

**CHALLENGES OF MANAGING WORKFORCE DIVERSITY AT THE  
MINISTRY OF MINING, KENYAN CIVIL SERVICE**

**BIRGEN NANCY JEPCHIRCHIR**

**A RESEARCH PROJECT PROPOSAL SUBMITTED IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (MBA), SCHOOL  
OF BUSINESS UNIVERSITY OF NAIROBI**

**NOVEMBER, 2015**

## DECLARATION

I declare this my original work and has not been presented for a degree in any other University.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Nancy Jepchirchir Birgen** (D61/76295/2012)

This project has been submitted for examination with my approval as the University Supervisor.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Prof. Peter K'Obonyo**

School of Business

University of Nairobi

## **ACKNOWLEDGEMENTS**

I acknowledge and sincerely appreciate the following people who supported me to ensure successful completion of this project. First I thank my supervisor Prof. K'obonyo for his expert advice, guidance and availability whenever needed him, my sisters and brother for their support and prayers. Last but not least my colleagues at the Ministry of Mining for their timely response and moral support.

## **DEDICATION**

I dedicate this work to my father Solomon Birgen and mother Abigael Birgen who worked hard to see us all seven siblings go through schooling and strongly believed in the girl child education and abhorred no discrimination of any kind, and my daughter Nicole and fiancée Bromley for moral support when I worked late. Special dedication goes to the Ministry of Labour, for sponsoring me for the course.

## TABLE OF CONTENTS

<b>Declaration.....</b>	<b>ii</b>
<b>Acknowledgements .....</b>	<b>iii</b>
<b>Dedication .....</b>	<b>iv</b>
<b>List of Figures.....</b>	<b>viii</b>
<b>List of Abbreviations .....</b>	<b>ix</b>
<b>Abstract.....</b>	<b>x</b>
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.1.1 Workforce Diversity.....	3
1.1.2 Workforce Diversity Management.....	5
1.1.3 Ministry of Mining.....	8
1.2 Research Problem .....	9
1.3 Research Objective .....	12
1.4 Value Of The Study .....	12
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Introduction.....	14
2.2 Theoretical Foundation .....	14
2.2.1 Social Identity Theory.....	14
2.2.2 Upper Echelon Theory .....	15
2.2.3 Strategic Choice Theory.....	15
2.3 Challenges of Managing Workforce Diversity .....	16

<b>CHAPTER THREE: RESEARCH METHODOLOGY</b> .....	19
3.1 Introduction.....	19
3.2 Research Design.....	19
3.3 Data Collection .....	19
3.4 Data Analysis .....	19
<b>CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION</b> .....	20
4.1 Introduction.....	20
4.2 Response Rate.....	20
4.3 Management of Workforce Diversity .....	20
4.3.1 Gender Mainstreaming .....	20
4.3.2 Disability Mainstreaming.....	23
4.3.3 Ethnicity .....	24
4.3.4 Age Consideration.....	26
4.3.5 Training and Development.....	28
4.3.6 Attraction and Retention .....	29
4.4 Challenges of Managing Workforce Diversity .....	31
4.4.1 Gender Mainstreaming.....	31
4.4.2 Disability Mainstreaming.....	32
4.4.3 Ethnicity .....	32
4.4.4 Age Consideration.....	33
4.4.5 Training and Development of Employees.....	34
4.4.6 Attraction and Retention of Employees .....	35
4.5 Ministry’s Workforce Diversity Policies .....	35

<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ..</b>	<b>37</b>
5.1 Introduction.....	37
5.2 Summary.....	37
5.3 Conclusion .....	38
5.4 Recommendations.....	39
5.5 Limitations of the Study.....	42
5.6 Suggestions for Further Study .....	42
<b>REFERENCES.....</b>	<b>43</b>
<b>APPENDICES.....</b>	<b>I</b>
Appendix i: Questionnaire .....	I
Appendix ii: Job Groups Composition of Employees in Ministry of Mining .....	v
Appendix iii: Academic Qualifications of Employees in Ministry of Mining .....	vi
Appendix iv: Age Composition of Employees in Ministry of Mining .....	vii
Appendix v: Ethnic Composition of Employees in Ministry of Mining .....	viii
Appendix vi: Respondents from the Ministry of Mining.....	ix

