

**THE INFLUENCE OF DIVERSITY AND INCLUSION STRATEGIES ON
THE PERFORMANCE OF EMPLOYEES IN THE MINISTRY OF
EDUCATION**

BY

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DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University.

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This Research Project has been submitted for examination with my approval as the Student's University Supervisor.

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DEDICATION

This work is dedicated to my family.

Thank you for inspiring me to Think Bigger.

ACKNOWLEDGEMENT

First and foremost, I acknowledge the almighty God for giving me the strength to complete this research project. I wish to also express my sincere appreciation to my lecturer, Mr. Kidula and Mr. Victor Ndambuki for their skills in research and statistics I gained that helped me develop this project.

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Lastly, I would also like to appreciate other writers whose earlier work was helpful in this project.

ABSTRACT

The last two decades have been marked by massive globalization, which is constantly increasing day by day. This globalization phenomenon has brought numerous benefits to the world of business. Among the key benefits to the business environment has been creation of a more inclusive and diverse workforce. A diverse workforce is critical for enhancing the competitive advantage of a firm and overall efficiency in handling a firm's operations. However, despite the potential benefits of a diverse workforce, its management may pose negative or positive ramifications on the general performance of employees. It is against this backdrop that this study was grounded. The overriding objective of this study was to investigate the effect of diversity and inclusion strategies on the employee performance by focusing on the case of Ministry of Education in Kenya. In assessing this objective, a cross-sectional descriptive survey design was adopted. Using this research design, the study targeted a population of all the 724 employees working at the Ministry of Education. A sample of 75 employees was then selected through stratified random sampling technique. Data was then collected using questionnaires, drop and pick, technique. The collected data was then input and analyzed using SPSS, where descriptive and inferential statistics were computed. The analytical results revealed that education of employees, equal treatment of employees, support of employees, and their motivation are the best ways of achieving the best inclusion strategy. Additionally, it was found that A unit change in diversity while holding the other factors constant would lead to an increase in performance by a factor of 0.451 and a unit change inclusive strategies while having other factors constant would lead to an increase in performance by a factor of 0.4.19. Therefore, this research concluded that that both Inclusion strategies and Diversity Strategies had a significant effect on the performance of the ministry of education in Kenya. It is recommended that human resource diversity management practices to enhance retention of employees should be encouraged through effective and open communication on diversity issues

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Consistent with the changing competitive global environment, Pfeffer (2012) states that organizations aspiring to be successful in today's ever-changing business environment have to acquire well skilled and capable employees ensuring they empower them in order to have an upper hand than their competitors. There has been increasing percentage workforce in organizations which has led to an increase development of workforce variety which has consequences for professionals, employees and companies in general. Assorted variety is characterized as the ways that individuals contrast which can influence a workers assignment or relationship inside an association, (Carrel, 2014). Graham and Bennett (2008) states that incorporation implies including all individuals and gatherings, approaching individuals decently and with deference, giving decisions, not enduring segregation, separating hindrances and giving a steady and consoling quality standard care benefit. Organizations that practice inclusivity not only have diverse individuals involved, they are learning centered organizations that value the perspective and contributions of all people and incorporate their viewpoints.

From many research's conducted, it has been noted that human resource is the ultimate source of sustained competitive advantage in any organizations. Chatman and Spataro (2013) noticed that there are a few exercises that an association can take part in to deal with the decent variety of their representatives. Social identity theory, contends that individuals tend to put themselves as well as other people into different

classifications, for example, participation in associations, religious connection, sexual orientation and age distinction. As indicated by the hypothesis, individuals might be ordered in different orders and diverse people may use distinctive classification. (Tajfel, 1982) refers to that stereotyping, bias, and clashes are real results of social identity and self-order.

The Ministry of Education, Science and Technology's main goal is to give, advance and organize instruction, preparing and look into for Kenya's practical improvement. The Ministry of Education (MoE) is the administration body entitled with the administration and organization of government funded training in Kenya. The Ministry of Education completes the Government of Kenya's command of guaranteeing a framework which gives quality instruction and preparing of every single Kenyan native with a specific end goal to enhance individual and national advancement.

1.1.1 Concept of Diversity

As indicated by Cox (2010) decent variety is characterized as the variety of social and social personalities among individuals staying together in a characterized work or advertising setting. This decent variety is, for example, age, sex, race, instruction, religion and culture. Assorted variety in workplace is high and includes individuals who share diverse esteems and are altogether different, and have distinctive needs and work practices as confirmed by Rosen (2005). For viable administration of decent variety, approaches utilized need to focus on people as opposed to gatherings and guarantee change openings are accessible to all people. Assorted variety emerges out of the preferences that may hold on, social inhumanity and dialect contrasts, expanding quantities of ladies in the workforce and the maturing of the workforce. In Kenya the real assorted variety has been diverse moral/tribal foundations.

Accordingly, decent variety has ever more transformed into a "hot-catch" matter in corporate, lawful, political and educational territories. In any case, the dispositions towards a various personnel in these bodies and from scientists have been exceptionally mixed (Joplin and Daus 2009)

Decent variety Management is a cognizant decision and responsibility by the association by esteeming the distinctions and using it as a wellspring of quality for the development of an association, Greenberg (2011). For associations to stay significant and accomplish their objectives, they need to grasp decent variety administration through how they think, act and improve. For future accomplishment of any business requires a different assemblage of ability that can bring new thoughts, viewpoints and sees and a corporate mentality that esteems those perspectives. The absence of decent variety likewise influences one's capacity to discuss successfully with differing customers. Today HR assorted variety administration rehearses have gone a long way from offering governmental policy regarding minorities in society and equivalent work openings by including different practices which incorporate having required preparing and focusing on correspondences to various proclivity gatherings (Jackson, 2012).

Best practices for decent variety administration incorporate; Top initiative responsibility, looking past consistence, Address Diversity in Every Aspect of Talent Management, Make Diversity a Part of Organizations Brand where assorted variety is shown all through an association by top level administration. Procedure of Diversity and plans ought to be created and lined up with association's vital arrangement. There ought to be estimation of the effect of different parts of assorted variety in an association. There ought to be responsibility where top supervisors are in charge of diversity by connecting their performance evaluation and remuneration to the advance

of diversity activities. The procedure of enlistment ought to pull in an assorted candidate for business. In conclusion, associations should endeavor to advise and instruct top administration and staff about decent variety's advantages to the association.

