INFLUENCE OF HUMAN RESOURCE CULTURAL DIVERSITY MANAGEMENT ON PERFORMANCE IN NON-COMMERCIAL GOVERNMENT AGENCIES IN KENYA: A CASE OF THE UNITED NATIONS

BY

NAMAKULA HELLEN WALUSIMBI

UNITED STATES INTERNATIONAL UNIVERSITY AFRICA

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NAMAKULA HELLIN WALUSIMBI

A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY
AFRICA

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STUDENT’S DECLARATION
I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution, or university other than the United States International University in Nairobi for academic credit.

Signed: ________________________ Date: ______________________

Namakula Hellen Walusimbi (ID No:645882)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ________________________ Date: ______________________

Stephen M. Nyambegera, PhD

Signed: ________________________ Date: ______________________

Dean, Chandaria School of Business
ABSTRACT

The general objective of the study was to establish the influence of human resource cultural diversity management on performance in non-governmental agencies in Kenya a case study of United Nations. The research questions were as follows: What is the influence of cultural diversity recruitment practices on performance of non-commercial government agencies in Kenya? What is the influence of cultural diversity retention practices on performance of non-commercial government agencies in Kenya? What is the influence of diversity in training practices on performance of non-commercial government agencies in Kenya?

The study used a descriptive research design and used questionnaires to obtain relevant information from the respondents. The target population consisted of 283 members at the United Nations offices in Gigiri. Stratified sampling technique was used. The sample size was 85 respondents and only 50 responded this was sufficient. A structured questionnaire was used as the data collection instrument. The data was then analyzed using percentages and frequencies as well as Pearson’s correlation, and regression techniques. Data was analyzed using SPSS and presented in figures and tables.

The findings of the study on the influence of cultural diversity recruitment practices on performance at the UN showed that fairness and equality in practices for selecting and recruiting was a major factor to be considered in employee performance. It is more important when it comes to the methods of recruiting and selection. Ability to deliver other than any other reason should be the reason for hiring candidates. This study also revealed that the need to hire underrepresented groups like the disabled, women among others to mention but a few, having a diverse leadership team goes a long way in spearheading and implementing diversity management in an organization while reflecting well on society and this encourages better performance for all skills are exploited.

The findings of the study on the influence of cultural diversity retention practices on performance at the UN revealed a desire among employees for acknowledgement, recognition, appreciation and fortunately for the organization, diversity is a non-issue and is very much welcome. The findings further revealed that many embrace diversity and would even prefer to work in a multicultural environment in case they were to leave the UN and this is a sign of job satisfaction to a good extent.
The findings of the study on the training and how it affects cultural diversity performance of the UN showed significant concerns for diversity in human resource management decisions. Majority of the respondents agreed that conducting surveys on diversity has a capability of improving the diversity climate and job satisfaction. Majority also agreed that the UN offers equal opportunities for job training and career development skills which are vital in employee satisfaction. It was also revealed that performance evaluation is conducted fairly for the different groups and all are given promotions fairly and equitably which commendable and helps in team building.

In conclusion, the study revealed that cultural diversity in recruitment influences staff performance and the United Nations has done a good job of recruiting employees from various backgrounds, employing underrepresented groups of people like women, the physically disable, having a diverse board of directors and leadership team. The UN has made steps to guarantee free and fair training practices among the various groups. Above all training in an organization is key to gaining the competency skills needed for proper management of employees and to help them reach full potential by improving recruitment and eventually reducing turnover. The study recommends that during recruitment of new employees, UN should take into consideration the competence and skills these individuals possess in order to enhance productivity and efficiency in the company such that issues of discrimination based on cultural matters do not take center stage. Further, the study recommends the rewarding of longtime customers to enhance the relationship bond between the customers and the organization by offering bonuses, study leaves, insurance packages among others. Finally, the study recommends UN should figure out what result it is trying to accomplish with the training program while at the same time ensuring Equal Employment Opportunity (EEO) and Affirmative Action (AA). Further studies need to be done to determine difference in the retention, recruitment and training among generation X and Y.
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DEDICATION

I dedicate my project work to my family and many friends and special feeling of gratitude to my friends, whose words of encouragement, and push for tenacity, ring in my ears. I also dedicate this research to my many friends and family who have supported me throughout the process. I will always appreciate all they have done.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Culture is an important matter that can be explained and defined in several ways. To begin with, Hall (1976) explains culture as a man’s medium that forms the human life of an individual. Accordingly, “there is not one aspect of human life that is not touched and altered by culture. This means personality; how people express themselves, the way they think, how they move, how problems are solved, how their critics are planned and laid out, as well as how economic and government systems are put together and function”. (Hall, 1976, p 14) Culture is furthermore, by Tayeb (2003), defined as the shared values that characterize a society and lie beneath its arts and architecture, cloths, food, ways of greeting and meeting, ways of working together, ways of communicating.

Hofstede (1980), on the other hand, believes that culture is a collective programming of the mind based on values. Hofstede (1997) has found four dimensions for explaining differences among cultures, namely power distance, uncertainty avoidance, individualism, and masculinity. The first dimension, power distance, concerns the extent to which members of a society accept that power is unequally distributed. Organizations with a large power distance emphasizes autocratic leadership and find the idea of employee involvement, for instance, awkward to contemplate and difficult to achieve. Organizations with a small power distance, represents the opposite values and these are uncomfortable with the idea of one autocratic leader and instead expect managers to consult their subordinates and not to overstep the bounds of their role. The second dimension, uncertainty avoidance, measures the degree to which people feel threatened by ambiguous situations, and create beliefs and institutions to avoid uncertainty. Organizations with high uncertainty avoidance see rituals, rules and regulations as an important issue and follow them to the letter, even when doing so will achieve nothing, whereas an organization with low uncertainty avoidance will find formality and paperwork disruptive and unnecessarily bureaucratic.

The third cultural dimension, individualism, concerns the extent to which people believe their primary concern in life is the well-being of individuals and their immediate family, as opposed to collectivism where the well-being of a wider group with a more extended
network of support and loyalty is in focus. Masculinity is the final cultural feature. It measures the extent to which the so-called masculine values, such as visible success, money and possessions, are given priority over more feminine caring values, such as nurturing and sharing. In societies that are more feminine more value will be placed on the welfare and needs of employees at work whereas a more masculine society puts emphasis on individual achievement and the need to have a successful career.

Hofstede (1980), on the basis of these four dimensions, claims that culture is an important aspect for managers to pay attention to since cultural values and attitudes explain employees’ values and behavior at work, such as commitment, tolerance of ambiguity, and interpersonal trust. Nowadays, cultures are not as distinctly divided as before since a country’s culture often represents a mixture of several cultures as a result from historical, political, and economic factors that in turn have led to a culturally heterogeneous population. Culture is, however, still relatively changeable due to the constant influence from the environment. As an example, the revolutions in eastern and central European countries caused a large flow of immigrants and refugees into the other European countries and so did the civil war in Former Yugoslavia that generated a large flow of immigrants into the U.S. and the European nations. In addition, the European Union has simplified the free movement of labor within the member states since nationals of the member countries may now seek employment in fellow member nations without requiring residence or work permits. The developments in the globalization of business, the free movement of goods, services and labor across the single European market along with the increasing number of international managers, transnational mergers, acquisitions and strategic alliances will result in more organizational workforces will be multicultural and multinational (Tayeb, 1996).

Multinational enterprises (MNEs) have contributed to a great extent in cultural diversity inclusion as well through joint ventures or other alliances, which have forced two separate cultures into a single one, creating a culturally diverse organization. Also, the MNEs employ staff from all over the world and transfer them from their home country into a foreign one or vice versa and thereby intentionally increasing the cultural diversity within the workforce. According to Tayeb (1996), workforce diversity refers to “the varied background of employees in terms of gender, age, race, color, education, social class, mental and physical capabilities, and sexual orientation” (p.174). The definition provided
also includes a range of individual skills, educational qualifications, work experience and background, languages, and other relevant attributes and experiences. Others consider diversity to be not only derived from differences in ethnicity and gender, but also based on differences in function, nationality, ability, religion, lifestyle, or tenure (Mavin & Girling, 2000). According to Miller and Rowney (1999), diversity can be referred to as a workforce made distinct by the presence of many religions, cultures or skin colors, both sexes (in non-stereotypical roles), differing sexual orientations, varying styles of behavior, differing capabilities, and usually unlike backgrounds. Summarized, the term cultural diversity is used when people with various backgrounds and qualities co-operate in the workplace (Tayeb, 1996).

The study of “cultural diversity” or individual differences in the workplace is nothing new. Indeed, there have been differences between people for quite some time. (Diamante & Giglio, 1994) The composition of today’s workforce has changed significantly and therefore the workforce does not look, think, or act like any workforce of the past, nor does it hold the same values, the same experiences, or pursue the same needs and desires. (Mavin & Girling, 2000) Characteristics such as marital status, having children, full time or part time employment, different methods when working, work in different departments, or belonging to a specific subculture within the company affect every person's view of life. This cultural baggage that the employees bring with them to their workplace, influence largely the way they organize many other areas in their day-to-day life. (Tayeb, 1996) Moreover, culture influences the way employees communicate, how they deal with conflict, how they learn, how they are motivated or stressed, which in turn affects the management practices.

Other typical examples of cultural influences on organizations are the various legal systems and institutions that exist in most countries, which prevent discrimination in organizations against various ethnic groups that are in minority. In many nations the treatment of employees of different origins, during the recruitment, selection, training, promotion, and employment turnover are all accounted for in national laws and regulations. The significance of these rules and regulations is even more pronounced as the company grows in size and recruits more people from different cultural origins. Other major sources of environmental pressures are different levels of economic advancement, political and industrial cultures, and national culture as a whole. (Tayeb, 1996) An
example of the latter is the fact that national culture has a greater impact on employees than their organization’s culture has, independently on how strong the latter one is. MNEs will therefore most likely find and hire job applicants who match their organization’s dominant culture, even if such applicants are somewhat uncharacteristic for members for their country, due to the reason that employees who do not fit in well with the dominant culture will eventually leave the firm. (Mavin & Girling, 2000)

A study by Kioko (2011) indicates that managing an organization with a multicultural workforce creates challenges in terms of management practices and leadership styles, due to the differing viewpoints it elicits. Overall benefits and problems of a culturally heterogeneous organization can be closely related to how effective it is managed. This is one of the reasons why cultural heterogeneity is a pressing managerial issue and therefore given much attention in recent research.

A multicultural organization can suffer from problems such as stereotyping and prejudicing, difficulty of communicating and predicting behavior. Nonetheless, the benefits of being a culturally diverse organization clearly cancel out the problems. More specifically, these types of organizations have the opportunity to benefit from, for instance, an enhanced problem-solving capacity, enhanced effectiveness and efficiency, increased client satisfaction, and increased profits (Borman & Motowidlo, 2000).

Most importantly, having a culturally heterogeneous workforce can be looked upon as a competitive advantage. Certain management practices can to a great extent resolve some of the problems related to cultural diversity. As an example, culturally diverse organizations can try to raise employees' consciousness and awareness about differences that exist across cultures and subgroups, in order to address stereotypical attitudes and views through training.

Furthermore, organizations should develop communication competency to avoid misunderstandings and put effort on turning diversity visions into reality in order to keep the trust of involved parties. Certain leadership qualities are necessary in order to manage a culturally diverse workforce: these are empathy, commitment, tangible engagement, honesty, and being a ‘people-lover’ (Dubnick, 2007).

Therefore, it has become a necessity for managers to understand the depth of the cultural diversity and to be able to implement strategies to fit individual identities within the collective group to ensure a harmonious relationship in organizational framework to
achieve the organizational goal. Moreover, managers need to implement management systems that can lead cultural diversity to contribute effectively to the competitiveness of the company (Jain & Verma, 1996). In the literature, the most common attributes of this competitiveness consists of five key factors commonly called the 5C; human Capital, innovation Capital, organizational Capital, customer Capital and reputational Capital. Currently, general trend is to study the effect of cultural diversity management (CDM) on organizational performance (Knippenberg, 2012).