## LIST OF FIGURES

Figure 4.1: Perceived Extent to which Gender Policy Exists in the Ministry .....	20
Figure 4.2: Extent to which the Ministry Perceives Gender as Important.....	21
Figure 4.3: Extent to which the Ministry of Mining Adheres to One-Third Rule .....	22
Figure 4.4: Responses on Disability Mainstreaming Policy .....	23
Figure 4.5: Respondents Views on Ministry’s Engagement of PWDs.....	24
Figure 4.6: Respondents Views on Ethnic Inclusivity Policy.....	25
Figure 4.7: Ministry’s Perception of Ethnicity .....	25
Figure 4.8: Respondents Views on Age Integration Policy .....	26
Figure 4.9: Respondents Views on Youth Opportunities in the Ministry.....	27
Figure 4.10: Respondents Views on Training Policy .....	28
Figure 4.11: Respondents Ratings of Nomination and Selection Process .....	29
Figure 4.12: Responses on Recruitment Policy .....	30
Figure 4.13: Respondents Views on Women in Technical Cadres.....	30



## **LIST OF ABBREVIATIONS**

<b>SAGAs</b>	-Semi Autonomous Government Agencies
<b>NCIC</b>	-National Cohesion and Integration Commission
<b>SGBV</b>	-Sexual and Gender Based Violence
<b>PWDs</b>	-Persons with Disabilities
<b>MDGs</b>	-Millennium Development Goals
<b>AGPO</b>	-Access to Government Procurement Opportunities
<b>HRM&amp;Ds</b>	-Human Resource Management & Development
<b>PSC</b>	-Public Service Commission
<b>MGMC</b>	-Ministerial Gender and Mainstreaming Committee
<b>MTC</b>	-Ministerial Training Committee
<b>ESAMI</b>	-Eastern and Southern African Management Institute
<b>SMC</b>	-Senior Management Course
<b>SLDP</b>	-Strategic Leadership and Development Programme
<b>IPPD</b>	-Integrated Personnel Payroll Database

## ABSTRACT

Diversity is a commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates diversity. Managing diversity is considered important for every organization as it is a requisite component that a company needs to be able to manage and utilize its diverse workplace effectively. The objective of the study was to determine the challenges of managing workforce diversity in the Ministry of Mining. The study adopted a case study design. Primary data was collected from 16 respondents out of 17 respondents using a semi-structured questionnaire and this gave a response rate of 94%. Data was analyzed using qualitative and quantitative methods. It was established that the Ministry has policies on gender and disability mainstreaming, training but none on ethnic inclusivity, age consideration and attraction and retention policies and the Ministry relied on the Constitution of Kenya 2010, Government circulars and Human Resource Manual. It can be concluded that the Ministry needs to have in place policies on ethnicity, attraction and retention and age consideration. The recommendations were that the Ministry should make diversity management, a strategic matter and each employee made to account for their involvement in diversity improvement programs as part of continuous performance assessment. Stakeholder involvement was found to be important. Challenges of managing workforce diversity are diverse and should therefore be addressed at both strategic and managerial level. The Ministry needs to drive all components of diversity at the same level and not to leave behind other critical components such as ethnic inclusivity, age consideration and attraction retention which were cited in the study as lacking policies. The Ministry is encouraged to have a more radical approach to mitigate the challenges related to diversity management. The study also recommends that diversity programmes should be proactive, adequately funded, top-management commitment for the success of diversity practices, capacity building of employees on diversity issues and stakeholders engagement. Further studies should be undertaken in other government ministries and agencies in Kenya to establish whether there is consistency.

# **CHAPTER ONE**

## **INTRODUCTION**

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

In the recent years, workforce diversity has come to play a central role in organizational life due to increased globalization, growing technology and the increasing complexity of jobs (Williams and O' Reilly, 1998). In some countries, it is of available employment due to high levels of unemployment. Carrell (2006) defines workforce diversity as the ways that people differ which can affect task or relationship within an organization such as age, gender, race, education, religion, and culture. Theories and techniques of diversity management have been developed and enthusiastically supported by a growing number of chief executives, training specialists, diversity consultants and academics (Saji, 2004). Diversity can improve organizational effectiveness since organizations that develops experience and reputations for managing diversity will likely attract the best personnel (Carrell, et al, 2000).