1.1.2 Concept of Inclusion

Incorporation is the place people are dealt with as an insider in associations and are urged to hold their uniqueness inside their work regions. Incorporation is how much a worker sees that he or she is a regarded individual from the work bunch through encountering treatment that fulfills his or her requirements for belongingness and uniqueness. Expanding on ODT, this definition leaves from existing incorporation investigate by unequivocally concentrating on both belongingness and uniqueness. Comprehensive procedures bolster in the workforce assorted variety writing for the upsides of encountering belongingness and uniqueness at the same time. For instance, minority individuals (who are remarkable) with created systems (and in this way a feeling of belongingness) report an abnormal state of profession hopefulness (Friedman, Kane, and Cornfield, 1998). At the gathering level, assorted work bunches that embrace a joining and-learning viewpoint consolidate both uniqueness (through survey decent variety as an asset) and belongingness (through individuals feeling esteemed and regarded; Ely and Thomas, 2001). Work bunches that receive a joining and-learning point of view show top notch examinations, can encourage viable cross-hierarchical coordinated effort, and enable people inside the gathering to upgrade their aptitudes (Ely and Thomas, 2001).

There have to be motivation factors to make employees feel wanted in an organization. Inclusive strategies are mainly divided into two; financial factors and non-financial factors. Financial factors have something to do with rewards in

appreciation of work done and Non-financial awards are also great way to appreciate the value of an employee without incurring any cost. Performance in an organization is where it is able to achieve its mandate/ goals by ensuring great service delivery. For effective performance, employees are key. With high workforce diversity, organizations have to find a way to ensure these diversities are managed and do not influence employee performance. One of the great ways is through employee empowerment. Employee empowerment is a great inclusive way to improve employee performance and in the area of human resource management (HRM), has a whole range of meanings and explanations postulated by different authors and researchers. This involves giving employees authority to decide and act on their own initiative as stated by Cartin (2004). This also entails recognizing and releasing into an organization the knowledge and internal motivation offered by the diverse workers. To ensure employees perform to their best an organization has to transfer the relevant and adequate authority to the staffs, avail the right capitals to allow them to do their jobs well. Different ways can be used to empower employees like promotions, recognition of the work they are doing, taking into account their ideas, salary increment.

Another imperative inclusive methodology is acknowledgment and is marginally unique. It is a non-monetary honor given to workers specifically, in valuation for a fantastic conduct or success that is not subject to accomplishment against a given target (Lachance, 2000). Promotion, salary increment and bonuses are also great inclusive strategies, which can be adopted in cases where an employee fully deserves and appreciation of their outstanding skill/ service in an organization. This ensures that employees know that they are part of an organization and are valued.

1.1.3 Employee performance

Employee performance refers to average to the Human Resource field where worker execution can allude to the capacity of representatives to accomplish authoritative objectives all the more adequately and proficiently. It incorporates points of view which particularly impact and relate to crafted by the representatives and that for the laborer's execution to be capable; organizations should see the regiment longings and necessities of the staff. Representative execution is outcome. Be that as it may, it can likewise be taken as worker's conduct behavior (Armstrong 2009). (Crouse, 2015), voiced that the execution of the staff is measured against set execution models by the association. (Crouse, 2005). Employee performance is very important to managers and supervisors as the main purpose of their job is to get the most and the best out of the people that they are responsible for (Fleming and Asplund, 2014). Employee performance of employees is actually tied to productivity. Performance is the level of achievement of the errand that makes up a representative's occupation. For great job execution, it includes the ability to play out, the chance to perform, and the readiness to perform (Wood and Stangster 2002).

The limit identifies with how much an individual has the pertinent aptitudes, capacities, information and encounters. Poor choices and terrible states of mind may turn out to be potential obstacles for a representative to need great execution. For high level of motivation an organization has to come up with strategies to ensure that employees remain motivated. For a workforce that is diverse, an organization has to have high tech diversity management strategies to accommodate all. This is where the different ideas help in different projects, innovation and creativity. This is also seen in the case of dealing with the diverse requirements of different clients. The diversity should be used to the advantage of the organization by embracing it. The negative

sides of diversity should be dealt with too, which can be racial/ethnic discrimination, age discrimination and gender discrimination.

1.1.4 Ministry of Education

The Ministry of Education, Science and Technology (MoEST) has the obligation of giving instruction to every one of its residents (Ministry of Education, 2008). The service's errands incorporate work of educators for government schools, conveyance of learning assets, and execution of training arrangements. Among different parts, the advanced education service is in charge of enhancing the quality, pertinence, value and access to advanced education and specialized preparing. The Teachers Service Commission (TSC) is in charge of instructor enlistment, HR administration, and place of government utilized educators (Ministry of Education, 2008).

The government has noted the decline in performance in schools and measures have been put in place to improve performances. One of the major reasons for poor performance has been teachers in most public schools do not feel motivated to work. Teacher performance has gone low leading to low performance. With teachers being employed from different counties and ethnical background, the Ministry needs to understand the impact of diversity and inclusion in employee performance. Ideally the education sector is supposed to provide thriving work environment that will enable the employees to perform at their best and give maximum output. The ministry of education is also allied with staff trainings to maximize the productivity of the employees and ensure maximum returns for the organization. The ministry of education should provide the employees with good working conditions and provide opportunities for career growth. The ministry of education should provide adequate opportunities for their staff to realize expand and exploit their talents and capabilities to their fullest potentials.

1.2 Research Problem

Organizations are striving for ways and means of improving performance and maintaining a competitive advantage over their competitors. Dennis Layton and Sara Prince-Feb 2015 found that companies applying diversity and inclusion management strategies are more likely to outperform peers. Eric Peterson, says in any capacity any gathering of individuals can contrast essentially from another gathering of individuals in appearance, sexual introduction, or one's level in the work put. Incorporation is how much a representative sees that he or she is a vital individual from the work assemble through encountering treatment that fulfills his or her uniqueness, these impacts Performance of workers. "The genuine embodiment of incorporation depends on the commence that all people have a privilege to be incorporated into normally happening settings and exercises with their neighborhood companions, kin, and companions" (Erwin, 1993). Execution alluding to the achievement of the undertaking that constitutes a worker's employment. Employee performance has been seen as a major factor since this is the people offering the services from their skills. With high workforce diversity this has become a challenge and solutions have to be made to ensure employee performance is achieved. Inclusive strategies are one way to ensure the positivity of the diversity is seen.

