most women hold female dominated careers like secretarial, nursing etc and if majority of the skilled women are in their childbearing and upbringing stage which was greatly supported by majority of the respondents with a mean/standard deviation of 4.3(0.05) and 4.7 (0.02) respectively. In relation to the women executives better performance than men, majority were uncertain with a mean of 3.1(0.06) indication of some level of disagreement but majority agreed that executive posts are not fairly distributed among women and disabled with a mean of 4.7 (0.02). To some extent this study agrees with Jones et al (2008) that only a minority of women hold top executive posts implying also that minority of women are top earners in the organization. Unlike past studies by US department of labour (2004) women represented in managerial and professional occupation is 47.5% and are lowly paid and have low status jobs but this study shows majority of women employees in Kenya don't hold low status jobs and are not lowly paid in the Ministry with a total of 61.5% either disagreeing or strongly disagreeing with 30.8%.

In respect to disabled and a minority of HIV infected employees, the study found out that they are fairly treated (mean of 4.1(0.03)) in the organization especially the minority top executive

disabled employees but in comparison with the junior disabled employees there are no user friendly lifts and toilets indicating a level of dissatisfaction. However as indicated by Hanappi-Eggar (2011) the African culture dominate most African organizations as supported by the study indication that gays and lesbians in the workforce are culturally unacceptable in the African culture with a mean 2.1 (0.02) disagreement but indicating readiness to work with them with a mean of 4.1(0.03) in case the upcoming future generation consists of such stigmatised groups. This could be a result of acceptance of globalization challenges in the up coming human resource which calls for acceptance of changing cultures.

In relation to age the study participant's majority are uncertain if there exist a gap of knowledge in transfer of healthcare skills with 53.8% disagreeing unlike T. Argarwala (2010) findings in South Africa which indicated a gap in transfer of knowledge in IT and healthcare skills. As indicated by various age groups of the study majority are between 38-45 yrs and between 46-53 yrs holding 61.6% of the total workforce and the remaining consisting younger generation between 22yrs to 37 yrs (38.4%). It is not certain (42.3%) whether the young backs are quickly phasing out the older experienced employees with their modern approach and technology expertise and there is uncertainty indication of older employees being hardworking and dedicated to the government than the young who according to the study show willingness to learn and adoption to expected work standards at 46.2%.

However according to the demographic data responses it is clear that majority of employees are between 38-53 yrs which is clearly indicated by a mean of 42 years in the study revealing that a very minimal percentage of baby boomers could be in executive positions in the organization after the new government regime as the study age groups has a reflection to the current government majority top executive leadership positions which are between 40yrs and 55 yrs implying most top executive positions are held by Gen X (born between 1965-1979). According to T. Argawala (2010) the top of most organizational hierarchies are held by baby boomers which is a contrast to this study but confirmed by the fact most Gen X are in the middle and upper management ranks, while the young generation Y are in the lower management levels and are less experienced. This indicates that the young generation of employees are not sufficient to

take over the organization while the aged retire. In overall, employees are well experienced as shown by (26.9%) a majority have vast working experience of 16 to 31 years.

5.2.2 Cultural Factors

Further the study sought to find out various moral issues that influence behaviour and discipline in the workplace diversity which included changed dressing code, official western language used in public institution and influence of ethnic languages. The study revealed 65.38% disagreement with the changing dressing code and its adoption in the Civil Service Dress Code, however a mean of 4.4(0.12) do agree that the western official language used in public institutions do influence workforce diversity mannerism, thinking and behaviour but preference use of official language is shown by uniformity disapproval of ethnic languages in offices which the study revealed do create conflicts among employees. Hanappi-Eggar (2011) on the other hand feels that the Western official languages are inherited from colonial masters and influences their African mannerism, thinking and behaviour which conforms to this study. He further depicted Kenya to have culturally biased setting in gender and ethnicity especially depicted by the 42 tribes and two official languages. According to the study 76.92% acknowledges that they do not have problems working with individuals with diverse background and organization culture accommodates diverse backgrounds during recruitment and deployment hence enhancing the induction culture at 57.69%. However, many women at 46% are least involved in key decision making of the society but study reflect women active participation in the organization top executive decision making at mean of 4.0 (0.05) and acknowledges the Kenyan government effort incorporating women and underrepresented groups in top executive posts at 4.2(0.02). In respect to male dominated culture influence to executive decision making and youth oriented culture influence to office antiquate and culture majority felt they have no influence in the organization at 4.6(0.02), 4.2(0.014) means respectively. According to Baird , J.E et al, (1979) a number of studies have shown that men tend to emerge in leadership position in U.S culture because they are likely than women to exhibit traits that believed to go hand in hand with position of authority which include focusing of remarks on output as opposed to process, less willingness to reveal information and expose vulnerability sensitivity which presumably enables them to make tough