According to Adler (2002), an organization that want to expand its perspective, strategy tactics or approach to reposition the organization, launch a new product, create a new idea, develop new marketing plan, design a new operation, or assess emerging trends from a new perspectives will reap a lot from diverse workforce. If diversity is well managed, an organization can benefit from both synergistic and culture specific advantages including enhanced creativity, flexibility, and problem solving skills (Zillar, 1972, Hayles and Robert, 1982). Rijamampianina and Carmichael (2005) argue that diversity, if effectively managed, can for be a source of competitive advantage for the organization since only organizations that can anticipate and respond to change will be

able to survive in today's business environment. A more diverse workforce will increase organizational effectiveness (Kulik and Roberson, 2008). It will lift morale, bring greater access to new segments of the market place and enhance productivity (Thomas and Ely, 1996).

Workforce diversity encouraged mainly to further the availability of equal opportunities in the workplace. This arose in order to eliminate the prejudices that may exist due to cultural insensitivity and language differences, increasing numbers of women and persons with disability in the workforce thereby enabling equal opportunities for all. This equal opportunity philosophy is aimed at ensuring that the organizations make the most out of the differences from a diverse workforce rather than losing talent which might assist the organization to be more efficient and effective (Bryan, 1999). The effectiveness of an organization can be measured in different criteria (French, Wendell and Cecil, 1983) among them is productivity, profits, growth, turnover, stability and cohesion. The extent to which managers, recognize diversity and its potential advantages defines organizations' approach to managing the diversity (Price, 1997). It is therefore evident that workforce diversity can be a competitive advantage because different viewpoints can facilitate unique and creative approaches to problem-solving, thereby increasing creativity and innovation which in turn, leads to better organizational performance (Allen et al, 2004).

This study will be anchored on the theory of social identity as it provides a conceptual foundation for researchers in the examination of diversity, however it tends to lead diversity researchers to the study of power and inequality termed as minimal inter-group paradigm (Prasad et al. 2006). This paradigm suggests that all identity groups at all times

engage in in-group bias and the bias is stronger in a high status group than a low status group. Furthermore, in-group bias practiced by highly privileged groups is likely to be decidedly more costly to historically disadvantaged groups than the reverse could ever be (Prasad et al. 2006). Prasad et al. (2006) suggest that while in-group bias and out-group discrimination are natural phenomenon of organizations, organizations should try to mitigate its effects.

The study will focus on the Ministry of Mining which is new and created in 2013 by the government and has huge potential in transforming Kenya's economy as envisaged in Kenya's Vision 2030. The Ministry faces a number of strategic challenges key among them being inadequate trained personnel. The technical functions of the ministry require highly technical staff with specialized skills in various fields. The ministry is currently understaffed considering the in-post against the authorized establishments. This is glaring in all the directorates and all cadres. Besides, the country has no institution for training in mining and related fields. This has resulted in human capacity gap within the sector as the few trained abroad have fallen victim to brain drain while there is also high staff turnover. (Source: Ministry of Mining Strategic Plan 2013-2017). Therefore this study on the challenges faced by the ministry in management of workforce diversity will be much relevant.

### **1.1.1 Workforce Diversity**

The term diversity has many interpretations. Different scholars have defined it differently, for example, Cox (2001) defined diversity as the variation of social and cultural identities among people existing together in a defined employment or marketing setting. While, William and O' Reilly (1998) defined diversity as the degree of

heterogeneity among team members on specified demographic dimensions, their theory aiming to explain how such heterogeneity should be understood as the varied perspectives and approaches to work that members of different identity groups bring. Diversity refers to the co-existence of employees from various social-cultural backgrounds within the company. It includes cultural factors such as race, gender, age, colour, physical ability, ethnicity among others. The broader definition of diversity may include age, national origin, religion, disability, sexual orientation, values, ethnic culture, education, language lifestyle, beliefs, physical appearance and economic status (Wentling, and Palmarivas 2000).

Diversity requires a type of organization culture in which each employee can pursue his or her career aspirations without being inhibited by gender, race, nationality, religion, physical ability or others factors that are to performance (Bryan 1999). Managing diversity means enabling the diverse workforce to perform at its full potential in an equitable work environment where no one group has an advantage or disadvantage (Torres and Bruxelles, 1992). Employee diversity is therefore a concept that recognizes the benefits to be gained from differences. It differs from equal opportunity, which aims to legislate against discrimination, assumes that people should be assimilated into organization, and often relies on affirmative action. Thus managing diversity means understanding its effects and implementing behaviours, work practices and policies that respond to the in an effective way (Cox, 2001).