Diversity and inclusiveness and their influence on performance are heavily researched locally and globally. Locally Margaret Ngina Kioko (2012) studied about the issues affecting workplace Diversity Management in Lake Nakuru National Park, Nakuru County. Mercy Gacheri Muchuri and Rachel Muthoni Maina (2013), studied about Workforce Diversity Management and Employee Performance in the Banking Sector in Kenya. This study will focus on management practices that can be adopted for improvement of employee performance in the ministry of education. The government

also recognized that effective service delivery, there is need to invest in human resource. This study will also focus on inclusive strategies impact on employee performance in the ministry of education.

1.3 Research objective

Main objective of the study was to establish the influence of diversity and inclusive strategies on performance of employees in the ministry of education. The specific objectives were;

- i. To establish the workforce diversities that impact employee performance in the ministry of education.
- ii. To establish workforce diversity management practices that can be adopted to improve the performance of employees in the education ministry.

1.4 Value of the study

Focus on performance of the Ministry of education in Kenya emanated from the presupposition that empowerment should lead to superior organizational performance. However, in reality this might not be the case regarding Ministry of education in Kenya. There are other factors such as management of workforce diversity and inclusive strategies among others that may also influence the employee performance of the ministry of education in Kenya.

Similarly, management of workforce diversity may also influence the relationship between employee performance and organizational performance. Therefore, this study will establish the relationship between management of diversity and inclusion and employee performance in the Ministry of education. The study also will consider the moderation of management of workforce diversity and different inclusive strategies that can be adopted.

The findings of this study will provide useful information and knowledge to current and prospective employers, potential leaders, policy makers and human resource practitioners on matters relating to employee performance and organizational performance. Specifically, the findings of this study will provide a valuable insight into the role of management of workforce diversity and inclusive strategies in the performance of employees and organizational performance. The information generated from this study therefore, is useful to the Ministry of education of Kenya, Public Service Commission and Government Ministries in formulating employment policies, strategies and procedures. Similarly, other Civil Services outside Kenya and Non-Governmental Organizations may also use it in identifying effective ways of managing change.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covers the writing touching on implementation, theoretical framework, practices as well as challenges in implementation of diversity and inclusion policies. The chapter also brings to focus empirical studies regarding workforce diversity and inclusion in order to give an insight into the topic of study.

2.2 Theoretical Framework

This study is grounded by the upper echelon theory and the social identity theory. The two theories are discussed as follows.

2.2.1 Upper Echelon Theory

Hambrick & Mason (1984), argues that organizations wishing to attract, retain, and benefit from various ability are normally encouraged to start by expanding the assorted variety of their best administration (Cox, 1994; Gelfand et al, 2004). By doing as such has been proposed to help not just due to the flag that it sends to different representatives about their headway potential, but since a various best administration group will probably be delicate to the issues requiring consideration for the maintenance and progression of assorted workforce.

Associations with more assorted best supervisors are relied upon to embrace differing activities, which help associations, pull in different ability and furthermore encourage hierarchical working through more thoughtfulness regarding the necessities of various representatives.

2.2.2 Social Identity Theory

As indicated by Tajfel and Turner (1986), individuals have a tendency to group themselves as well as other people into different classifications, for example, hierarchical participation, religious alliance, sexual orientation and age contrasts. As indicated by the hypothesis, individuals might be classified in to different classes and diverse people may use distinctive classification. (Tajfel, 1982) refers to that stereotyping, bias, and clashes are real outcomes of social personality and self-arrangement. As per Korte (2007), social character hypothesis and self-order hypothesis are reciprocal speculations offering clarification to social personality. Through self-classification and gathering participation, people build up a social personality, which fills in as a social intellectual mapping for their own gathering related conduct whereby the perceiver is probably going to see these attributes as vital to his or her own personality and utilize these qualities to arrange others, (Kulik and Bainbridge, 2006).

2.3 Dimensions of Workforce Diversity

Workforce diversity needs to be tackled from varied dimensions. Gardenswartz and Rowe (2003) analyzed differences by four levels/dimensions of diversity and cited that a person can fit into more than one classification and that fitting to a given group is not a long-lasting or unchangeable condition and each group is heterogeneous. These dimensions are; personality detailing individual attributes, internal dimensions representing the classic dimensions (age, physical ability, gender, ethnic origin) while external dimensions are those that change throughout the life of a person-people eg. getting married, professional status etc., and organizational dimensions dealing with such aspects such as the functional or working environments etc.

Loden and Rosener (1991), in their investigation *Managing Employee Diversity as a Vital Resource*, laid out all out contrasts amongst essential and auxiliary measurements of decent variety. Loden and Rosener (1991) characterized essential measurements of assorted variety as 'those unchanging human contrasts that are inherent or potentially that apply an imperative effect on our initial socialization and progressing way for the stages of our lives' whereby critical measurements of decent variety would incorporate age, ethnicity, sex, physical capacities/qualities, race and sexual introduction. Optional measurements of decent variety were sorted as those components of control and are things that can be changed, for example, instructive foundation. The two measurements convey critical weight in breaking down individual decent variety and how every individual characterizes their comprehension of the world including how they mingle and respond to others.

Thomas and Ely, (1996) thought of ideal models of overseeing assorted variety, in particular separation and reasonableness, access and authenticity and access and learning and adequacy. Segregation and reasonableness worldview concentrates on Equal Employment Opportunity. Access and authenticity worldview is utilized to relate to the purchaser market and increase upper hand.