choices quickly unlike female traits on process, social orientation and more likely to be relegated to operational and subordinate roles (Gomez-Mejia et al (2004). The contrasts of these studies according to the researcher are likely to be attributed to the African culture that respects men leadership in the society implying majority did not acknowledge the aspect of male dominated culture to the general cultural organizational executive set up but instead support it. This follows then that wage differentials therefore do exist between male and females and stereotype, prejudice, biases between genders do exist.

5.2.3 Diversity Management Programs

In relation to diversity management programs the study sought to find out issues related to gender, disability and minority and diversity management programs in relation to equal access to positions in the Public Service and elimination effects of past and present discrimination in respect to underrepresented groups. Adherence to laws and policies of fair representation is reflected by the employer not discriminating of gender basis during recruitment mean 4.3(0.025) agreement, having an initiative to hire and attract women, minorities and disabled in the workforce (4.7,0.013), having training and career development policy that encourages and providing opportunities for all genders and also giving provision for minorities and disabled and also creating opportunities for growth and advancement for women, minorities and disabled in the organization i.e promotion as reflected a level of agreement of 4.8(0.012) mean.

Majority of the respondents acknowledged fair treatment and conducive environment is given to all and that they appreciate gender, cultural diversity and age in offices but pointed out dissatisfaction of lack of conducive and enabling environment for junior disabled at 2.9 (0.03) because the lifts do not stop at consecutive floors to enable anyone walking with a wheel chair to access certain floors and pointed out the toilets are not user friendly to junior disabled employees though these factors are user friendly to disabled executive employees. Most employees are always included in decision making and problem solving in their respective department with 86.7% acknowledging that the age difference in offices do not cause conflicts.

In researcher studies support Pereda & Actis (1997) who suggests that the ideal situation for every organization is to initiate and encourage diversity advantages during recruitment and take advantage of workplace diversity opportunities like good customer care, creativity variety of skills etc in that the organization have diversity initiatives. However it should be noted as suggested by Taylor, Powel, Wrench (1997) that even if countries have already instituted equal rights laws and public policies that promote diversity, the general organization culture may not have been ready for the step of diversity management. Generally the organization supports most of the diversity policies/programs and paradigms in that discrimination-and-fairness paradigm (Thomas and Ely, 1996) is reflected in the organization in that equal opportunities and fair treatment through legislative action is well adhered to as shown by fair treatment given to all genders, cultures, religion and minority at 4.9(0.025).

5.2.4 Diversity Managerial Roles

In relation to diversity managerial role the study sought to find out if the organization adhered to the two principals guiding managers in managing diversity as suggested by Gareth R. Jones et al, (2008). It was clear that distributive justice in relation to distribution of pay, job titles, interesting job assignment, office space and other organizational resources among members of organization were fair in respect to means of job titles, 3.9 (0.03), interesting /challenging job assignment 3.8 (0.015) and office space 3.4 (0.02) respectively in relation to time, service and educational skills but respondents disapproved the fairness of pay and raises at respective means of 2.8(0.012) and 2.7(0.045). The principal of distributive justice according to Gareth R. Jones should depict that those who have made substantial higher and significant contributions to the organization should receive more outcomes. Though promotions were sufficiently provided in the ministry, pay and raises were not commensurate with time, services offered and qualifications.