There has been a relationship between training and firms’ performance and according to the findings reported in previous studies training and development affects the performance of employees with regards to their jobs (Nassazi, 2013). Similar studies in Kenya to determine human resource factors influencing employee performance in international non-governmental confirmed that a significant association existed between employee training and development, employee motivation and leadership style and improved employee performance (Chacha, 2013).

Diversity is one of the defining features of the United Nations (UN) and the Organization recognizes that the diversity of its staff is an asset in tackling its complex tasks. They are called to respect and learn from each other’s differences and rely on them to find more creative ways to solve everyday challenges. Cultural diversity is our shared heritage and the greatest opportunity before humanity. It holds the promise of renewal and dynamism, and an engine of innovation and development. It is also an invitation to dialogue, discovery, and cooperation. In a diverse world, the destruction of cultures is a crime, and uniformity is a dead-end: our aim must be to enhance in one movement m the diversity that enriches us and the human rights that bring us together. This indivisible link between cultural diversity and human rights was recalled with the adoption in 2001, just after the destruction of the Buddha statues of Bamiyan in Afghanistan, of the UNESCO Universal Declaration on Cultural Diversity. This text provides us with a compass for living together in a globalized world, confirming that respect for cultural diversity and respect for human rights are inseparable.

The UN, formerly the League of Nations, is an intergovernmental organization formed to promote international co-operation. Founded on 24 October 1945 after World War II with the aim to prevent such conflict again, the UN begun with 51 member states and the membership gradually increased to 193. Head quartered in Manhattan, New York City,
with other main offices in Geneva, Nairobi and Vienna, the organization’s set of objectives include promoting international peace and security, human rights, social and economic development, as well as protecting the environment and providing humanitarian aid in cases of famine, natural disaster, and armed conflict. The organization is funded by the member states (Chief Executive’s Board Secretariat, 2015).

The United Nations Charter was drafted at a conference in April–June 1945; this charter took effect 24 October 1945, and the UN began operation. The UN's mission to preserve world peace was complicated in its early decades by the Cold War between the US and Soviet Union and their respective allies. The organization participated in major actions in Korea and the Congo, as well as approving the creation of the state of Israel in 1947. The organization's membership grew significantly following widespread decolonization in the 1960s, and by the 1970s, its budget for economic and social development programs far outstripped its spending on peacekeeping. After the end of the Cold War, the UN took on major military and peacekeeping missions across the world with varying degrees of success.

The principal organs that constitute the UN are: the General Assembly, the Security Council, the Economic and Social Council, the Secretariat, the International Court of Justice, and the United Nations Trusteeship Council. The General Assembly is the main deliberative assembly; the Security Council decides certain resolutions for peace and security, the Economic and Social Council promotes international economic and social co-operation and development. The Secretariat provides studies, information, and facilities needed by the UN, the International Court of Justice is the judicial organ for the member states, whereas the United Nations Trusteeship Council has been inactive since 1994. The UN works closely with other agencies such as the World Bank Group, the World Health Organization, the World Food Programme, UNESCO, and UNICEF.

The organization won the Nobel Peace Prize in 2001, and a number of its officers and agencies have been awarded the prize. Other evaluations of the UN's effectiveness have been mixed. Some commentators believe the organization to be an important force for peace and human development, while others have called the organization ineffective, corrupt, or biased.
1.2 Statement of the Problem

Today, the diversity training programs and other organization initiatives that is supposed to be changing corporate cultures often seem to be focused more on generating activity than results while awareness and understanding has become a staple of every organization’s diversity strategy, many efforts to increase awareness appear to be generating more heat than light. In effect, positioning diversity so that one group must take the blame for the past makes the ultimate goal, greater unity, impossible (Swanson, 2002). Furthermore, uncertainty regarding the impact of diversity policy on evaluation of personnel takes various forms. Minority personnel are persistently on the search for reasons why they are not being evaluated fairly compared to the evaluation of personnel from the dominant culture. The majority personnel sometimes feel that they are being evaluated more harshly or held to a higher standard than those protected by affirmative action efforts.

Another thing that can be problematic is the different perceptions and attitudes that individuals have about the organizations diversity efforts, whether the organization is really presenting the diversity policies and procedures in a useful way to them, or is just doing so as almost “lip-service” (Hicks-Clarke & Iles, 2000). Due to the many ways of practicing diversity management, it is hard to realize what managing diversity is intended to accomplish and its limitations since the goals and results of these efforts are rarely measured and evaluated. It is not evident what such efforts actually accomplish but it is quite clear what they cannot accomplish. Generally speaking, diversity efforts are directed towards limited kinds of changes in individuals and not towards changing organizational culture or structure. Diversity efforts do not generally assist employers or employees to better understand the nature of discrimination and disadvantage. Many do not either help decision makers to identify and remove barriers facing minorities. (Agócs & Burr, 1996).

More specifically, effective management of culturally diverse workforces emphasizes the building of specific skills along with the creation of practices that enables every member of the workforce to perform to his or her full potential (Mavin & Girling, 2000). Furthermore, an organization can effectively manage cultural workforce diversity through integration of diversity management principles in the key human resource functions of recruitment and selection, performance appraisal and promotion, and most importantly,
training and development. (D’Netto & Sohal, 1999) Training programs that have proven to be effective are those with the objectives of increasing cultural awareness among the employees accompanied by necessary adjustments in management styles and organizational culture as these help multicultural organizations manage their workforce more effectively and profitably. (Tayeb, 1996) However, the most pressing issue in the context of growing cultural diversity in the workplace is to ensure the removal of discriminatory barriers and prejudices that interfere with the productivity, full participation, equitable rewards, and job satisfaction of cultural minorities (Agócs & Burr, 1996)

In deciding whether or not to invest in diversity efforts, human resource managers and employers, as well as participants in these efforts, need to be clear about their own goals, the reasons for investing in cultural diversity. Furthermore, they should be realistic about what diversity efforts can accomplish, both positively and negatively; be honest in recognizing whom they would benefit and realize whether they really are ready for cultural diversity at all. However, in the future, people will have a better understanding of the meaning of diversity and its effective management due to the growing number of mergers and acquisitions, and thus cultural workforce diversity will become more of a priority for organizations (Rowley & Jackson, 2010).

As seen from the discussion above workforce diversity is a common phenomenon in many organizations today and there are many benefits connected to it while there are some problems as well (Skog, 1996). Nonetheless, by looking at the work of several authors it indicates that when using effective practices combined with the leadership qualities necessary for managing a culturally diverse workforce one should in theory be able to cancel out the problems and thus be able to take advantage of cultural diversity instead. Whether this is true or not is something we would like to investigate in this research. Furthermore, in line with increased globalization this research area seems to be growing in importance due to the fact that it does not seem to be limited by borders (Tayeb, 1996). Contribution in this area may shed new light on a field of study yet to be thoroughly investigated. The study therefore seeks to investigate the significance of human resource cultural diversity management practices on performance of non-commercial government agencies in Kenya a case study of united nation.
1.3 **Purpose of the study**

The purpose of this study will be to determine the significance of human resource cultural diversity management in non-commercial government agencies in Kenya a case study of United Nations office in Nairobi.

1.4 **Research Questions**

The research questions for this study are:

1.4.1 What is the influence of cultural diversity recruitment practices on performance of non-commercial government agencies in Kenya?

1.4.2 What is the influence of cultural diversity retention practices on performance of non-commercial government agencies in Kenya?

1.4.3 What is the influence of diversity in training practices on performance of non-commercial government agencies in Kenya?

1.5 **Significance of the Study**

The study will benefit the following stakeholders

1.5.1 **Organizations**

The world’s increasing globalization requires more interactions among people from diverse cultures, beliefs, and backgrounds than ever before. Maximizing and capitalizing on workplace diversity has become an important issue for management today. This study will help organizations in Kenya to utilize cultural diversity to enhance marketing opportunities, recruitment, develop and maintain a positive public image, avoid discrimination-based legal actions, create a healthier work environment, enhance innovative problem solving, support local community and economy, develop and maintain a global competitive advantage, and effectively manage change.

1.5.2 **Public Sector**

In an era where flexibility and creativity are critical to competitiveness, diversity is of importance in both private and public sectors to achieve threshold in organizational performance. This seeks integration of human resource cultural diversity management practices with organizational performance to enable managers, human resource
practitioners, and management scholars to have an insight on the potential of cultural diverse workforce towards achieving organization’s competitive advantage.

1.6. Scope of the Study

The scope of the study will be based on non-governmental organizations in Kenya, and the researcher has chosen the United Nations, and organization has been selected by virtue of having better a high level of performance. The study was carried out from their headquarters here in Nairobi at Gigiri.

Several limitations were experienced in this study, for example resistance from respondents primarily because they were suspicious of the study intentions. The researcher assured them of their anonymity. The researcher also explained the fact that the findings will to be used purely for academic purposes. The accuracy of the results depended on the honesty of the respondents, though assurance was given to the respondents in the hope of that, the researcher got honest responses.

1.7 Definition of Terms

1.7.1 Diversity management

On-going process that unleashes the various talents and capabilities which a diverse group of employees bring to an organization to create a wholesome, inclusive environment that is safe for differences and enables people to reject rejection, and maximize the full potential of all so as to achieve organizations competitive advantage (Ramirez, 2011).

1.7.2 Diversity recruitment

It is the employing of people from diverse environments to add value to organizational diversity fabric, through diverse knowledge, skills, and talents (Balogun, 2008).

1.7.3 Diversity Retention

Systematic effort by employers to create and foster an environment that encourages current employees to remain at the same employer having policies and practices in place that address their diverse needs (Cota, Dion & Evans, 2008).
1.7.4 Diversity training

Distinct set of programs aimed at facilitating positive inter-group interactions, reducing prejudice and discrimination, and enhancing the skills, knowledge, and motivation of employees to interact with diverse co-workers and customers (Pendry, Driscoll & Field, 2007).

1.7.5 Cultural diversity

Similarities and differences among employees in terms of age, cultural background, physical abilities and disabilities, race, religion, sex, sexual orientation and education (Lyness, 2002)

1.7.6 Institutionalization of diversity

Comprehensive diversity initiatives designed to create welcoming environment for people of all backgrounds (Cota, Evans, Dion, Kilik & Longman, 2010).

1.7.7 Workforce demographics

Workforce demographics are the characteristics of a workforce population in terms of sex, age, education level, ethnicity, disability and any other personal differences (Thomas, 2003).

1.8 Chapter Summary

Chapter one dealt with issues of cultural diversity in non-governmental organizations and dealt with its gap, purpose, research questions, significance, scope and terminologies to the research. Chapter two will review the areas of cultural diversity recruitment, training and barriers that affect human resource cultural diversity in organizations. Chapter three will discuss the research methodology in relation to the population, sample and sampling techniques employed. The analysis of data is presented chapter four whereas chapter five summarizes the study, discusses the key findings, and draws conclusions and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review by various scholars on factors influencing human resource cultural diversity management on performance in non-commercial government agencies in Kenya, a case of the United Nation. In this chapter, the reader will be provided with a review of theories relevant to the stated research questions which are: To what extent does cultural diversity recruitment influence staff performance at United Nation? To what extent does cultural diversity retention influence staff performance at United Nation? To what extent does training in cultural diversity management influence staff performance at United Nation?

2.2 Cultural Diversity Recruitment on Performance

2.2.1 Cultural Diversity Processes

Cultural diversity recruitment uses open and inclusive recruitment processes where employers have a greater choice of talent from which to choose from. This is the premise in the human capital theory which underlines that people possess innate abilities, behavior and personal energy and these elements make up the human capital they bring to their work (Armstrong, 2009). It is indeed the knowledge, skills and abilities of individuals that create organizational value. That is why the core focus in the organization has to be on the means of attracting, retaining, and developing diverse human capital.