Thomas and Ely (1996's) third worldview was learning and adequacy worldview otherwise called the developing worldview that coordinates the different contrasts that individuals convey to work. This advances break even with open door for all by recognizing contrasts among workers, and perceives the incentive in those distinctions. This study focus on diversity from the primary (internal) dimension Loden and Rosener (1991) and Jackson et al's (1995) perspectives, an approach that is also supported by Rijamampianina and Carmichael (2005) focusing on gender, race/ethnicity, religion, age and physical ability which will be related to Thomas and

Ely (1996) discrimination and fairness paradigm. Social and national assorted variety in association can be seen from a negative view is gotten from social personality (Tajfel,1982) and closeness fascination (Byrne,1971) or an idealistic view fighting that social decent variety encourages critical thinking limit, data handling and learning (Cox et al., 1991; Ely and Thomas, 2001). Although the justification for the affirmative and negative influences of social assorted variety is clear, the definition, estimation, and experimental inspection of the effects of social decent variety in associations have been a genuine test (Barinaga, 2007).

In any case, not at all like race or sexual orientation assorted variety, associations don't embrace activities of expanding age decent variety. Customary age distribution inside authoritative organization were came from enlisting agents at a youthful age and holding them through the vast majority of their working lives. Incapacities in the work setting include therapeutic, good, social, and post-pioneer perspectives (Jaeger and Bowman, 2005). Preference, stereotyping, separation, and shame normally depict handicap as negative or dangerous. Jones and Stone (1995) found that diverse handicaps evoked distinctive acknowledgements or generalizations, which may likewise relate to hierarchical treatment and results e.g., contracting hones.

While writing tends to see incapacity as negative, associations administration should realize that having a domain of mix, drawing in a different workforce, and advancing resistance in the working environment is essential. (Ragins and Wiethoff, 2005). The writing on sexual introduction assorted variety in associations has been formed by a heterosexism and separation center and despite the fact that these issues are critical, more work is required that spotlights on sexual introduction from a comprehensiveness viewpoint.

2.4 Diversity Management Practices

In the present quick paced workplace an effective association is one where decent variety is the standard and not the special case (Lawrence, 2001) and all associations must endeavor endeavors at overseeing assorted variety and grasp a culture that backings assorted variety (Carrel, 2006). As indicated by Page and Scott (2007), persuasive administrators know with specific abilities are vital for making a productive, differing workforce. In spite of the fact that associates are interrelated in the work environment, regarding singular contrasts can expand profitability. Overseeing decent variety implies setting up a heterogeneous workforce to perform to its potential in an impartial workplace where no part or gathering of individuals has leeway or a detriment (Torres and Bruxelles, 1992).

Fruitful associations can profit by workforce decent variety by making a hierarchical situation which pulls in individuals from assorted work markets since it advances focused edge by enrolling the most ideally equipped individuals for the occupation, paying little mind to ethnicity, age, sexual orientation or other individual attributes (Cornelius, 1999) and holding them. To accomplish the goals of good assorted variety administration rehearses, all human asset administration forms must be founded on authoritative and work significant criteria without segregation and biasness and directors who run these procedures ought to be talented in evaluating the criteria (Kandola and Fullerton, 1994).

2.5 Inclusion Strategies

Idea of incorporation was first perceived in 1948 under on the "worldwide Bill of Rights" (UN General Assembly), that perceived that every single individual are conceived free and equivalent in respect and rights. Incorporation alludes to a procedure of tending to and reacting to the assorted variety of requirements of all kids

through expanding support in learning and decreasing prohibition inside and from the training framework (UNESCO, 2008). Consideration is seen as a procedure for guaranteeing the arrangement of Education for All and the need to give impartial access to quality training as a human right which is revered in the EFA objectives (UNESCO, 2009). Salamanca (1994) characterizes Inclusive Education as a procedure of tending to and reacting to the assorted variety of necessities of all students that will include changes and adjustments in content, methodologies, structures and learning systems. European Agency for Development in SNE (2009) states that the advancement of value in comprehensive Education requires an unmistakably expressed approach, the objective of the school for all ought to be advanced in instructive arrangements and upheld by means of school ethos and authority and in addition educators rehearse. In this way, for quality advancement of comprehensive training to be acknowledged Teacher evaluation that backings learning should take an all encompassing natural view that considers scholarly, behavioral, social and enthusiastic parts of learning and plainly advises following stages in the learning procedure.

2.6: Diversity, Inclusion Strategies and Employee Performance

The diversity system expects to construct a connection between the association and its representatives by supporting a comprehensive situation which looks past saw contrasts. A decent execution examination system improves representative execution (Stewart, 1986). An execution examination methodology impacts hierarchical accomplishment of exceptional yields, increment upper hand and increment firm profitability (Schuler et al., 1992). Work maintenance procedures enables associations in expanding on diversity into the contracting to process, enhancing execution and

maintenance of a more extensive scope of age and ethnicity gives the firm a bigger ability pool.

A very much planned workforce diversity arrangement system particularly intended for minority bunches help representatives in understanding the way of life of the association and gain basic abilities; strategy usage approach techniques, especially concentrating on choice, examination, improvement and instructing, mindfulness preparing and preparing to distinguish social assorted variety and oversee distinctive societies and crosswise over various societies.

Singh and Madhumita (2012), found that preparation and advancement procedures are crucial intend to enhance the representatives' profitability which at last influences the association execution and viability (Tzafrir, 2006). Pay procedure is to hold the most significant representatives by conveying the prizes such that these workers are left with a sentiment fulfillment. Delaney and Huselid (1996) found that impetus pay was related with seen advertise execution in USA. Representative remuneration, especially the execution based pay framework, brought about better hierarchical execution in Indian firm (Singh, 2004).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section presents the research methodology. This chapter contains the research design, study population, sampling design and data collection. It also presents the ethical concerns and the limitations of study.

3.2 Research design

Polit et al (2001) defines a research design as the researchers overall for answering the research problem. This investigation was a cross-sectional descriptive survey. As indicated by Burns and Groove (2003), expressive research is intended to give a photo of a circumstance as it normally happens. Elucidating study is indisputable in nature because of its quantitative nature. Not at all like exploratory research, enlightening examination is preplanned and organized in outline so the data gathered can be measurably induced on a population. Further this design is inexpensive, quick and easy to conduct, and will allow several variables to be investigated at the same time. Additionally, given the importance of this topic to the education sector, a cross-sectional survey will enable generation of more hypotheses for further research

3.3 Target Population

The population of interest for this study were all the employees of the Ministry of Education, Science and Technology (excluding teachers) who were based in Nairobi. Focus was on the 724 employees who were in the management level of the Human Resource Department because of the relevance of the study. As at 2015 there were 300,582 employees in the ministry of education.