The principal of procedural justice require managers to use fair procedures to determine fair distribution of outcomes to organizational members as reflected by fair and ethical implementation of HRM practices in study representation. Generally the Ministry has indeed employed ethical and fair implementation of HRM practice to a greater length as reflected by the 4 or 80% upper quartile and in the long run would satisfy its workforce by improving further

grievance mechanism, performance appraisal and mentoring and succession planning. The study revealed the institution has developed raft measures that enhance HRM practices as indicated by higher ratings on promotion mean of 4.3 and recruitment and selection mean of 4.5 but mentoring and succession planning rated the least at 3.9 mean.

Finally, the study sought to find out how diversity managerial role can improve diversity and there was overwhelming response of 100% to management employing recruitment, training and mentoring of junior employees, women and disadvantaged minority groups to top executive positions and securing top management commitment. At 69.2% minority felt that managers ought to encourage flexibility by motivating managers and subordinates to open to different approaches and to incorporate differing needs and ideas and in increase of diversity awareness among employees about their attitudes, biases and stereotypes and carrying of occasional survey. This concurs with recommendations of Gareth R. Jones et al, (2008) study ideas.

In reference to diversity managerial role Erasmus (2007) feels that workplace diversity is forced integration that creates conflict and uncertainty and if leadership is not skilled in discipline of diversity management and its principles at times managers don't know how to effectively practice diversity management and to identify factors that contribute to diversity management since employees make decisions and brake diversity rules with their behaviour at will.

5.3 Recommendations

The study recommendation in relation to demographic factors relates to the needs of every employees that the management need to address by recognizing importance of measuring the tenure of members on the team; as individuals get to know each other better, the negative effects of diversity often subside. Besides the HRM Strategies to change groups should be developed since work group diversity can lead to short-term, increased conflict among members, focused training with an external facilitator may help the group to achieve higher levels of productivity in a shorter time. Training can target methods for raising, discussing and resolving difficult interpersonal, business and/or team-related process issues.

Some HR interventions at the group level should involve identity-based networking groups, which are formal or informal associations of employees with common group identities. The separate affinity groups will provide opportunities to connect socially and professionally to one another and enable members to make contacts that expand the range, strength and configuration of their social networks and reduce their isolation.

To build strong upcoming generation and workforce it is important for the organization to promote mentoring programmes in order to transfer knowledge and experience between generations and to ensure skills are passed on to the managers since the young have original outlook, knowledge and energy but older employees have special knowledge and relational skills based on experience and can be an asset for the organization.

Flexible schedules should be continually ensured for working mothers who have heavy responsibilities of care and upbringing children to facilitate the skilled female workers so as to continually overcome the challenges of mismatch of jobs and skill gap globally as result of labour turnover and obsolete talents and skills.

In relation to cultural factors, cultural barriers in the African culture should be build to accommodate the changing needs of the upcoming workforce in mannerism, dressing and decision making. It is important the Western official languages are maintained to avoid social conflicts of different ethnic languages.

A successful diversity strategy must address organizational culture change to create a work environment that nurtures teamwork, participation and cohesiveness characteristics of a 'collective' (versus individualistic) organizational culture starting with a visioning exercise for change that specifically identifies what success in a multicultural organization might look like. A diversity council with credible people from a cross-section of functions should be charged with creating a business diversity strategy and serving as a resource. Diversity should be strategically integrated with the business objectives.

Resource-based strategic concept should be employed at the institution since greater cultural diversity will be better able to mirror increasingly diverse product. Organizations should

encourage women leadership since organizations with higher top management gender diversity have higher returns as depicted by past studies.

In relation to diversity management programs and HRM practices diversity training should be adopted for individual-level intervention that would encourage empowerment of employees. The training programs will aim to change employees' attitudes (affective and cognitive) and behaviours to 'value diversity' and reduce subtle forms of discrimination and exclusion that hinder effective working relationships. The training objectives should be Programs fostering assimilation provide education about the norms and goals of the dominant culture and might target minorities. Programs emphasizing multiculturalism (where members of two or more cultures are allowed to retain key aspects of their cultures) involve a bilateral process jointly focused on majority and minorities. Training topics should typically include stereotyping, prejudice, communication styles, and attitudes.