Armstrong (2009) explains that, individuals generate, retain and use knowledge and skill (human capital) and create intellectual capital. Their knowledge is further enhanced by the interactions between them (social capital) and generates the institutionalized knowledge which organizations possess (organizational capital). People from diverse backgrounds possess innate abilities, behaviors and personal energy and these elements make up the human capital they bring to the work and consequently decide when, how and where they will contribute it. Quality diverse human capital finds rest in a conducive and all-inclusive environment free of discrimination. This unique diverse workforce leads to better staff retention, a great understanding of different markets, and a more creative
mix of people. Cultural diversity recruitment is not only good reflection to the society but also good for business (Robson & Nayak, 2010).

### 2.2.2 Theories and Models on Recruitment

Though human capital theory has enormously contributed to cultural diversity recruitment, it lacks basis on how to determine precise contribution of investment in human resources over the other factors of production (Choi & Rainey, 2010). Marxists proponents perceive human capital as labor power, which is individual’s capacity to contribute to production process in its current technical and organizational form. It is a concept, which relies on human physical and mental capabilities, and skills, which have behavioral and potential impact on performance. The theory fails to address the challenge of selection for better workers to realize maximum level of performance, which is the market aspect of worker to a capitalist (Li et al., 2011).

Library and Information Science (LIS) in Valdosta State University constructed LIS Recruitment Model, which supported diversity recruitment. LIS recruitment model provides a basis for identifying the inputs that impact on the decisions of choosing individuals for recruitment (Robson & Nayak, 2010). The model was built on the premise that organizations’ need for diversity is necessitated by diverse client’s expectations. According to Choi and Rainey (2010), this calls for organizations to create diversity in their strategy approaches. If the organization wants to satisfy different clients” expectations, it must create internal systems where the structure should follow the strategy. The diversity of client expectations should be mirrored within the established diversity recruitment processes where diversity should not be considered as a liability but an asset.

LIS diversity management process is guided by the following diversity recruitment inputs: cultural diversity recruitment treated as a business necessity with clearly defined objectives and measurements; cultural diversity recruitment tied to business; the cultural diversity recruiting plan to receive input from all the stakeholders; develop techniques to attract and sell diversity candidates to your company; target talented diversity candidates; best and most respected leaders with past truck records on diversity related matters to manage the recruiting projects; target a wider diverse environment (Choi & Rainey, 2010).
LIS recruitment model was appreciated for its contribution in enriching client attraction strategy however; scholars such as Li et al., (2010) criticized the model due to its inability to explore diversity beyond client attraction. The critics argued that diversity discourse should first focus on attracting the required diverse workforce with well managed all inclusive work environment free from diversity injustices and then proceed to make a plan of action on how to build client base. According to Kautish (2011), any effort to approach diversity in terms of client strategy would jeopardize employee diversity management process. The best way to achieve diversity equilibrium is to recruit people who bring the required diversity skills and traits in the organization. The above theory and model informed the choice of research hypothesis number one which sought to find out whether cultural diversity recruitment influences organizational performance.

In today’s global economy, buying power rests in the hands of people from all occupations. To appeal to this large customer base, companies need to hire people from all walks of life. There is a growing need for firms to reach out to and embrace diversity in order to compete for and attract the best talent (Elsaid, 2012). By empowering a diverse workforce, companies can tap into their specialized insights and knowledge about the market place. This is why it is becoming increasingly important for a company’s labor makeup to reflect the makeup of their diverse customer base (Berta, 2008).

2.2.3 Research on Recruitment

According to Elischer (2008), a successful diversity recruitment campaign starts with clear diversity goals that are tailored to the needs of the organization and its core values and priorities. The senior top management should allocate adequate budgets for job the recruitment exercise. The recruiting team should ensure job advertisements using all the available communication media to reach the diverse potential applicants. The senior management must show commitment to the vision to provide the organization with diverse pool of recruits. Kirton and Greene (2010) assert that organizations should allocate over 75% of time to research on diversity dynamics, market workforce trends to diagnose and improve their existing diversity recruitment campaign. This will help the recruiters to identify candidate demographics and identify job selection criteria. Understand research help an organization to understand “who” it is trying to sell to, and their basic demographics and identify what these candidates expect in a job through the use of surveys and focus groups.
According to Dimaggio and Powel (2005), cultural diversity recruitment entails hiring candidates who fit in with the organizations values on inclusiveness. Organizations should adopt recruitment policies, which are consistent with the guidelines on fair employment practices. To build a harmonious workplace, organizations need to recruit candidates who are able to work with or lead diverse teams. Dobbs (2003) study on managing diversity in three companies and a city government in America identified diverse recruiting team as a key player in managing employee diversity aspects such as gender, disabled, religion, ethnicity, or race and any other known diversity. The research findings mirror the best diversity practices emanating from heterogeneous recruiting teams whose diversity approach reflects their diversity composition.

In 2009, the Bank of America created a diverse executive recruiting team, which actively identified prospective executives from a diverse recruiting environment and connects talent to leaders. This approach gave the organization business advantage of understanding and meeting the needs of diverse customers, clients, and communities. The company’s recruiting team dispenses its duties without external or internal influence. The organization ensures that diversity and inclusion is central to the company's core values, and won recognition widely for progressive workplace diversity practices and initiatives where all employees can grow and succeed. The Bank of America as of now is among the top companies in every facet of financial services, including: leading retail bank, serving one in two households, leading wealth management and global investment banking platforms and serving clients through operations in more than 40 countries.

According to Hill (2002), people in recruitment panels should have a good understanding of diversity issues and good practice in fair and equitable employment. The recruitment team should have representation from under-represented groups and use diversity experts to ensure interview questions address diversity issues. The interviews should be over 60% flexible in terms of time of day, location, nature of questions and interaction to make the candidates feel that the organization is interested in them. This will avoid the “take it or leave it” sense conveyed by a fixed arrangement. Access issues will be particularly important to disabled people. The interview questions should not be solely calibrated against a certain group(s) norms as this could adversely affect the chances of candidates from such cultural backgrounds.
Hill (2002) added ability to make fair employment decisions and provide equitable opportunities; ability to adapt working styles and make work arrangements to cater for the needs of different groups of employees; ability to understand oneself and the impact that one’s perceptions and attitudes have on others (self-awareness); awareness of different generations/cultures, styles and values, the ability to understand differences in teams and help them feel valued. Build into the recruitment process a means of assessing candidates on these values/competencies. The common used measure in diversity recruitment include behavioral interview. This job interviewing technique focuses on discovering how an applicant acted in specific employment-related situations to predict a future behavior. Such interviews would determine if employees past performance in a diverse workplace would predict the future performance in a diverse workplace.

Dameron (2007) argued that interviewers should be trained so as to effectively administer interview questions. Sample recruitment interview questions addressing various diversity issues may help to prepare the interviewers; Diversity related questions such as culture sharing, working relationships with diverse employees, adaptation in a diverse work environment, communication styles to work with diverse teams, and solving diversity conflicts should consume more than a third of the interview time to make diversity recruitment a success (Polzer, Milton & Swan, 2002).

While it has been claimed by many researchers and authors that human resource is a valuable asset to any organization, and aid towards the achievement of objectives and goals, there is a scarcity of employees many organizations find themselves competing for the best candidate (George, 2014). Brock and Buckley (2013) speculate that before the recruitment process, that there is a needs for the vacancy to be realistic and applicants should be informed of potential challenges associated with the position. George, (2014) adds that the exercise is costly and should be properly done. George adds that a firm may have the right technology, but lack of the right people may result into its failure.

Based on the results obtained from a critical investigation of recruitment and performance management in the import and export industry in Cape Town in the present study and the important elements of recruitment, a recruitment model has been developed which empowers management to execute this function effectively. While 20 variables were measured when focusing on recruitment, only 16 actions appear in the recruitment model overleaf. The reason for this is that in some instances, more than one variable pertained to
the recruitment action. The main outcome of the recruitment questionnaire was that the important elements of recruitment were established. These elements were grouped into categories and based on the actions performed in each category, labels were determined per category according to the function it serves in recruitment.

2.3 Cultural Diversity Retention on Performance

2.3.1 A Major Tool for Effecting Lasting Changes in the Workplace

Employees in the organization need to feel that they are appreciated valued and trusted irrespective of their background. Most people in the organization want to grow and feel more competent and responsible at any level. A good company helps its diverse groups of people to manage themselves by consistently focusing on performance and results.

Cultural diversity oriented managers’ focus on programs such as flexible work schedule, on site care facilities, career opportunities, and affinity groups among others to create work environment, which is all-inclusive (Sartorius, 2011). According to Choi and Rainey (2010) failing to meet diverse employees’ needs at any level can create lack of fulfillment in their professional lives causing them to eventually try to fulfill these needs on their own, possibly by finding a new employer who provides better opportunities.

Abraham Maslow in his Hierarchy of Needs Theory places people’s needs into five progressive categories, beginning with basic physical needs and progressing up to needs for self-esteem and actualization. Sartorius (2011) claims that employers must meet each level of employees’ needs for employees to attain personal growth and career development and truly commit themselves to workplace goals. The managers should identify the need level at which the employee is at and then those needs can be utilized as push for motivation.

Sartorius (2011) argues that a diverse workforce whose self-esteem needs are satisfied results in feelings of adequacy, confidence, competence and a sense of achievement enticing to stay longer in the organization. Choi and Rainey (2010) contended that growth needs of the minority and underrepresented have lasting motivational effects and help them to maintain and improve their work performance, a situation that according to Reddick (2006) strengthens employees bond with their organization. Past research has found little evidence for a hierarchy as suggested in Maslow's theory, and the order in
which the hierarchy is arranged has been faulted for being ethnocentric (Syed & Ezbilgin, 2010).

2.3.2 Retaining Cultural Diversity

Cultural diversity influences human motivation in a way that makes Maslow's hierarchy of needs inadequate for illustrating and expanding upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The factors that motivate people from individualistic societies tend to be more self-centered than those in collectivist societies as the focus is on self-improvement, with self-actualization at the apex. In contrast, the needs of acceptance and community are stronger than the needs for freedom and individuality in collectivist societies (Sarinc, 2013).

The term “self-actualization” as found in Maslow's Hierarchy of needs might not properly portray the needs and drivers of collectivist societies since, quite often, when a person is at the level of self-actualization, the beneficiaries of their accomplishment may be the community (Reddick, 2006). Maslow's hierarchy also places sex in the physiological needs category along with food and breathing which must be satisfied before a person considers levels of motivation higher in the hierarchy. This placement of sex along with lower level needs has been criticized for neglecting the role of sex within the community from an emotional, familial, and evolutionary perspective (Sarink, 2013). The above theory informed the choice of hypothesis number three, which sought to find out whether diversity retention programs affects performance in the public organizations in Kenya.

Many organizations spend time, effort, and money on recruiting a diverse workforce, few however develop sophisticated diversity retention strategies that build on their recruiting efforts (Dameron, 2007). Cultural diversity retention is a major tool for effecting lasting changes in the workplace and is always checked with the level of diversity retention rate that should not exceed 10% (Kezar & Eckel, 2005). Meeting the cultural diversity challenges for retention of a diverse workforce can be difficult because of systemic obstacles such as lack of cultural knowledge, resistance to change, and acknowledged and unacknowledged intolerance.