3.4: Sample size

A stratified random sampling technique was used in the study. The population was segregated into mutually exclusive strata. Four strata namely: top-level executives, middle-level managers, Supervisors, and lower level staffs were created. Thereafter, respondents from each stratum were selected using the simple random sampling plan. The researcher then took a sample size of 75 based on each stratum's proportional representation as indicated in the following table.

Table 3.1: Sample Size

Strata	Total Population	Sample size
Top Level	40	15
Middle Level	155	30
Supervisory level	529	35
Total	724	80

3.5 Data Collection

The examination utilized both essential and optional information which were to a great extent quantitative and clear in nature. Respondents were given the surveys with expressive statements in a 5-point Likert scale which they were required to answer according to their viewpoint on each of the statements. The surveys were controlled through "drop and pick later" technique.

3.6 Data Analysis

After information gathering, the filled-in and returned polls were altered for fulfillment, coded and sections made into Statistical bundle for sociologies (SPSS form 22). This guaranteed that the information are exact, reliable with other data, consistently entered, finish and organized to disentangle coding and organization. With information passage, the information gathered was caught and put away.

Expressive and inferential examination was led. Engaging examination included the utilization of Mean and Standard deviations as measures of focal propensities and scattering separately. Relapse and connection investigation was utilized to survey the quality of the connections between the predetermined factors. Different insights were removed and translated regarding the different models. Inferential analysis was done, thus, testing the hypotheses of the study.

The regression equation assumed the following form

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \alpha$$

Where Y = Employee Performance

β_i = ($i = 0 - 2$) = Regression Coefficient

X_1 = Diversity Strategies

X_2 = Inclusion strategies

CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND DISCUSSION

4.1 Introduction

This Chapter presents the researchers findings and discussion from data collected through structured questionnaires to establish the influence of diversity and inclusive strategies on performance of employees in the ministry of education. This is in line with the objectives of this study. Which were to establish the workforce diversities that impact employee performance in the ministry of education and to establish workforce diversity management practices that can be adopted to improve the performance of employees in the education ministry. Data used for the study were collected through questionnaires with closed ended questions as well as secondary sources. SPSS was used as a statistical software for data analysis. Research findings were presented in charts and tables.

4.2 Response Rate

The results on response rate were presented on the table below.

Table 4.1: Response Rate

Questionnaires	Frequency	Percent (%)
Response	60	75
Non-response	20	25
Total	80	100

Source: Research Data, 2017

The study aimed at 80 respondents. 60 participated in the study resulting to a 75% response rate. This response rate acted as a good representative hence ideal and

satisfactory to make conclusions. A response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was excellent (Mugenda & Mugenda, 1999).

4.2 Background Information

The background information investigated included: age, gender, employment level, level of education as well as the years of service in the organization.

4.2.1 Gender

The findings on the gender distribution are presented on the figure below.

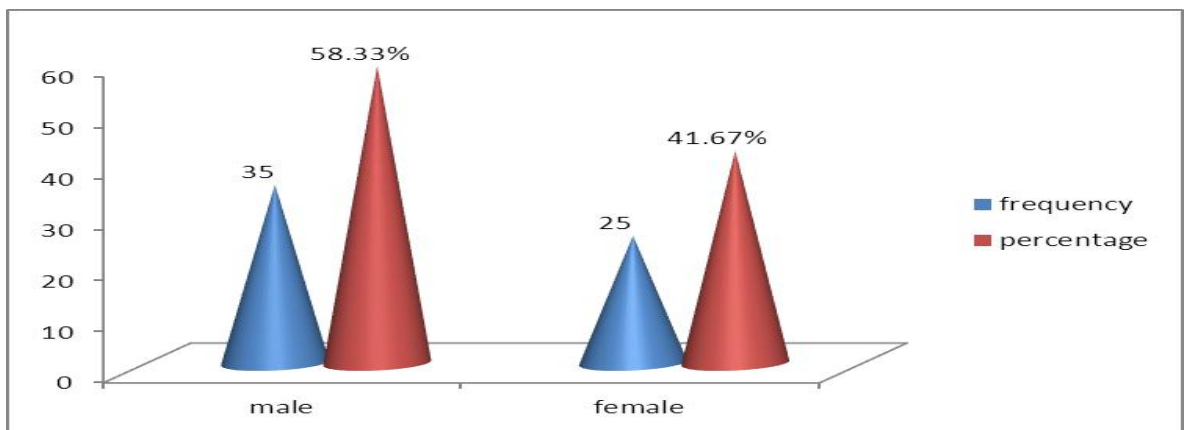


Figure 4.1: Gender Distribution

Source: Research Data, 2017

Based on the findings majority (58.33%) of the respondents were males while females were represented by 41.67%. This implies that there was a fair distribution in terms of gender.

4.2.2 Age Range

Age range	Frequency	Percentage
18 to 24	0	0.0
25 to 34	19	31.7
35 to 44	20	33.3
45 to 54	14	23.3
55 to 64	5	8.3
65 and above	2	3.3

Source: Research Data, 2017

Based on the findings it was noted that 33.3% of the respondents were aged between 35 and 44, 31.7% were aged between 25 to 34 years, 23.3% were aged between 45 to 54, 8.3% were aged between 55 and 64 years, while 3.3% were aged above 65 years.

4.2.3 Level of Education

The results on level of education were presented on the figure below.