In order to improve diversity managerial role mentoring strategy should be used to target change at the individual level. A successful senior mentor is matched with a more junior woman or minority, with the objective of enabling under-represented demographic groups to move through 'glass ceilings' challenges. Formal mentoring programs will create a structure for pairing individuals; informal mentoring programs will evolve from interactions individuals establish in the course of working together.

There should greater emphasis of Affirmative Action and Equal Employment policies always ensuring workplace diversity management is maintained by taking advantage of diversity opportunities and counter attacking diversity threats by facilitating enabling environment for all.

Further the management rather than designing diversity initiatives to focus only on task issues such as imparting information, it may be useful to include opportunities to enhance social interaction since persuasion depends on emotional appeals and values such as equality, it is less likely to produce lasting change. In return this will help individuals personally be more effective on the job or help their company be more competitive. Individuals are more favourable toward affirmative action if it is framed as equal opportunity and not reverse discrimination.

Finally top management should model leadership behaviours such as conducting the feedback sessions of the results of an organizational diversity climate survey and diversity management programs should be focused more on recruitment and mentoring of more diverse workplace diversity ensuring fair distribution of resources and rewards with ethical and fair HRM Practices to those who have made significant and meaningful contribution to the organization.

5.4 Conclusion

The study highlighted certain diversity factors like ethnicity as serious obstacles to effective implementation of HRM Practices but the findings generally depicted a positive response towards workplace diversity in the organization and the results are not biased since different results are likely to be generated from different environmental settings.

It is clear from study that wage differentials and stereotype, prejudice, biases between genders do exist in the African Culture against women in the society and minority especially certain sexual orientations like gays. The study findings showed that women do not hold low status jobs but majority of the men continue to hold top executive posts implying wage differentials is likely to exist between genders in top levels. This could be attributed by the fact that most women are in the childbearing stage and up bringing stage preventing majority to offer total career commitment and limiting majority climb to top executive positions in their career unlike their male counterparts who according to Blass (1998) survey late 1990s suggested that full time spent in the home for a working women is three (3) times that spent by a man. The traditional perception of men leadership in the society that is highly respected in top executive posts is another contribution since the study reveals non acceptance of male dominated culture influence in the organization decision making. In relation to HRM Practices they are ethically and fairly implemented in the organization but promotions and raises provided are not commensurate with time, services and qualifications rendered. However it is important to continually implement mentoring and succession planning and stick to Western official language in public institution unlike its African negative perception.

The inferential findings of the study touched on how demographic factors, cultural factors, diversity management programs and diversity managerial roles that relate with implementation of HRM Practices. The P-value (0.03) reflected a relationship of these variables with Implementation of HRM Practices in the organization: the independent T-test done further communicated the same message showing significant levels.

Therefore workplace diversity therefore means creating an inclusive environment that embraces people's individual differences and provides opportunities for all staff to achieve their full potential and enabling employees to work in areas of their strength and capability which make them happy and more productive and stay longer in their organizations and minimizing threat of diversity.

5.5 Areas for Further Study

Globally most studies are done in industries and companies in United States, Nigeria, South Africa etc and scanty studies are available in Kenyan organization set up. More so very little has been undertaken to explore diversity issues related to government institutions reason why the researcher call for further studies to be undertaken globally. The researcher also recommends further studies on effectiveness of diversity policies and programs in organizations and diversity initiatives related to customer satisfaction and encourage more studies on diversity critical approaches, discursive approaches, practitioner/consultant approach and diversity theories to build up more scholarly work in this field.

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APPENDIX II: QUESTIONNAIRE

Dear Respondent

This research is aimed at identifying Workplace Diversity Management Effects on Implementation of HRM Practices in the Civil Service in Kenya with specific relevance to the Ministry of Health Headquarters, Afya House. To help conduct the study you have been identified as a key respondent and therefore your participation will be highly appreciated. The study questions are related to the objectives of the study namely: Demographics Factors (i.e age, sexual orientation, ethnicity, religion, gender etc), Cultural factors, Diversity programs/policies and Diversity Managerial role. Kindly read, understand the question carefully and honestly fill by ticking or writing down the answer as may be appropriate in the spaces provided. The information given will be treated with utmost confidentiality and data generated will be exclusively used in compiling research project report for academic purposes only.