Johnson (2003) proposed the following to overcome cultural diversity retention challenges: Develop the cultural awareness and competence necessary to establish an
institutional multicultural perspective; set aside retention budget from the motivational budget, develop incentives to encourage all employees to participate in diversity programs and events: Enrich employee orientation programs with diversity content; Establish institutional diversity perspective; Establish positive professional learning and working environments that value and support diversity as a means to meet individual and collective needs; Consider work flexibility to accommodate female employees and youth; Communicate cultural diversity issues expectations openly and provide needed resources to accomplish the diversity objectives; institute multicultural perspectives by allowing diverse employees to participate in diversity activities employees; Reward diversity efforts and initiatives as a way that encourage innovation and participation as well as validates the institutional importance of these efforts. Regularly review all orientation programs to update and include diversity content.

Nyambegera (2002) noted that if the effective management of ethnic diversity is done in the African organizations it could lead to organizational harmony and effectiveness. Nyambegera further noted that if the firms deliberately embraced inclusion in their human resource, there is a high chance to improve not only the image but also the effectiveness of the firms based in Africa.

2.3.3 Empirical Research on Retention

A research conducted by Koppel (2005) revealed that in an effort to step up retention of the diverse workforce in the workplace, Siemens increased the proportion of women and minority group’s managers to 12 or 13%. The Company also made a commitment to increase the percentage of diversity retention budget from 19% to 23% as part of diversity management strategy. This move was found vital to arouse the interest and enthusiasm in the company at an early stage, appropriately influenced the choice of career, and made the disadvantaged group to stay longer in the organization. This effort translated into 25% increase of organizations output. Siemens currently offers around 1,100 childcare spaces and holds a leading position among German corporations in this respect. Further elements in the work-life balance are, for example, flexible working hour models, working from home, vacation childcare, an online family service, and a package of measures to support employees looking after family members in need of care (Siemens, 2014).
Employee retention is recognized as a critical difficulty of inquiry through researchers. Retention sports are defined as a sum of all the ones sports aimed toward increasing organizational dedication of employees, giving them a usual formidable and myriad of opportunities wherein they are able to develop via outperforming others (Bogdanowicz & Bailey, 2002). It’s far a voluntary circulate via an employer to create an surroundings which engages employees for a long term (Chaminade, 2007). Literature has overwhelmingly proved the importance of keeping precious personnel or purposeful group of workers for the survival of an organization (Bogdanowicz & Bailey, 2002).

Mak and Sockel (2001) referred to that retaining a wholesome team of dedicated and productive personnel is vital to hold company strategic advantage. for this reason, corporations must layout appropriate techniques to maintain their satisfactory employees. Empirical research like Harris (2000); Kinnear and Sutherland (2000); Maertz and Griffeth, (2004) have explained that factors which include competitive earnings, pleasant running surroundings, wholesome interpersonal relationships and process safety were regularly stated by means of personnel as key motivational variables that inspired their retention in the companies. two thing idea propounded by using Herzberg et al. (1959) is an important theory that explains what satisfies or dissatisfies personnel and for this reason, serves as an important framework for employee retention. Herzberg et al. (1959) proposed a two-aspect principle or the motivator-hygiene theory. in step with this idea, there are a few activity factors that result in pride whilst there are different process factors that save you dissatisfaction.

Pointless employee turnover costs a company unnecessary price (buck & Watson, 2002). Replacements and education costs have an instantaneous effect on organizational prices, productiveness and overall performance, and as such, increasingly more groups are now spotting employee retention as a key strategic problem (Glen, 2006). the principle reason of retention is to prevent the lack of ready employees from the corporation as this may have damaging effect on productivity and service shipping (Samuel & Chipunza, 2009). Retention activities may be described as a sum of all those sports geared toward increasing organizational dedication of personnel, giving them an average formidable and myriad of possibilities wherein they can develop by way of outperforming others (Bogdanowicz & Bailey, 2002). Given the improvement of new managerial techniques to retention, labor market dynamism, and evolution in study’s methodology and technology,
it isn't sudden that turnover remains a vibrant subject of research regardless of more than
1500 educational research addressing the subject. From a managerial angle, the attraction
and retention of brilliant employees is extra critical these days than ever before.

Some of trends (e.g., globalization, increase in expertise work, accelerating charge of
technological development) make it vital that corporations collect and preserve human
capital. while there are significant differences across nations, analysis of the charges of
turnover as well as hard work shortages in crucial industries across the globe have
emphasized the significance of retaining key personnel for organizational fulfillment
(Hinkin & Tracey, 2000). Hinkin and Tracey also noted that even for jobs that don't
require high level of skills, a retention approach can positively affect the engagement,
turnover and in the end economic overall performance, particularly, for positions that
contain interaction with customers. whilst a full-size proportion of personnel simplest
stays for a constrained time with a business enterprise, that could be a pointer toward
underlying issues that want to be explored and addressed with the aid of determining the
maximum good enough measures. In reaction, managers have applied HR guidelines and
practices to actively reduce avoidable and unwanted turnover (Fulmer et al., 2003; Hom
et al., 2008; Kacmar et al., 2006; Michaels et al., 2001).

2.4 Training in Diversity Management on Performance

2.4.1 The Need for Training in Diversity Management

Human resource directors face a serious challenge in institutionalizing and developing
organizational diversity (Zane,2002). Embracing diversity requires commitment from not
only the top management but also skilled human resource knowledge and the process of
diversity management is a continuous one (Bassett-Jones, 2005). Structures are therefore
needed to keep people motivated to work together irrespective of their diversity in terms
of fostering the firm’s objectives, problem solving skills, gender cultural, and religious
values (Zane, 2002). A number of cultural diversity studies have documented two reasons
why institutionalizing diversity in the workplace is difficult (Moore, 1999; Basset- Jones,
2005). Firstly, they have indicated that human beings prefer working in homogeneous
groups. Secondly, Human beings, and the organizations they are part of, generally avoid
and resist change. Realizing success in efforts towards harnessing diversity at the
workplace demands that human resource practitioners possess leadership skills.
Successful diversity uptake requires HR managers to possess a range of skills including
leadership, organizational development and change management as well as psychology. For organizations to profit from diversity they should refrain from practicing discrimination but should maintain the implementation of diversity related programs.

Makeover (2001) posits that successful cultural diversity is built out of the often-small actions taken by people at all levels of an organization. Organizations may start diversity initiatives motivated by laws and regulations but at the end of it, not habits of compliance will seek to change it, but the habits of the heart. As Aronson (2002) argues, no firm can rely simply on changing the hearts and minds of its employees. It must develop a broad range of policies and practices to help ensure that today’s workplace works for everyone. Real statistics of the achievement levels of diversity policies and practices should be established to gauge organizations diversity management status.

Training alludes to an arranged exertion by an organization to encourage workers' learning of employment related skills. Training empowers employees by facilitating learning in daily practices like communicated (Noe, 2010). Training also affects the employee’s duty as expressed by (Brum, 2007); training adapted towards the change of an employee’s roles helps the worker in relating to the firm and furthermore reduces turnover rates. In any case, the advantage collected from such training is just helpful to the degree that the trainee acknowledges and contributes towards it. Brum (2007) also noted that a company ought to figure out what result it is trying to accomplish with the training program as it impacts on workers significantly. Training programs that are valued by administrators and managers inside the associations should also have other employees in mind for it to be esteemed by all. Workers take part in training programs with specific desires and needs. At the point when the after effects of the programs don’t meet the desires, this may come about into lower job output, negative state of mind change, and a possible cause for turnover.

As indicated by Curry (2005) training should be focused at offering specialty in human development and eventually this helps employees in impacting and assuming liability for their capacities in management. Furthermore, the experts accountable for the action ought to value diversity in the firm and this is only by ensuring that all are given the necessary skills regardless of their uniqueness differences. Curry (2005) also adds that there is likewise a requirement for the organizations offering the trainings to regard the leaners
right and to decide the substance and nature of training best for them to learn, integrity ought to be instilled by the association to advance a climate of trust and common regard.

According to Noe (2010) the various types of employee training and developments includes induction, orientation, job training, safety training, promotional training, refresher training, remedial training, and internship training. Induction introduces a new employee to the firm and its procedures, rules and regulations. It enables a new employee to be familiar with the job requirements, his supervisors and colleagues, the rules and regulations of the Organization. It’s done immediately after recruitment. Orientation is aimed towards issuing basic details relating to the job and this aims to develop a positive attitude in new employees. Job training on the other hand is training done to increase the employee’s knowledge and skills for improving job performance and the main purpose of such trainings is to bring about reduction of inefficiency in performance. Safety trainings are provided to minimize accidents and damages and generally involve guidelines for using safety devices while promotional training involves the training of current employees for higher level jobs. Noe (2010) adds that refresher training serves the purpose to acquaint the existing employees, help improve their efficiency in new techniques and technologies. He further adds that psychological experts conduct remedial trainings in order to overcome the faults in the behavior and performance of old employees. Additionally, internship training: in an institution contracts an industrial enterprise to provide practical knowledge to its candidates.

Affirmative action has generally been utilized to give a lawfully solid position against charges of discrimination. A firm with a differing workforce could adhere to the lawful procedures that avoid cases of segregation in their workforce demographics. Nevertheless, there have been impressive issues on the regions of distinction between equal opportunity for all and overseeing employment process. Equal Employment Opportunity (EEO) and Affirmative Action (AA) are to a vast degree, a result of the social liberties development of the 1960s and the liberal political theory (Webb 1997). Rather than the negative viewpoint of segregation against staff in EEO, the prominence of diverse qualities among administration has received positive support among all people (Maxwell et al., 2001). Diverse qualities administration does not just perceive additional values and outfits workforce difference, for example, person attributes, foundations, introductions and religious convictions, so that individual gifts are completely used and
hierarchical objectives are met but is generally aimed at fostering unity and enhancing the general organizations performance synergy.

2.4.2 Diversity in Performance Evaluations

Increased training costs can pose a challenge to cultural diversity, for example, a multicultural workforce may require language and cultural–awareness training to facilitate integration into workplace and local society. Further, increased incidents of conflicts arise when two or more individuals differ or disagree on a particular situation. In diverse workplaces, the most common conflicts arise from feelings of superiority, ignorance or fear, and result in derogatory comments or gestures. If management ignores such incidents, productivity suffers (Gong, 2008). Alternatively, mismanaged diversity can cause employee dissatisfaction and affect productivity, leading to lower job performance. Reverse discrimination is a claim by a member of the majority that a member of a minority received preferential treatment because of their minority status and not their ability or qualification. From the point of view of a manager in the tourism, hospitality and leisure industry, multiculturalism, multinationals and multi–ethnicity present different challenges depending on the context in which they occur. There are arguments that diversity in the workplace can create competitive advantage for tourism, hospitality, and leisure organizations (Kautish, 2011).

According to Bratton and Gold (2012), performance appraisal is a continuous procedure of assessing employee performance after a period of time in many associations. It is done yearly and includes assessing what the occupation of the worker comprises of and how well they are performing. The employment should be in accordance with the authoritative mission, goals, the division, and the occupation itself. (Bratton & Gold, 2012) adds that the appraiser needs to create means for measurement and grading techniques to be utilized for the evaluation procedure and they ought to be very much standardized to guide the appraisal process. To be an exact measure of execution, the measure must be substantial and solid, worthy and attainable, particular, and in light of the mission and targets of the firm. At the point when execution evaluations are done in the right way, they are equipped for furnishing the firm with profitable results. Nevertheless, if done discriminatively, the procedure is fit for prompting to low employment fulfillment levels and profitability (Gong, 2008).
As indicated by a study by (Bratton & Gold, 2012) the purpose behind performance examination is to give representatives a chance to speak with the administration as to how every worker is performing. This permits the administration to express their basic leadership authority over the employees and this is in adherence to the laid down appraisal procedures. In conclusion, performance appraisal offers inspiration to the employees as they are graded on the premise of their individual work for formative purposes and this enhances the association’s general efficiency. The appraiser needs apply a standard assessment criterion for every one of the representatives being evaluated, the utilization of fluctuating scoring frameworks is viewed as discriminative, administrators are appropriately urged to build up the estimation networks in advance, and in expansion, the appraisers ought to expel individual partiality as this has the ability of affecting the procedure adversely (McQuerrey, 2015).