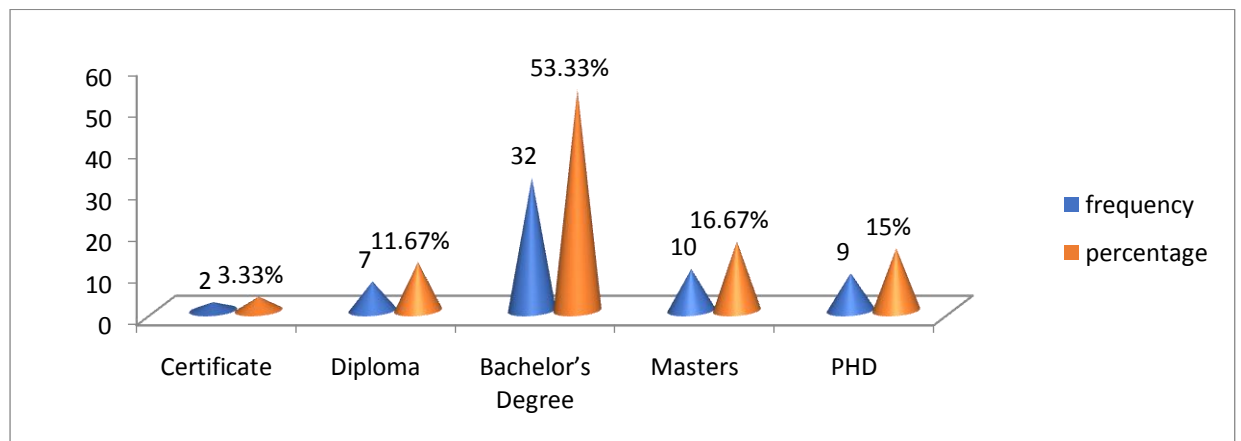


Figure 4.2: Level of Education

Source: Research Data, 2017

Majority (53.33%) of the respondents were bachelor degree holders, 16.67% had master's degree, 15% had PHDs while 3.33% were certificate holders.

4.3 Strategies used to manage inclusion in organization

Respondents were further asked to write down the extent to which they agreed with the following Strategies used to manage inclusion in organization. On a scale of 1-5 where 1 represents (Not likely) and where 5 represents (Most likely). The results are shown on the table below.

Table 4.2: Inclusion management Strategy

Inclusion management Strategy	Mean	Standard Deviations
Treat employees equitably	4.452	0.42
Helping employees acquire knowledge of cross-cultural communication and learning to understand how traditions differ from one culture to another thus creating an inclusive environment	4.310	0.42
Incorporating inclusive behavior in performance evaluations	4.258	0.40
Supporting your employees	4.235	0.40
Supporting people from diverse backgrounds and setting an open-door policy to encourage employees to come to you to discuss their concerns	4.031	0.39
Motivate employees to act inclusively	4.234	0.38
Educate employees about diversity and inclusion	4.234	0.35
Incorporate efforts to increase inclusiveness in your goals	4.222	0.34
Making sure there is equity in pay and promotional opportunities for	4.067	0.31

everyone regardless of their background.		
Watch out for pitfalls. Avoiding common pitfalls when interacting with your employees.	4.021	0.23

Source: Research Data, 2017

Based on the findings respondents agreed that for the organization to achieve inclusion strategy organization is most likely to: Treat employees equitably (mean 4.452 SD 0.34), Educate employees about diversity and inclusion (mean 4.234 SD 0.40), Supporting your employees (mean 4.235 SD 0.31), combine efforts to ensure inclusiveness in set goals (mean 4.222 SD 0.35), Motivate employees to act inclusively (mean 4.234 SD 0.40), Incorporating inclusive behavior in performance evaluations (mean 4.258 SD 0.38), Lookout out for pitfalls. Avoiding communal pitfalls while interacting with your staffs (mean 4.021 SD 0.42), Ensuring there is equity in pay and promotional opportunities for everyone regardless of their background (mean 4.067 SD 0.23), helping employees obtain knowledge of cross-cultural communication and learning to understand how traditions differ from one culture to another thus creating an inclusive environment (mean 4.310 SD 0.42) and that supporting people from diverse backgrounds and setting an open-door policy to encourage employees to come to you to discuss their concerns (mean 4.031 SD 0.39).

The current findings support Kandola and Fullerton (1994) who found that to accomplish the goals of good assorted variety administration rehearses, all human asset administration forms must be founded on authoritative and work significant criteria without segregation and biasness and directors who run these procedures ought to be talented in evaluating the criteria.

4.4 Diversity management Strategy

The respondents were also requested to indicate the extent to which respondents agreed with the following statements on diversity management strategy.

Table 3:4 Diversity management Strategy

Diversity management Strategy	Mean	Standard Deviations
Listening more than speaking to learn what others are feeling and why	4.268	0.25
Being considerate and sensitive to the boundaries and expectations of others	4.258	0.24
Respect all so that you want to understand their perspective	4.184	0.17
Love Diversity: see other people's opinions as an opportunity to expand the organizations horizons.	4.162	0.19
Listening to people's opinions without discrimination	4.148	0.20
Be open to trying and accepting different things.	4.111	0.22
Creating a workplace where different perspectives are valued and embraced	4.065	0.35
Treat others how <i>they</i> want to be treated	4.011	0.21
Meet in person rather than Emails and texts	4.002	0.23
Actively seek out new perspectives and ideas	4.000	0.22

Source: Research Data, 2017

Respondents to a great extent agreed that for the organization to achieve diversity management strategy it is most likely to: Actively seek out new perspectives and ideas (mean 4.000 SD 0.22), Treat others how *they* want to be treated (mean 4.011 SD 0.21), Meet in person rather than Emails and texts (mean 4.002 SD 0.23), Love Diversity: see other people's opinions as an opportunity to expand the organizations horizons(mean 4.162 SD 0.19), Respect all so that you want to understand their perspective(mean 4.184 SD 0.17), Creating a workplace where different perspectives are valued and embraced(mean 4.065 SD 0.35), Being considerate and sensitive to the boundaries and expectations of others(mean 4.258 SD 0.24), Listening to people's opinions without discrimination(mean 4.148 SD 0.20), Listening more than speaking to learn what others are feeling and why(mean 4.268 SD 0.25) and Be open to trying and accepting different things(mean 4.111, SD 0.22). Similarly, Singh and Madhumita (2012), found that preparation and advancement procedures are crucial intend to enhance the employees' productivity which at last influences the organization performance and effectiveness (Tzafrir, 2006).