Thank you.

Margaret Wambari
MBA Student- Kenyatta University

SECTION 1: RESPONDENTS DEMOGRAPHIC DATA

Please indicate your response using a tick in the box below

1. Gender

Male Female Transgender

2. Age

22-29 yrs 30-37 38-45 46-53 54-61

3. Marital Status

Single Married Divorced Widow Widower Separated

4. Religion

Muslim Hindu Atheist Christian

5. Academic Qualifications

- PhD Masters Degree Diploma Certificate none
6. Level of Management
 HOD Head of Division Section Head Other/Employee
7. Working experience
 0-7 years 8-15years 16-23 years 24-31 years 32-39 years over (state)
8. Professional Qualifications
 Doctor Pharmacist Public Health Officer Nutritionist Nursing officer
 Accountant Procurement Officer Secretary Administrator HR officer

Any other Designation (name)

9. Geographical Origin
 Western Nyanza Eastern Nairobi Coast N.E
 Any other

What is your Job group in the Civil Service

10. What is your Basic Salary?
 Below 11,370 (D) 11,370- 16080(F) 16,692-24,662(H) 24,662-31,020(K)
 31,020-48,190 (M) 48,190-89,748 (Q) 89,748-109,089(Q/R) 109,089-180,660(S)

SECTION2: IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT

1. To what extent do you agree the following HRM practices are ethically and fairly implemented in your organization? (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate)

Performance Appraisal	Strongly Disagree (SD=1)	Disagree (D=2)	Not Sure (NS=3)	Agree (A=4)	Strongly Agree (SA=5)
Promotion					

Training and Development					
Recruitment and Selection					
Hiring and Dismissal					
Grievance Resolution					
Placement and Deployment					
Performance Appraisal					
Mentoring and Succession planning					
Pay and Raises					

SECTION 3: DEMOGRAPHIC FACTORS EFFECTS ON HRM PRACTICES

1. The following statements qualify Organization's Diversity Management efforts to implement HRM Practices among its Workplace Demographics. To what extent do you agree with the following statements? (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate)

S/NO	QUESTION	Strongly Disagree (SD= 1)	Disagree (D=2)	Not Sure (NS-3)	Agree (A=4)	Strongly Agree (SA=4)
	Gender					
1.	Women employees hold low status jobs					
2.	In my department women hold female dominated careers such as secretarial and nursing					
3	In my department skilled women are in their childbearing and up bring stage in the workforce					
4.	Women executives outperform their male colleagues on skills concerning motivation, promoting good communication, turning high quality work and determining consumer tastes					
	Disabled and Minority groups					
5.	In your organization Executive posts are fairly distributed among women and underrepresented groups especially disabled					
6.	In my Ministry disabled employees and HIV/AIDS infected employees are fairly treated and accommodated by					

	other employees					
7.	The changed sexual orientation workforce of gays and lesbians are culturally unacceptable in the African culture					
	Age					
9.	There is likely to exist a gap in transfer of knowledge in healthcare and IT skills after retirement?					
10.	Young backs skills and innovations are quickly phasing out the older generation in the workforce in Kenya?					
11.	Older employees are more hardworking, experienced, dedicated and loyal to the government than younger employees					
12.	Older employees feel threatened by upcoming young generation					
13.	Upcoming young generations are quickly adopting the expected work standards					
14.	There exists a gap between the old and the young in the workforce					

SECTION 3: CULTURAL FACTORS EFFECTS ON HRM PRACTICES

1. The following statements explain the influence of Workplace Diversity Culture to implementation of HRM practices in organizations. To what extent do you agree with the following statements? (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate

	Factor	Strongly Disagree (SD=1)	Disagree (D=2)	Not Sure (NS=3)	Agree (A=4)	Strongly Agree (SA5)
1.	Today's workforce dressing code has changed to employees changing preferences and it is worth to be adopted in the modern Civil Service dress code.					