McQuerrey (2015) also suggests that bias should be eliminated during appraisal as personal as such vices might outweigh the professional responsibilities. Friendship if abused creates non-objective reviews and managers may take a lenient position towards a fellow manager or superior due to the existing relations. McQuerrey (2015) likewise recommends that this element need to be disposed of to focus on the expert obligations.

From one perspective, many corporations are hesitant of giving promotions to female workers and ethnic minorities, particularly for senior positions. A few studies have found that diversity in HRM procedures are not directly connected to diversity increments in the firms For example, Rynes and Rosen (1995) contend that the reception of diversity trainings does not necessarily build administration differences and general workforce differences. According to studies by Blum, Fields & Goodman, 1994) it was found that organizations with higher diversity have a tendency to give lower rates and have higher turnover rates. Undeniably, there is a wide acknowledgment of the estimation of workforce diversity and a research by the Australian Center for International Business (ACIB) demonstrated that such diversity enhance the nature of management decision making, and gives creative thoughts compared to the hierarchical methods (ACIB 2000).

Observational proof demonstrates that organizations that have been successful in diversity gain through main concern returns. McLeod, Lobel and Cox (1996) and Wilson and Iles (1999) found that a diverse workforce has a superior quality for conceptualizing errands and can raise the firms proficiency, viability and benefit through enhancing corporate
image (Kandola 1995). Hence diversity may turn advantageous for the business and its prominence comes from these positive contentions (Cassell, 1996).

2.4.3 Cultural Diversity in Succession Planning

Succession planning includes a "detailed, coordinated, and efficient approach" for distinguishing and growing high possibilities or ability pools proposed for empowering the associations to have a rundown of enough arranged contender to fill key places of the main a few administration levels at whatever point opportunities happen (Berke, 2005). The key element of the process is that it ought not to be seen as a one-shot occasion but rather a nonstop procedure. Kimball (2005) characterizes succession planning as "an alterable, progressing procedure of deliberately distinguishing, surveying and creating administration ability and perceiving key patrons to meet future leadership positions vital for the operational needs" (Nink et al., 2006, p. 34). Despite the fact that succession-planning, process targets a few top authority levels for the objective of introducing initiative position (Berke, 2005).

It is evident that few creators relate progression planning with words like "proactive" and "methodical". For instance, (Harrison et al., 2006) depict progression planning as a methodical procedure of creating people to fill key hierarchical key parts. Schmalzried and Fallon (2007) stress that succession planning is a proactive endeavor to guarantee that administration in an association will be ceaseless by recognizing how these positions will be filled as both arranged and spontaneous takeoffs happen" (p. 169). As indicated by Berke (2005), progression planning is less proactive and less unpredictable since it concentrates on just on the few authority levels.

According to Samnani (2012), stereotypes can easily result in discrimination against minority employees with cultural differences. In addition, the discrimination may cause minority employees to feel ashamed of their culture and therefore lack the willingness to cooperate with others. Ethnocentrism is the belief that one’s culture is superior over others”. Stereotyping, ethnocentrism, or discrimination can exist among employees and among some managers as well. This negatively affects the whole company, which might result in further isolation of minorities. Companies that devote to diversity must first be aware of the stereotypes, ethnocentrism, and prejudice so as to create and adopt effective strategies to overcome biases.
In today’s labor market, a manager might need to be more of a talent scout than a resume screener was. Employers should recognize the talents of minority workers, developing management opportunities to the qualified minority candidates. They should first overcome negative stereotypes and also improve fairness in pre-employment hiring screening (Gong 2008, p. 2). New standards like structured interviews or culturally sensitive tests should be added into the screening system (Berta 2006, p. 49; Gong 2008, p. 24). HR departments must regularly review and reevaluate their current measures and mechanism for hiring and evaluation to ensure that these systems are fair to applicants or employees with different cultural backgrounds. The screening tools must to be culturally sensitive and the testing is cultural unbiased (Berta 2006, p. 49; Gong 2008, p. 24).

Fair treatment is completely essential, but a company that wants to meet the multicultural challenge should completely evaluate diversity by treating people as individuals first (Berta, 2008). In an efficient diversity management system, companies should pay attention to the contributions that the diverse workforce and unique individuals can make to the companies. When dealing with cultural differences, a developmental method will help to increase fairness, diminish stereotypes, and make the diversity a reality. The future of many organizations is likely to depend on their mastery of diverse succession planning given that building bench strength among women and minorities will be critical in the competitive war for talent.

Absence of diversity programs also may result in strategic opportunity costs such as unrealized market access or lack of awareness (Thomas & Ely, 1996). Indeed, if the performance impact of diversity problems is approached in terms of litigation and related costs alone, the costs for some leading companies such as Coca-Cola ($102.5 million) and State Farm ($250 million) have been breathtaking (Hubbard, 2004). The eventual fate of numerous associations is probably going to rely upon their authority of assorted succession planning given that creation of quality among ladies and minorities will be basic in the aggressive war for ability. For instance, the U.S. Division of Labor predicts that ladies and minorities would represent 70% of the new members in the work drive in 2008 (McCuiston, Wooldridge & Pierce, 2004).

2.5 Chapter Summary
This chapter has reviewed the literature pertinent to the study topic. The effects of cultural diversity recruitment being the first research question is reviewed. In the second
question literature on cultural diversity retention, and how it influence staff performance. The third section covered literature on training on cultural diversity management for United Nations. The next chapter presents the research methodology and outlines the methods and procedures that the study used as a guide.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter details the research methodology that is the blueprint that guided the collection and analysis of data. It describes the research design, sampling design including the sampling frame, technique, and size. The chapter also identified the types and sources of data that were utilized in the research, data collection methods analysis process. The chapter concludes with a chapter summary.

3.2 Research Design
The study employed describes the research design. The main reason for the choice of this research design is because the design is beneficial and advantageous since factual information is obtained with minimum reliability of evidence collected (Kothari, 2003). Cooper and Schindler (2007) outlines that, descriptive research is most suitable when a researcher wants to gain a better understanding of the subject under research. This study tries to seek the influence of human resource cultural diversity management practices on performance of non-commercial government agencies in Kenya hence as per the definition above, this study seeks to answer the “What” question rather than the “Why” question hence the choice of the research design.

3.3 Population and Sampling Design
3.3.1 Population
Population is defined as the whole group of people or things of interest that the researcher is investigating (Sekaran, 2001). In this study, the population was the 283 employees of the United Nations at Nairobi office. This was sub-categorized according to cadre from junior staff, middle level managers to top-level managers. The population distribution per cadre is shown in table 3.1.
Table 3.1; Population Distribution

<table>
<thead>
<tr>
<th>Cadre</th>
<th>Population</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top level managers</td>
<td>33</td>
<td>11.7</td>
</tr>
<tr>
<td>Middle level cadre managers</td>
<td>83</td>
<td>29</td>
</tr>
<tr>
<td>Junior staff</td>
<td>167</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>283</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

Sampling frame is the complete and accurate list of people or things that make up the population (Cooper & Schindler, 2007). The list of the employees was obtained from the relevant Human resources office in Gigiri. The list was used as the sampling frame in this study.

3.3.2.2 Sampling Technique

Stratified sampling technique was used. In stratified sampling, the sample size is selected in proportion to its size in the population (Denscombe, 2010). Stratified sampling is appropriate where the population can be divided into several strata. This method was appropriate because it reduced on biasness in research, since all the respondents were given an equal chance to participate in the study (Mugenda & Mugenda 2008).

3.3.2.3 Sample Size

Mugenda and Mugenda (2008) suggest that a sample size of between 10 and 30% is an adequate representation of the study population. The researcher selected 85 respondents that represented 30% of the population size. The sample size per category is shown in table 3.2.
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Cadre (strata)</th>
<th>Target population</th>
<th>Percentage</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Managers</td>
<td>33</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Middle Level Managers</td>
<td>83</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Junior Staff</td>
<td>167</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>283</strong></td>
<td></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods

Questionnaires were used to collect primary data from respondents and they were designed to address the various research objectives. According to Summer (2006) a questionnaire is a series of questions on a topic which respondents’ opinions are sought. The questionnaire employed a five-point likert scale to determine the extent to which lean production relates to supply chain performance. This allowed respondents to extensively respond to topic under study. Questionnaires were easy to analyze, mail to respondents, cost effective and reduced bias because they had uniform question presentation (more objective) and most statistical analysis software can easily process them. The questionnaire had three sections. Part one dealt with the general information of the respondent; part two the objectives of the study and part three additional information from respondent.

3.4.1 Validity

According to Somekh, and Cathy (2005) validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity, which was employed by this study, is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. Expert opinion was requested to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. Validity was ensured through expert opinion from lecturers in the business department. This helped to improve the content validity of the data that was collected. The instrument was revised according to recommendations of the experts.
3.4.2 Reliability

Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. Reliability was tested through a pilot test of the instrument on a group of 15 respondents from the target population. Cronbach’s Alpha was used to determine the reliability of the instrument. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicated good reliability (Mugenda & Mugenda, 2008).

3.5 Research Procedures

The questionnaire was first fine-tuned and redesigned after the pilot test based on the feedback from the respondents in terms of structure, relevance, clear wording, and appropriate length. The final fine-tuned questionnaire was administered to the respondents selected in the sample excluding the respondents who took part in the pilot test. Two research assistants were used. The assistants were trained on what is expected and on the relevant of the study. The data collection process lasted for two weeks.

3.6 Data Analysis Methods

Data received from the questionnaires was first checked for completeness, numbered then coded and input in excel before being exported to SPSS. The study applied descriptive statistical techniques to analyze data. According to Trochim, (2006) descriptive statistics are used to describe the basic features of the data in a study or survey. This provided simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The Statistical Package for Social Sciences (SPSS version 21) program was used to generate the frequencies, means and percentages of the responses. Such frequencies and percentages were important in drawing graphs and charts. The findings were presented in figures and tables.

Inferential statistics involving Pearson’s correlation, ANOVA and regression analysis were employed. The regression equation is (Y = β0 + β1X1 + β2X2 + β3X3 + α)

Y = Performance, X1 = Recruitment; X2= retention practices and X3 = Training and its Human Resource Cultural diversity Management; α = error term.
3.7 Chapter Summary

This chapter has described the methodology that was used to guide the research work. It entailed an explanation of the research design and a discussion of the population of the population and sampling design. Similarly, the data collection methods, research procedures and data analysis methods have been discussed. The results and findings of the study are presented in the next chapter.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents an analysis of the study findings. The chapter is presented in six sections. The first section deals with the background information of the respondents, while the other five sections present findings based on the objectives of the study where both descriptive and inferential statistics have been employed in this analysis to discuss the issues in the best way possible.

4.2 Response Rate

From the data collected, out of the 85 questionnaires administered, 50 were filled and returned. Figure 4.1 represents approximately 59% of the response rate, which is considered sufficient to make a conclusion for the study and a 50% response rate is adequate, 60% is good and above 70% rates very well, the response rate in this case of 59% was very adequate.

![Figure 4.1: Response Rate](image)

Figure 4.1: Response Rate
4.3 Demographic Data

4.3.1 Gender of the Respondents

Respondents were asked to indicate their gender. From the findings, as illustrated in figure 4.2, majority of the respondents were males at 54%, while 46% were females. This implies that there were more male than female respondents in the study and also showed a relatively fair representation of both genders.

![Gender Distribution Chart]

**Figure 4.2 Gender distribution**

4.3.2 Age of respondents

The study sought to establish respondents’ age group. Table 4.1 shows that 40% of the respondents were aged between 30-39 years, followed by 30% aged 20-29 years, and 20% aged 60 and above years. Lastly, 10% of the respondents were aged between 50-59 years. This implies that the age distribution is relatively even while half of the population is youth.
Table 4.1: Distribution of respondents by Age

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>30-39</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>50–59</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>60 &amp; above</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.3 Respondents’ Level of Education.