4.5 Strategies to Manage Performance in Organization

Further on a scale of 1-5 where 1 represents (Not likely) and where 5 represents (Most likely) respondents were asked to specify the level to which they agree with the following statements on performance management strategies in an organization. The results are presented on the table below.

Table 4.4: Performance Mmanagement Strategy

Performance management Strategy	Mean	Standard Deviations
Consider the employee's long-range professional goals	4.401	0.33
Review vision quarterly	4.400	0.21
Assess the employee's competencies	4.391	0.23
Set goals with not for the employee	4.388	0.28
Review mission quarterly	4.358	0.23
Employees Reporting on time	4.358	0.30
Choose key learning and growth strategies	4.341	0.36
Tie individual goals to departmental goals	4.331	0.21
Use the SMART formula for setting goals	4.322	0.22
Choose key internal process strategies	4.321	0.31
Balance efficiency versus effectiveness	4.309	0.39

Source: Research Data, 2017

Review mission quarterly (mean 4.358, SD 0.23), Review vision quarterly (mean 4.400, SD 0.21), Use the SMART formula for setting goals (mean 4.322, SD 0.22), Choose key internal process strategies (mean 4.321, SD 0.31), Choose key learning and growth strategies (mean 4.341, SD 0.36), Balance efficiency versus effectiveness (mean 4.309, SD 0.39), Consider the employee's long-range professional goals (mean 4.401, SD 0.33), Assess the employee's competencies (mean 4.391, SD 0.23), Tie individual goals to departmental goals (mean 4.331, SD 0.21), Employees Reporting on time (mean 4.358, SD 0.30), Set goals with not for the employee (mean 4.388, SD 0.28).

Fleming and Asplund, (2014) found that employee performance is very important to managers and supervisors as the main purpose of their job is to get the most and the best out of the people that they are responsible for. Employee performance of employees is actually tied to productivity. Performance is the level of achievement of the errand that makes up a representative's occupation. For great job execution, it includes the ability to play out, the chance to perform, and the readiness to perform. The limit identifies with how much an individual has the pertinent aptitudes, capacities, information and encounters. Poor choices and terrible states of mind may turn out to be potential obstacles for a representative to need great execution.

4.6 Regression Analysis

Multiple regression analysis was done. (SPSS V 20) was used as a statistical package to code, enter and compute the measurements of the regressions.

Table 4.6: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768	.584	.578	.08823

Source: Research Data, 2017

Coefficient of determination was used to estimate fit of the model. The adjusted R^2 also known as the coefficient of multiple determinations was also used. The model had an average adjusted coefficient of determination (R^2) of 0.578 and which inferred that 57.8% of the variations in organizational performance in the ministry of education in Kenya are explained by the Inclusion strategies and Diversity Strategies

The study further tested the significance of the model by use of ANOVA technique.

The findings are tabulated in table below.

Table 1: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.329	1	5.329	8.2222	.0011b
	Residual	89.501	58	1.543		
	Total	477.83	59			

Source: Research Data, 2017

Critical value = 2.178

From the ANOVA results, the study findings showed that the model fit had a significance level of 0.011% indicating data appropriate for making conclusions on the population parameters. The significance value was below 5%. The F-calculated value was bigger than the F critical value ($8.2222 > 2.178$) an sign that inclusion strategies and Diversity Strategies have a substantial effect on performance of employees in the ministry of education. The significance value was less than 0.05 demonstrating that the model was significant.

Table 2: Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	0.467	0.395		1.18227	0.017
	diversity	0.451	0.116	0.1855	3.88793	0.011
	inclusive strategies	0.419	0.115	0.008	3.64348	0.014

Source: Research Data, 2017

According to output generated by SPSS, the equation ($Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2$) becomes:

$$Y = 0.467 + 0.451X_1 + 0.419X_2$$

From the regression model gotten above, an element change in diversity while the other factors are held constant would lead to an rise in performance by a factor of 0.451 and a unit change inclusive strategies with the other factors held constant would lead to an increase in performance by a factor of 0.4.19.

4.7 Summary of the findings

The response rate was over 50% suggesting the ease with which the data was obtained. The demographics covered were sales managers and customer relationship managers because of the relevance of their experience and information to the study requirements, and majority of employees had served in the various banks between 11 and 20 years, long enough to have in-depth understanding of banking.

Majority of Banks employ marketing strategies to deliver sterling sales performance. Well over 80% of the respondents had indicated that banks employ effective, timely and efficient marketing strategy programmes that enhance sales performance. These strategies appear to cut across all the Commercial banks

In addition the findings also revealed that in order for the ministry of education to achieve diversity management strategy it should: Actively seek out new perspectives and ideas, Treat others how *they* want to be treated , Meet in person rather than Emails and texts, Love Diversity: see other people's opinions as an opportunity to expand the organizations horizons, Respect all so that you want to understand their perspective. Listening to people's opinions without discrimination, Listening more than speaking to learn what others are feeling and why and Be open to trying and accepting different things.

Further it was proven that for the ministry of education to achieve performance the organization should : Review mission quarterly, Review vision quarterly, Use the SMART formula for setting goals , Choose key internal process strategies, Choose key learning and growth strategies, Balance efficiency versus effectiveness, Consider the employee's long-range professional goals, Assess the employee's competencies, Tie individual goals to departmental goals, Employees Reporting on time and Set goals with not for the employee.

These findings implied that both Inclusion strategies and Diversity Strategies had a significant effect on the performance of the ministry of education in Kenya. However 57.8% of variation explains shows that apart from the predictor variables studied there are other factors that affect the performance in the ministry of education in Kenya.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter summarized the findings of the study in accordance with the research specific objectives. Conclusions were drawn from the findings of the study and the necessary recommendations made. The study suggested areas of further research that could enrich human resource diversity management practices in the ministry of education and elsewhere.

5.2. Summary

The study revealed that in order to achieve the best inclusion strategy should : Educate employees, Treat employees equitably, diversity and inclusion, Supporting your employees, Join efforts in order to ensure you goals are inclusive, ensure employees are motivated to be inclusive, Incorporating inclusive behavior in performance evaluations , check for pitfalls. Avoiding mutual pitfalls while interacting with the employees, ensure equity in promotional and pay openings during employee interaction. Ensure that there is availability of equity in promotional and payment openings for every individual irrespective of their background, aiding staffs get knowledge to communicate cross-cultural and learn to comprehend how customs change from one another thus creating an inclusive environment.