2.	The Western official language used in Public institutions influences the mannerism, thinking and behaviour of the workforce					
3.	Different ethnic languages used to communicate does not create problem among employees					
4	I like working with people from different backgrounds and gender in my office					
5.	My organizational culture encourages diverse backgrounds during recruitment					
6.	There is a culture of induction and orientation in my organization					
7.	In your community women are culturally involved in key decision making of the society					
8.	Women adequately participate in top executive decision making in my organization					
9.	Kenyan government is putting effort to incorporate women and underrepresented groups in top executive posts					
10.	Male dominated culture influences executive decision in Kenyan organizations					
11	Youth oriented culture influences office antique and culture					

SECTION 4: RELATIONSHIP BETWEEN DIVERSITY MANAGEMENT PROGRAMS AND HRM PRACTICES

1. Kindly RATE the following statement in relation to organization’s diversity management programs and HRM practices implementation: To what extent do you agree with them? (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate

S/NO.	Question	Strongly Disagree (SD= 1)	Disagree (D=2))	Not sure (NS=3)	Agree (A=4)	Strongly Agree (SA=5)
	Gender					
1.	The employer does not discriminate employees on gender basis during recruitment?					
2.	My organization has an initiative of hiring and recruiting women, minorities and disabled in the workforce?					
3.	Opportunities for growth and advancement exist for women, minorities and disabled in our organization i.e promotion?					
4.	Training and Career development Policy encourages and provides equal opportunities for all genders and also gives provision for minorities and disabled is encouraged?					
	Disabled and Minority					
5.	Fair treatment is given to all whether male or female and even disabled and HIV infected employees?					
6.	Conducive and enabling work environment is created for disabled					
	Diversity Management and programs					
7.	Diversity management give organization competitive advantage in problem solving, resource acquisition etc					
8.	Diversity management promote corporate image					
9.	Managing work place diversity attract a variety of skills and innovation					
10.	Equal access in the ministry to positions in the public service for employees					
11.	Recruitment plan of the government is based on education background of the employees and adheres to the					

	Government policies relating to gender and minorities?					
12.	There is no discrimination of minority groups to positions of authority					

SECTION 5: DIVERSITY MANAGERIAL ROLE EFFECTS ON HRM PRACTICES

1. There are various outcomes and rewards offered to employees for their time, service, education, etc. To what extent do you agree or disagree that those who contribute significantly and make substantial contributions receive fair rewards and income (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate).

REWARD/OUTCOMES	Strong Disagree (SD=1)	Disagree (D=2)	Not Sure (NS=3)	Agree (A=4)	Strongly Agree (SA=5)
Pay					
Raises					
Promotions					
Job titles					
Interesting/challenging job assignment					
Office space					

2. The following factors can be used to improve diversity management in your organization. To what extent do you agree or disagree with them (Where SD =1, D=2, NS= 3, A= 4, SA = 5 - Tick as appropriate).

RECOMMENDATION	Strong Disagree (SD=1)	Disagree (D=2)	Not Sure (NS=3)	Agree (A=4)	Strongly Agree (SA=5)
Secure top management commitment					
Increase diversity awareness among employees about their own attitudes, biases and stereotypes and carry occasional attitude survey.					
Increase diversity skills by improving interaction of managers and subordinates					
Recruiting, training and mentoring junior employees, women and disadvantaged minority groups to top executive positions					
Encouraging flexibility by encouraging managers and subordinates to open to different approaches to incorporate differing needs and ideas.					
Effort to increase women and minority in the payroll					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: BUDGET

ITEM	AMOUNT
Stationery Expenses	6,500.00
Report Writing, Photocopying and Printing	20,000.00
Binding Expenses	3,500.00
Telephone/Library search/Internet Browsing	18,000.00
Researcher Transport Expenses	8,000.00
Miscellaneous	8,500.00
Total	64,500.00

APPENDIX IV: WORK PLAN FOR RESEARCH PROJECT WRITING

ACTIVITY	MONTH								
	Dec 2012	Jan 2013	Feb 2013	March-2013	April-May 2013	June-Aug	Sept 2013	Oct. 2013	Nov. 2013
Preliminary Survey & Identification of Research Title									
Research Concept Paper Writing									
Submission of Draft Concept for Internal Moderation									
Proposal writing									
Submission of Proposal and Defence									
Data Collection									
Data Analysis									
Submission of Research Project.									