The study sought to determine respondents’ highest level of education. The findings show that the majority of the respondents, that is 60%, had achieved a master’s degree; 34% had achieved a bachelor’s degree; while 6% had a PhD. None of the respondent had diploma or certificate. This implies that most of the respondents were highly educated as shown in table 4.2.

Table 4.2: Education.

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate degree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Diploma education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certificate level</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.4 Duration of Employment

The study sought to determine respondents’ duration of work at the organization. The findings show that the majority of the respondents with accounting for 38%, worked for less than 5 years; 28% between 6-10years; while 24% have been between 11-15 year and only 10% were above 15years.
Table 4.3: Duration of Employment.

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Between 6-10</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>11-15 years</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Above 15</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4 Recruitment and Diversity on Performance

One of the objectives of the study was to establish whether there was any influence of cultural diversity recruitment practices on the performance in the United Nations. The study used several statements to solicit information from the respondents.

4.4.1 Practices for Recruiting a Culturally Diverse Workforce

When the respondents were asked whether the organization had practices in place to recruit a culturally diverse workforce, 54% of the respondents agreed, 20% of them strongly agreed, 20% disagreed, 4% remained uncertain about the statement, while 2% of the respondents strongly disagreed with the statement as shown in Table 4.4.

Table 4.4: Recruitment Practices.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4.2 Support for Recruitment Targeting Under-Represented Groups

In response to whether the organization supports recruitment targeting underrepresented groups, 52% agreed with the statement, 18% strongly agreed with it, 16% of the respondents disagreed with the statement, 8% of the respondents were uncertain while 6% strongly disagreed as shown in Table 4.5.
Table 4.5: Recruitment of Under-represented Groups.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
</tr>
<tr>
<td>Agreed</td>
<td>26</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

4.4.3 Policy for Recruiting People with Physical Disabilities

When presented with the statement regarding the organization’s active policy for recruiting persons with disabilities, 34% of the respondents strongly agreed with the statement, 10% disagreed, 2% were uncertain about the statement, 12% of the respondents strongly disagreed with the statement, while 42% of the respondents agreed with it. These findings are summarized in Table 4.6.

Table 4.6: Recruitment of the Physically Disabled.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
</tr>
<tr>
<td>Agreed</td>
<td>21</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

4.4.4 Internships for Under-Represented Groups

When asked whether the organization offered internships for under-represented groups, 40% of the respondents strongly agreed, 20% agreed, 16% disagreed, 15% strongly disagreed while 10% were uncertain about the veracity of the statement as shown in Table 4.7.
Table 4.7: Internships for underrepresented groups.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4.5 Culturally Diverse Board of Directors

When presented with this statement regarding the diversity of the Board of Directors of the organization, 40% of the respondents disagreed, 30% strongly agreed, 20% agreed, 10% strongly disagreed while none of the respondents were uncertain about the statement as shown in Table 4.8.

Table 4.8: Diversity of Board of Directors.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4.6 Culturally Diverse Leadership Team

When asked whether the organization had a diverse leadership team, 96% of the respondents strongly agreed, 4% agreed, while none of the respondents were neither uncertain, in disagreement nor in strong disagreement as shown in Table 4.9
Table 4.9: Diversity of the Leadership Team.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>0</td>
</tr>
<tr>
<td>Agreed</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

4.5 Cultural Diversity Retention practices on Performance

In this section, the study sought to establish whether there was indeed any influence of cultural diversity retention practices on the performance in the UN. The study used several statements to solicit information from the respondents.

4.5.1 Recognition for Employee Efforts for Retention Purposes

In response to whether senior management recognizes employee efforts, 36% of the respondents disagreed, 20% strongly agreed, 16% agreed, 14% strongly disagreed while 14% were uncertain about the statement as shown in Table 4.10.

Table 4.10: Recognition of employee efforts in retention practices.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
</tr>
<tr>
<td>Agreed</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

4.5.2 Job Satisfaction and Multicultural Workforce

When asked whether the multicultural nature of the workforce increased job satisfaction at the United Nations, 60% of the respondents strongly agreed, 20% agreed, 10% strongly disagreed, 6% disagreed while 4% were uncertain about the statement as shown in Table 4.11.
Table 4.11: Multicultural Workforce and Job Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Agreed</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.3 Positive Professional Learning and Working Environments

In response to the existence of a positive learning and working environment that meets individual and collective needs of the workforce, 52% of the respondents disagreed, 18% strongly agreed, 12% were uncertain about the statement, 8% agreed while 10% strongly disagreed as shown in Table 4.12.

Table 4.12: Positive Working Environment for Individual and Collective Benefits

<table>
<thead>
<tr>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>Uncertain</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Agreed</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.4 Employees’ Interest and Generational Differences

In regards to finding other jobs that value generational differences in case of voluntary termination of jobs, 78% of the respondents agreed, 10% strongly disagreed, 8% strongly agreed, 2% disagreed while 2% were uncertain as shown in Table 4.13.
Table 4.13: Interest in Jobs That Value Generational Differences.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.5 It Is Important That My Supervisor Appreciates Who I Am

When the respondents were asked whether it was of importance to them for their supervisors to show appreciation of who they are, the respondents, those being 80% who strongly agreed and 20% who agreed as shown in Table 4.14, provided only two response

Table 4.14: Need for Appreciation

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>40</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.6 Need for Training Diversity

When asked whether it was of importance to have diversity in training, respondents responded as stated. Of the respondents, 50% agreed and 42% strongly agreed, 4% strongly disagreed 2% were uncertain, while 2% disagreed, as shown in Table 4.15.

Table 4.15: Need for Training Diversity.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.6 Effects of Training on Diversity and Performance Management

The study sought to establish the effects of training on diversity and performance management on the overall performance in the UN. The study used several statements to solicit information from the respondents.

4.6.1 Concerns for Diversity to Human Resource Management Decisions

In response to the level of concerns for diversity to human resource management decisions, 16% of the respondents strongly agreed, 62% agreed, 12% strongly disagreed, and 6% disagreed while 4% were uncertain about the statement, as shown in table 4.1.

Table 4.16: Concerns for Diversity in Human Resource Management Decisions.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td>31</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Make the following sub-titles and write proper table titles not statements or questions.

4.6.2 Conducting Surveys on Diversity Will Improve the Diversity Climate

When asked whether conducting surveys on diversity will improve the diversity climate of the organization, 52% strongly agreed, 30% of the respondents agreed, 8% disagreed, 8% strongly disagreed while 2% were uncertain about the statement as shown in Table 4.17.

Table 4.17: Conducting Surveys On Diversity Will Improve The Diversity Climate.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
</tr>
<tr>
<td>Agreed</td>
<td>15</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>
4.6.3 Equal Opportunities in Job Training & Career Development Skills

When asked to confirm whether equal opportunities of job training & career development skills were provided, 62% agreed, 26% of the respondents strongly agreed, 6% disagreed, 4% strongly disagreed while 2% were uncertain about the statement, as shown in Table 4.18.

Table 4.18: Equal Opportunities.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.4 Fair Performance Evaluations for the Different Groups

This study revealed that when it comes to the performance evaluations being conducted fairly for the different groups, 46% of the respondents agreed, 38% strongly agreed, 10% strongly disagreed, 4% disagreed, while 2% were uncertain, as shown in Table 4.19.

Table 4.19: Performance Evaluations Conducted Fairly For the Different Groups.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td></td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td></td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.5 Fair and equitable Promotions

When asked whether all groups of people were given promotions fairly and equitably a majority of 40% of the respondents agreed, 40% strongly agreed, 8% strongly disagreed, 6% were uncertain, about the statement, 6% of the respondents disagreed to the latter statement, as shown in Table 4.20.
Table 4.20: All Groups of People Given Promotions Fairly & Equitably.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Agreed</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.6. Succession Planning Programs based on Talents and Potential

In response to succession planning programs according to talents and potential of diverse individuals, 48% of the respondents agreed, 32% strongly agreed, 10% disagreed, and 8% strongly disagreed while 2% were uncertain about the statement, as shown in Table 4.21.

Table 4.21: Succession Planning Programs According To Talents and Potential.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Distribution</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agreed</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Strongly Agreed</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.7 Cronbach’s Alpha

The resulting Cronbach Alpha coefficient of reliability has a range from 0 to 1 in providing an overall assessment of a measure’s reliability. If all of the scale items are neither correlated nor share a covariance then these are considered entirely independent from one another and therefore $\alpha = 0$; However, if all of the items have high covariance, then $\alpha$ is closer to 1. The higher the Cronbach Alpha coefficient, the higher it’s covariance.

4.7.1 Recruitment and Diversity

A Cronbach Alpha was taken to analyze the validity of the six variables of recruitment and diversity. Using the six variables the Cronbach alpha ($\alpha = 0.927$) was established.
Table 4.22: Reliability Statistics on Recruitment and Diversity.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.927</td>
<td>.931</td>
<td>6</td>
</tr>
</tbody>
</table>

4.7.2 Cultural Diversity on Retention Practices

A Cronbach Alpha was taken to analyze the validity of the five variables of cultural diversity on retention practices. Using the five variables the Cronbach alpha (α = 0.894) was established.

Table 4.23: Reliability Statistics on Cultural Diversity on Retention Practices.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.894</td>
<td>.917</td>
<td>6</td>
</tr>
</tbody>
</table>

4.7.3 Training on Diversity and Performance Management

A Cronbach Alpha was taken to analyze the validity of the six variables of barriers to human resource cultural diversity management. Using the six variables the Cronbach alpha (α = 0.984) was established.

Table 4.24: Reliability Statistics on Training and Performance Management.

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.984</td>
<td>.985</td>
<td>6</td>
</tr>
</tbody>
</table>

4.8 Inferential Analysis

4.8.1 Correlation Analysis

The study conducted Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (recruitment, retention, and training). Table 4.25 shows that a strong positive relationship existed between recruitment (r=0.940, p=0.000), retention (r=0.951, p=0.000), training (r=0.982, p =0.000), against
performance thus making the relationship significant. The relationship between recruitment and retention was also significant and so was the relationship between retention and recruitment.

Table 4.25: Correlation Analysis.

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
<th>Recruitment</th>
<th>Retention</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>1</td>
<td>.940**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td>.940**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td>.951**</td>
<td>.932**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>.982**</td>
<td>.943**</td>
<td>.962**</td>
<td>1</td>
</tr>
</tbody>
</table>

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

4.8.2 Regression Analysis

Linear regression analysis was undertaken at 95% confidence level and the study sought to establish variation in the dependent variable, which was explained by the independent variables under study by use of the coefficient of multiple determinations ($R^2$). Table 4.26 presents the model summary.

Table 4.26: Model Summary.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.983a</td>
<td>.967</td>
<td>.965</td>
<td>.20691</td>
<td>R Square Change: .967, F Change: 449.215, df1: 3a, df2: 46, Sig. F Change: .000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Training, Staff retention, Staff recruitment

The coefficient of multiple determinations ($R^2$) is the percentage of the variance in the dependent explained uniquely or jointly by the independent variables. The model had an average adjusted coefficient of determination ($R^2$) of 0.967 and which implied that the independent variables understudy i.e. (training, Staff retention, Staff recruitment)
explained 96.7% of the variation of organization performance jointly. Table 4.27 shows the analysis of variance.

Table 4.27: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>57.695</td>
<td>3</td>
<td>19.232</td>
<td>449.215</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>1.969</td>
<td>46</td>
<td>.043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>59.665</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance  
b. Predictors: (Constant), Training, Staff retention, Staff recruitment

From the ANOVA table, the regression model predicting the relationship between the Performance and independent variables was significant as the probability-value obtained was 0.000 which was less than α=0.05, the significance level. The F calculated at 5% level of significance was 449.215.