In addition the findings also revealed that in order for an organization to achieve diversity management strategy it should: Actively seek out new perspectives and ideas, Treat others how *they* want to be treated , Meet in person rather than Emails and texts, Love Diversity: see other people's opinions as an opportunity to expand the

organizations horizons, Respect all so that you want to understand their perspective. Being thoughtful and sensitive to the limitations and anticipations of others, Listening to people's opinions without discrimination, Listening more than speaking to learn what others are feeling and why and Be open to trying and accepting different things.

Further it was established that for the ministry of education to achieve performance the organization should : Review mission quarterly, Review vision quarterly, Use the SMART formula for setting goals , Choose key internal process strategies, Choose key learning and growth strategies, Balance efficiency versus effectiveness, Consider the employee's long-range professional goals, Assess the employee's competencies, Tie individual goals to departmental goals, Employees Reporting on time and Set goals with not for the employee.

From the regression it was established that the model had an regular adjusted coefficient of determination (R^2) of 0.578 and which inferred that 57.8% of the disparities in organizational performance in the ministry of education in Kenya are clarified by the Inclusion strategies and Diversity Strategies. A unit change in diversity while holding the other factors constant would lead to an increase in performance by a factor of 0.451 and a unit change inclusive strategies while having other factors constant would lead to an increase in performance by a factor of 0.4.19. These findings implied that both Inclusion strategies and Diversity Strategies had a significant effect on the performance of the ministry of education in Kenya. However 57.8% of variation explains shows that apart from the predictor variables studied there are other factors that affect the performance in the ministry of education in Kenya.

5.3. Conclusion

Irrespective of the duration of existence, or the number of branches they have, all banks shared the same sentiments that marketing has an impact on the sales volumes realized. All banks agree on the opinion that marketing strategies have an immense contribution on the sales volumes realized. Irrespective of the number of employees, all banks agree on the opinion that marketing strategies have an immense contribution on the sales performance experienced by the different banks..

5.4. Recommendations

The conclusions drawn from this study lead to the following recommendations. The recommendations were discussed on the basis of the study contribution to policy areas in Human resource management. Recommendations were also based on the contribution of this study to organizations management as per as diversity management is concerned.

Human resource diversity management practices which included diversity recruitment, diversity training, diversity retention and institutionalization of diversity was established in this study to influence organizational performance. Human resource diversity management practices in the study were proved to convey an image of transparency and accountability which was strongly hinged on fair and equitable management of diverse workforce. The study pointed out that management accountability would navigate the proper use of authority to range freely across a multi relationship terrain in search of the most advantageous path to organizational success. With regard to this, managers could use this insight to provide accessible and timely information about diversity to employees, involve employees in decision making, and open up organizational procedures, structures and processes to asses and evaluate diversity status in the organization.

The study pointed out the critical role of management in diversity retention and recommend that they should embrace human resource diversity management practices to enhance retention of employees. This should be facilitated by effective and open communication on diversity issues. The management should support, reorganize and appreciate the dedicated staff that promotes and oversees the infusion of diversity in service delivery.

5.5 Suggestions for Further Research

Further research should be conducted in this study area in varied firms to ensure employment policies, especially those regarding assortment and positive action to the minority sets or those people who are disabled. Similarly, studies can be done on other contemporary trends in the HR management. These studies need to provide accurate and contextual resolutions to these problems in the management of the Human Resource.

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APPENDIX I: QUESTIONNAIRE

Instructions

The questionnaire will take approximately five minutes to complete. Please answer all questions. It's optional to disclose name.

Demographics

1. What is your gender?

Please choose one of the following

- a) Male
- b) Female

2. Please select the category that includes your age

- a) 18-24
- b) 25-34
- c) 35-44
- d) 45-54
- e) 55-64
- f) 65 or Above

3. What is the highest level of education you have completed?

Please choose one of the following.

- a) Certificate
- b) Diploma
- c) Bachelor’s Degree
- d) Masters
- e) PHD

What strategies do you use to manage inclusion in your organization?

On a scale of 1-5 where 1 represents (Not Likely) and where 5 represents(Most likely)

Inclusion management Strategy	1	2	3	4	5
Treat employees equitably					
Educate employees about diversity and inclusion					
Supporting your employees					
Incorporate efforts to increase inclusiveness in your goals					
Motivate employees to act inclusively					
Incorporating inclusive behavior in performance evaluations					
Watch out for pitfalls. Avoiding common pitfalls when interacting with your employees.					
Making sure there is equity in pay and promotional opportunities					

for everyone regardless of their background.					
Helping employees acquire knowledge of cross-cultural communication and learning to understand how traditions differ from one culture to another thus creating an inclusive environment					
Supporting people from diverse backgrounds and setting an open-door policy to encourage employees to come to you to discuss their concerns					

What strategies do you use to manage Diversity in your Organization?

On a scale of 1-5 where 1 represents (Not Likely) and where 5 represents (Most likely)

Diversity management Strategy	1	2	3	4	5
Actively seek out new perspectives and ideas					
Treat others how <i>they</i> want to be treated					
Meet in person rather than Emails and texts					
Love Diversity: see other people's opinions as an opportunity to expand the organizations horizons.					
Respect all so that you want to understand their perspective					
Creating a workplace where different perspectives are valued and embraced					
Being considerate and sensitive to the boundaries and expectations of others					

Listening to people's opinions without discrimination					
Listening more than speaking to learn what others are feeling and why					
Be open to trying and accepting different things.					

What strategies do you use to manage performance in your organization?

On a scale of 1-5 where 1 represents (Not Likely) and where 5 represents (Most likely)

Performance management Strategy	1	2	3	4	5
Review mission quarterly					
Review vision quarterly					
Use the SMART formula for setting goals					
Choose key internal process strategies					
Choose key learning and growth strategies					
Balance efficiency versus effectiveness					
Consider the employee's long-range professional goals					
Tie individual goals to departmental goals					
Assess the employee's competencies					
Employees Reporting on time					
Set goals with not for the employee					

Thank you for your participation in this questionnaire.