Table 4.28 Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
<th>95.0% Confidence Interval for B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td>Lower Bound</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.303</td>
<td>.141</td>
<td></td>
<td>.037</td>
<td>.020</td>
</tr>
<tr>
<td>Recruitment</td>
<td>.127</td>
<td>.089</td>
<td>.119</td>
<td>1.421</td>
<td>-.053</td>
</tr>
<tr>
<td>Retention</td>
<td>.048</td>
<td>.125</td>
<td>.039</td>
<td>.387</td>
<td>-.204</td>
</tr>
<tr>
<td>Training</td>
<td>.809</td>
<td>.107</td>
<td>.832</td>
<td>7.528</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance

From the analysis, the variable (Training) and B was significant with a p value that was less than 0.05. However, the variables Recruitment and Retention had positive Beta but were not significant.

The established model for the study was: 

Y = 0.303 + 0.127X₁ + 0.048X₂ + 0.809X₃
From the regression model obtained above, holding all the other factors constant. A unit change in the Recruitment holding the other factors constant would lead to change of Performance by 0.303 units; a unit change in Retention holding the other factors constant would change Performance by 0.127 units. A unit change in training holding the other factors constant would change the Performance by 0.809 units.

4.9 Chapter Summary

This chapter has presented and interpreted the results and findings. The first section provided an analysis of the demographic information on the respondents. The second section analyzed the findings on recruitment and diversity. The third section provided findings on the training. Inferential analysis has also been presented. The next chapter discusses the findings and presents conclusions.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
In this chapter, the study findings are first summarized. Subsequently, the findings are discussed and conclusions drawn. Thus, the chapter comprises of four sections commencing with discussion of the findings followed by conclusions, recommendations and finally further future studies that could be done in this area.

5.2 Summary of Findings
The purpose of the study was to establish the significance of human resource cultural diversity management in non-commercial government agencies in Kenya. The study sought answers to the following research questions: To what extent does cultural diversity recruitment influence staff performance at United Nation? To what extent does cultural diversity retention influence staff performance at United Nation? To what extent does training in cultural diversity management influence staff performance at United Nation?

The study used a descriptive research design and used questionnaires to obtain relevant information from the respondents. The target population consisted of 283 members at the United Nations offices in Gigiri. Stratified sampling technique was used. The sample size was 85 respondents out of which only 50 were filled and returned this was sufficient for the study. The data was then analyzed using percentages and frequencies as well as Pearson’s correlation, ANOVA and regression techniques. Data was analyzed using SPSS and presented in figures and tables.

This sections that follow are for summary of key findings not everything, for example if the other variables were not that well scored why bring them here?

The findings based on the first research question in reference to the first variable are as follows. The respondents were asked whether the organization has practices in place to recruit a culturally-diverse workforce and in response to this statement, a majority of (74%) of the respondents agreed while (22%) disagreed. Respondents were also asked about sponsorship recruitment events targeted at under-represented groups and majority of (70%) of the respondents agreed while (22%) disagreed to this program as being commonly considered largely. The research also sought to determine if the organization
has a policy for recruiting people with physical disabilities and seventy six percent (76%) which is the majority of the respondents agreed with the statement while (22%) disagreed. To establish if the organization offers internships for under-represented groups, a majority (60%) agreed while (30%) disagreed. Diversity of the Board of Directors of the organization was also questioned and (50%) confirmed that there was diversity while the other half disagreed. When asked whether the organization had a diverse leadership team all the respondents acknowledged that it was so. The study conducted Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (recruitment), the study shows that a strong positive relationship existed between performance and recruitment was 0.940. From the regression model obtained holding all the other factors constant. A unit change in the Recruitment holding the other factors constant would lead to change of Performance by 0.127 units.

The findings based on the second research question in reference to the second variable are as follows. The respondents were asked whether senior management recognizes employee efforts for retention purposes and in response to this statement, only (36%) agreed while (50%) of disagreed. Additionally, to investigate the rate of job satisfaction due to multicultural nature of the workforce the study established that 80% agreed while (16%) disagreed. In response to the existence of a positive learning and working environment that meets individual and collective needs of the workforce, a majority of (62%) of the respondents disagreed while (26%) agreed. Respondents were also asked if they sought to find other jobs that value generational differences in case of voluntary termination of jobs, (86%) of the respondents who are the majority agreed. Lastly when trying to establish whether it was of importance for supervisors to show appreciation to the employees, all respondents were in agreement. The result from the Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (retention) show a significant strong positive relationship of 0.951. From the regression model obtained holding all the other factors constant, a unit change in Retention holding the other factors constant would change Performance by 0.048 units.

The findings based on the third research question in reference to the third variable are as follows. Training was found to have a great importance on diversity management and this was confirmed when a majority of (92%) of the employees agreed. Most employees had concerns in regards to diversity in human resource management decisions and this was
confirmed by (78%) agreement from the employees. The respondents were also asked to indicate whether conducting surveys on diversity will improve the diversity climate of the organization, out of the total respondents a majority of (82%) agreed while (16%) disagreed. When asked to confirm whether equal opportunities in job training & career development skills were offered, (88%) of the respondents agreed. This study revealed that when it comes to performance, evaluations were being conducted fairly for the different groups at the United Nations as (84%) agreed with the statement. In addition, it was also revealed that all groups of people within the institution are given promotions fairly and equitably as (80%) agreed to this. This study also established that succession planning programs were conducted according to talents and potential for a majority of 80% agreed to this. The result of Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (training) shows that a strong positive relationship of 0.982 existed thus making the relationship significant. From the regression model obtained a unit change in training holding the other factors constant would change the Performance by 0.809 units.

5.3 Discussion
5.3.1 Cultural Diversity Recruitment Influence on Staff Performance

From this study, it was revealed that majority of respondents are in agreement that the United Nations has put in place practices to recruit a culturally- diverse workforce and this was represented by 74% of the respondents. This is supported by previous studies on diversity in the institutions and Je hn et al. (1999) established that having a diverse workforce is positively associated with creativity and problem-solving skills and negatively associated with cohesiveness and cooperation (Pelled et al., 1999). Cultural diversity recruitment necessitates open minded leaders and is inclusive of recruitment procedures that enable employers to have a greater choice of talent from which to choose as ascertained by Armstrong (2009).

The study also established that the United Nations sponsors recruitment events targeted at under-represented groups and majority of the respondents agreed. This is a very good way of fostering diversity in the organization and previous research has shown that such activities promote a wider range of perspectives, more alternatives and better solutions (Adler, 1986). It is also argued that with decreasing homogeneity in the workforce, it has become crucial for firms to create equal opportunities and diversity management policies
to maintain the abilities of personnel with diverse backgrounds with the intention to protect their aggressive position in the market vicinity (Gilbert & Ivancevich, 2000).

The respondents were also given the choice to acknowledge whether the organization has an active policy for targeting under-represented groups and in response to this statement majority were in agreement. The research also sought to determine if the organization has a policy for recruiting people with physical disabilities and the respondents highly agreed to this sentiment. Elischer (2008) asserts that for diversity recruitment campaigns to be successful, clear goals targeting diversity tailored to the needs of the organization, its core values, and priorities have to be set. Kirton and Greene (2010) add that organizations should allocate over (75%) of time to research on diversity dynamics, market workforce trends to diagnose and improve their existing diversity recruitment campaign. This most definitely helps recruiters in identifying substantial candidate demographics and appropriate job selection criteria.

To establish whether the organization offers internships for under-represented groups a majority agreed. This recruitment model provides a basis for identification of inputs that impact on the decisions of choosing individuals for recruitment as noted by Robson and Nayak (2010). Choi and Rainey (2010) elaborates that having a diverse team does eradicate discrimination to start with and encourages development of interpersonal skills among employees which brings about improved performance.

The study conducted Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (recruitment), the study shows that a strong positive relationship existed between performance and recruitment with a correlation coefficient of 0.940. Similar findings have been reported in other researches and according to one by Mbugua, Waiganjo and Njeru (2015) to analyze relationship between strategic recruitment and employee retention in commercial banks in Kenya it was established that strategic employee recruitment influenced the employee retention and ultimately the performance of the banks. Additionally, a regression analysis done established that although recruitment had a positive Beta it was not entirely significant in determining the performance of the United Nations. This may entail that other factors like labor relations or organization culture and development among others may be more of performance determinants than just recruitment alone in the UN.
5.3.2 Cultural Diversity Retention Practices on Performance

The study sought to establish whether senior management recognizes employee efforts for retention purposes and in response to this statement, a majority disagreed while only a limited number agreed. According to a 1988 study cited in Ramlall (2004) it was revealed that eighty-six percent of organizations struggled with attracting potential employees and about fifty-eight percent of the total expressed challenges in retaining their current employees despite the many years after the study, the result may be relevant in current studies. The fact that a large number of the respondents disagreed with the finding reveals some serious concerns that need to be addressed. Additionally, in investigating the rate of job satisfaction due to multicultural nature of the workforce the study established that majority of respondents are in agreement and previous studies have also indicated that same. For instance, Sartorius (2011) argued that a diverse workforce whose self-esteem needs are satisfied results in feelings of adequacy, confidence, competence and a sense of achievement enticing to stay longer in the organization.

Choi and Rainey (2010) contended that growth needs of the minority and underrepresented have lasting motivational effects and help them to maintain and improve their work performance. In response to the existence of a positive learning and working environment at the United Nations that meets individual and collective needs of the workforce a majority of the respondents disagreed. While the results are stunning, studies have shown that managers always labor under the mistaken assumption that the level of employee performance at the work place is directly proportional to the pay check (Chandrasekar, 2011). Although this may be a reality, other employee surveys have indicated the contrary. It is established that increased salary and bonuses for performance have very limited short-term effect as they term the extra as an “entitlement”. Chandrasekar (2011) adds that it is the quality of the workplace environment that mostly has an impact on motivation and performance.

Respondents were also asked if they sought to find other jobs that value generational differences in case of voluntary termination of jobs and majority of the respondents agreed. These findings are in agreement with Dameron, (2007) who states that organizations need to spend time on creating diversity retention strategies to build on their recruiting efforts other than entirely imparting effort and money on recruiting a diverse workforce. Meeting the cultural diversity challenges for retention of a diverse
workforce can be hard due to huddles such as lack of cultural knowledge, resistance to change, and acknowledged and unacknowledged intolerance and that is where a diverse leadership team can come in to solve this dilemma.

Lastly, when trying to establish whether it was of importance for supervisors to show appreciation of the employees all respondents agreed. Employees tend to measure connections with their managers as either positive or negative to generate a global perceived organizational support assessment of how they are ranked at their places of work (Rhodes & Eisenberger, 2002).

The result from the Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (retention) show a significant strong positive relationship (p=0.951) therefore any positive change in retention results into positive performance change. Similarly, a study to analyze the effect of talent retention on organization performance in companies listed in Nairobi securities exchange in Kenya revealed that there was strong and positive relationship between the retention and performance. Therefore, an increase in effective talent retention affects organization performance of all listed companies (Lyria, Namusonge, & Karanja, 2014).

5.3.3 Training on Diversity Performance Management

The study revealed that most employees had concerns for diversity to human resource management decisions and this was confirmed by the majority being in agreement. Majority of the respondents are in agreement in regards to the need for diversity in training as a fundamental need that should be done throughout their tenure. A number of cultural diversity studies have documented two reasons why institutionalizing diversity in the workplace is difficult (Moore, 1999; Basset-Jones, 2005). Firstly, they have indicated that human beings prefer working in homogeneous groups. Secondly, Human beings, and the organizations they are part of, generally avoid and resist change. Realizing success in efforts towards harnessing diversity at the workplace demands that human resource practitioners possess leadership skills.

The respondents were also asked to indicate whether conducting surveys on diversity will improve the diversity climate of the organization, majority agreed as well. As indicated by a study by Bratton and Gold (2012) the purpose behind performance examination is to give representatives a chance to speak with the administration as to how every worker is
performing. This permits the administration to express their basic leadership authority over the employees and this is in adherence to the laid down appraisal procedures.

When asked to confirm whether equal opportunities job training & career development skills were implemented, majority agreed. Similar findings were established by Curry (2005) and he highlighted that training should be focused on offering specialty in human development and eventually this helps employees of a diverse nature in impacting and assuming liability for their capacities in management. Furthermore, the experts accountable for the action ought to value diversity in the firm and this can only happen by ensuring that all are given the necessary skills regardless of their unique differences.

This study revealed that a performance evaluation was being conducted fairly for the different groups at the United Nations as with majority agreeing with the statement. According to the findings by Gong (2008), mismanaged diversity can cause employee dissatisfaction and affect productivity, leading to lower job performance. Reverse discrimination is a claim by a member of the majority that a member of a minority received preferential treatment because of their minority status and not their ability or qualification. The result of Pearson correlation analysis to indicate the relationship between the dependent (performance) and independent variables (training) shows that a strong positive relationship existed \( r=0.982 \) thus making the relationship significant. Similar studies in Kenya to determine human resource factors influencing employee performance in international non-governmental confirmed that a significant association existed between employee training and development, employee motivation and leadership style and improved employee performance (Chacha, 2013).

A regression analysis done between training and performance revealed that a unit change in training holding the other factors constant would change the performance by 0.809 units and this was significant. Researchers have identified that employee training is a learning experience that seeks relatively permanent change in employees to improve job performance. Researchers have established that worker training may be a learning experience that seeks comparatively permanent amendment in workers to enhance job performance. Recent researches reveal that diverse training permits most organizations to meet their goals and objectives. In doing that, workers are ready to learn new work concepts, refresh their skills, improve their work attitude and boost productivity (Cole, 2002).
5.4 Conclusion

5.4.1 Recruitment processes and performance

The United Nations being a global body stands for protection of all rights for all people, their empowerment and realization of these rights and assisting those in power to do a good job of implementing a culture that is responsive to these demands. In regards to the extent as to which cultural diversity recruitment influences staff performance, the United Nations has done a good job of recruiting employees from various different backgrounds, employing underrepresented groups of people like women, the physically disable, having a diverse board of directors and leadership team. This has enabled them to perform well however the need for improvement in fair recruitment still stands with regard to issues like tribalism especially in Kenya for the vice has taken root and may need a lot of awareness for effective eradication as best as can. It’s deeply rooted in Kenyan society and has been a great cause of dispute among citizens.

5.4.2 Retention practices and performance

In regards to the extent to which cultural diversity retention influences staff performance, the United Nations encourages opinions from employees on how the organization can make their working experience more comfortable and challenging enough to curb high levels of employee turnover however there is great concern as to how far they are involved in the process for they feel that their input is not so much considered on how to better the situation. Individual needs play a great role here for physiological, safety, love and belonging, esteem and self-actualization as discussed in Maslow’s hierarchy of needs are factors that affect human beings’ performance levels. Absence of one may lead to dissatisfaction and thus poor performance.

5.4.3 Training Diversity and Performance

Training influences staff performance in all organizations and this ensures that the firms achieves good performance as it alludes to an arranged exertion by an organization to encourage workers’ learning of employment related skills. UN ought to figure out what result it is trying to accomplish with the training program as it impacts on workers significantly. Training should be focused on employees meeting their goals and objectives. Per my findings above, the UN has made steps to guarantee free and fair training practices among the various groups. This should be good platform to ensure that
the organization retains the diversity among its workforce without discrimination and the consistence appraisal should make effective head way.

5.5 Recommendations

5.5.1 Recommendation for improvement

5.5.1.1 Recruitment and Performance

In regards to cultural diversity recruitment influence on staff performance at the United Nations, equality should be a main area of focus although there is more to managing diversity than me what seems to be the norm. Affirmative action combined with openness to constructive critical feedback about old ineffective recruitment practices may go a long way in helping to come up with better processes to tap into top talent and this will improve performance inevitably. Training is critical in this area and will improve on the criterion used such that recruiting of the right employees is effective without discriminatory tendencies that may lead to dissatisfaction and hence poor performance

5.5.1.2 Retention Practices and performance

Concerning retention and its influence on staff performance at the United Nations should work on creating a more satisfactory and safe environment that encourages free communication without criticism among associates and managers should be encouraged to help discover problems earlier enough before they create a crisis .Freedom of speech in social and business meetings, where every member is encouraged to listen and have the chance to speak builds a bond of trust among employees and with senior managers. Implementation of change and its critical management should be help in reducing turnover problems. Mentoring programs to provide associates with access to information and opportunities like career development training, job enlargement, job rotation among other motivational activities create a more pleasant and satisfactory experience. Senior management needs to recognize employee efforts more for retention to be successful than it has in the past.

5.5.1.3 Training Diversity and Performance

Training empowers employees by facilitating learning in daily practices like communication; human resource directors face a serious challenge in institutionalizing and developing organizational diversity. Structures are therefore needed to keep people
motivated to work together irrespective of their diversity in terms of fostering the firm’s objectives, problem-solving skills, gender cultural, and religious values. The UN should figure out what result it is trying to accomplish with the training program for them to be effective while at coherently ensuring Equal Employment Opportunity (EEO) and Affirmative Action (AA). Training will reduce turnover as well for mismanagement of diversity should be avoided at all cost as such may cause employee dissatisfaction and affect productivity, leading to lower job performance.

5.5.2 Recommendations for Further Studies

Mitigation of the cultural differences between the X and Y generations in the work place is a very sensitive area in diversity management. Members of Generation X are those who grew up in a period of financial, familial and societal insecurity and are thus defined as a generation that relies heavily on street smarts and entrepreneurial self-sufficiency. Members of Generation Y, also known as Millennial are those who were born during a period of dramatic technological advances that have shaped their work ethic and their expectations of the work environments and dynamics.

In most organizations, like the UN, older employees are often dismissive of their younger contemporaries’ abilities and vice versa. This dismissiveness is brought about by certain unresolved cultural diversity conflicts that have been identified between these two generations that have yet to be fully addressed in organizations such as the UN. Some of the major generational differences exhibited in the work force between the X and Y generations are: the differing attitudes towards the use of technology at the work place where Generation Y believes that communication and submission of work should be delivered via viral media; various attitudes towards supervision and authority, with Generation X being more comfortable with authority while Generation Y is of the opinion that respect is earned and not to be expected; different career and work-family balance expectations among others. More research therefore needs to be done to determine difference in the retention, recruitment and training among generation X and Y.

Various developments have been observed on the international front regarding the recognition of alternative rights and more specifically the implementation of the LGBT communities’ right to same sex marriages and recognition of changes in gender. Because of these changes, there are also various dynamics at the work place, especially in
organizations such as the UN that are affected. Despite this, very limited studies have been conducted to fully discuss these dynamic changes or the impact that this evolving cultural diversity phenomenon of having members of the LGBT community as part of the organizations workforce, may have on the performance of an organization. In international jurisdictions where LGBT rights are recognized and actively defended, the cultural diversity management practices in organizations such as the UN have evolved to incorporate such diversities to improve staff performance. However, there is a silent issue that may slowly be developing regarding branches of these international organization branches in African countries such as the UN headquarters in Kenya, where LGBT rights are not constitutional and same sex marriages are outlawed. There is therefore a need to investigate how the United Nations and other multinationals deal LGBT issues.
REFERENCES


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APPENDICES

APPENDIX I: INTRODUCTION LETTER

NAMAKULA HELLEN WALUSIMBI

United States International University – Africa (USIU-A)

Box 14634-00800

Nairobi, Kenya

Dear Respondent,

RE: Questionnaire for HRM managers

My name is Namakula Hellen Walusimbi and I am a graduate student at the United States International University – Africa. I am conducting a field research on the Significance of human resource cultural diversity management in selected non-commercial government agencies in Kenya. I kindly request the company’s permission to circulate a questionnaire to your office for the purpose of obtaining insight & gathering data for my research project.

The information I collect will assist me in fulfill the course-work requirement towards the completion of my Masters. These research findings will assist the organization in cultivating a culture of inclusion for all its employees encouraging & motivating the underrepresented groups in the company.

The information that I will gather will be treated with strict confidentiality. Thank you in advance for giving me this opportunity to circulate my questionnaire.

Sincerely

Namakula Hellen Walusimbi
APPENDIX II RESEARCH QUESTIONNAIRE

This study is a requirement for the partial fulfillment of the Master of Business Administration (MBA) program at the United States International University Africa (USIU-A) and as such an academic exercise and all information collected from respondents will be treated with strict confidentiality. The purpose of this study is to assess the implementation of the Monitoring and Evaluation Strategy implementation in AGRA. The results of this study will provide an understanding of the extent to which AGRA’s M&E Unit has implemented its strategy so that more insights can be provided in order to improve on the implementation of the M&E strategy in future.

PART I: DEMOGRAPHIC DATA

Department: ____________  Job Title: ____________

Gender: Male ☐  Female ☐

Age group: 20-29 years ☐ 30-39 years ☐ 40-49 years ☐ 50-59 years ☐ 60 years & above ☐

Education: PhD. ☐ Masters ☐ Bachelor’s degree ☐ Diploma ☐ Certificate ☐

PART II:

Please answer the following questions by ticking the appropriate number provided that best describes the extent to which you agree or disagree regarding the questions

Recruitment and diversity
To what extent do you agree that the following statements concerning the recruitment at the United Nations?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>UN has practices in place to recruit a culturally-diverse workforce</td>
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<td>UN sponsors recruiting events targeted at underrepresented groups</td>
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<td>UN has a policy for actively recruiting people with a physical disability</td>
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<td>UN offers internships specifically for underrepresented groups</td>
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<td>UN has a culturally diverse Board of Directors</td>
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<tr>
<td>The organization have a culturally diverse leadership team</td>
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</tbody>
</table>

**Cultural diversity on retention practices**

To what extent do you agree that the following statements concerning the retention at the United Nations?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe senior management recognizes employee efforts to foster a culture of inclusion for retention purposes</td>
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<td>I am satisfied with my job because of the multicultural nature of the workforce</td>
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<td>There is established positive professional learning and working environments that value and support diversity as a means to meet individual and collective needs.</td>
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<td>If I quite my current job I will join an organization that values generational differences</td>
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<td>It is important that my supervisor appreciates who I am</td>
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<td>It is of importance to have diversity in training.</td>
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</table>

**Diversity in Training**
To what extent do you agree that the following statements concerning the training at the United Nations?

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations should link concerns for diversity to human resource management decisions</td>
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<td>Conducting employee surveys on diversity will improve the diversity climate of an organization</td>
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<td>UN provides equal opportunities to all people to acquire job training &amp; career development skills</td>
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<td>Performance evaluations are conducted fairly &amp; appropriately for the different groups in the organization</td>
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<td>All groups of people given promotions fairly &amp; equitably</td>
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<td>Succession planning programs need to be introduced to organizations to ensure that each individual can grow into positions at all management levels</td>
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Performance

To what extent do you agree that the following statements concerning the performance of United Nations in the area of service delivery has been achieved because of its stand on embracing diversity in areas of recruitment, retention and training?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>United Nations has succeeded in ensuring that there is a law and order in the world.</td>
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<td>United Nations has succeeded in providing assistance in international security in the World.</td>
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<td>The United Nations has facilitated international social development in the African region.</td>
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<td>The United Nations has played a role in fostering international economic development in Kenya.</td>
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<td>The United Nations has developed friendly relations among nations based on equality.</td>
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</table>

Thank you for your time and cooperation

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