According to Knouse et al, (2008), a review of training literature shows that success diversity training include strong support from top management, complementary human

resources practices, focus on individual behaviours rather than attitudes, impact on the norm, values, and rewards of the organizational rewards etc. Kalev, Kelly, & Dobbin, (2006) indicate that mentoring can alleviate the isolation that women and minorities face in organizations. However, Research shows that a positive climate for diversity in organization enhances retention of women and minorities (MCKay, Avery, Tonidandel, 2007). The role of the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management must play a more strategic role in the success of an organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources. Hilary and Elaine, (2000), suggested that organizations should embrace diversity in their workforce and work towards achieving it by creating a culture where difference can thrive, rather than working simply for representative and assimilation. This is because available research indicates that unmanaged employee diversity is more likely to damage morale, increase turnover and cause significant communication problems and conflict within the organization (Loriann & Carol, 2007).

### **1.1.2 Workforce Diversity Management**

According to Reichenberg (2001), diversity management has been described as looking at the mind set of an organization, the climate, of an organization and, the different perspectives people bring to an organization due to race, workplace styles, disabilities, and other differences. The development of a formal process that is contained in laws, rules or procedures is important. Both human and financial time and resources are devoted to the program. In best practice organizations, diversity is a process that is an

integrated, ongoing and measurable strategy. Reichenberg (2001) suggests that diversity efforts are primarily decentralized with a central governing body, outlining the requirements of the plans with individual agencies and departments developing their own plans that are tailored to their specific needs. This reinforces a sense of ownership and ensures that managing diversity has both top level support and is a reality throughout the organization. Ensures that managing diversity has both top level support and is a reality throughout the organization.

In best practice organizations diversity, training is provided to the workforce. The training is not limited to managers, but is extended throughout the workforce. Successful organizations incorporate diversity into mentoring efforts, leadership training and management-by-results programs. Best practice organizations utilize workforce data and demographics to compare statistics reported for the civilian labor force. Occupations with under-utilization are identified and goals are established to reduce the under-utilization. Reichenberg (2001) suggests that best practice organizations use affirmative action models, but each adds creative innovations that get results and set their programs apart. Agencies have found that requiring affirmative action efforts through law, executive order, or other mandates compels agencies to establish serious goals and to make earnest efforts toward meeting those goals. Reichenberg (2001) goes further to define best practice organizations have established a review committee that is responsible for establishing policies, providing technical assistance, reviewing/approving plans, and monitoring progress toward the achievement of goals.

To have a diverse workforce is one thing and to manage it properly is another. There is a wide range of approaches, strategies, and initiatives for managing diversity in the



workplace. No single initiative is comprehensive enough to solve all diversity issues or to successfully manage diversity in organizations; however, diversity training is one of the primary and most widely used initiatives to address diversity issues. The literature review also revealed that diversity issues will continue because the population will become even more diverse and more companies will be global. As diversity is becoming more and more complex, diversity training will continue to be an essential element of the overall diversity strategy for companies to fully reap the advantages of using a diverse workforce (Michael R, et al). They also postulated that it would be difficult to set a general guideline for diversity training programs because companies have unique needs.

However, many authors have come up with some steps in ensuring effective diversity management; Wheeler (1995) conducted a survey and interviewed sixty nine (69) diversity managers, consultants, and academicians and found seven innovative diversity initiatives. Those practices were, incorporation of diversity into mission statement, diversity action plans, accountability in business, employee involvement from all levels and functions, career development and planning, community involvement and outreach, and long-term initiatives directed at overall culture change. Also, Gottfredson (1992) offered the following nine diversity principles to enhance management practice; develop individuals, not groups; stress variance, not just average differences; treat group differences as important, but not special; tailor treatment to individuals, not groups; find the common ground; re-examine but maintain high standards; test assumptions and support claims; solicit feedback; and set high but realistic goals.

Similarly, Wheeler (1995) suggested the following points when practicing diversity management; guide the initiatives with strategic perspectives; start the change process

with careful assessment of one's own bias; secure commitment from senior management and entire organization by developing business rationale; use non-traditional organization approaches to address diversity issues; conduct solid diversity research to identify issues. Effective diversity programs also link recruitment, development and retention strategies to organizational performance they integrate employee development processes and map career paths to see what critical skills are necessary to advance; then communicate these skills to employees and provide training. Accountability for the results of diversity programs is another attribute of best practice organizations. Accountability is determined through the use of metrics, surveys, focus groups, customer surveys, management and employee evaluations, and training and education evaluations.

### **1.1.3 Ministry of Mining**

The creation of the Ministry of Mining by the government in 2013 has provided an opportunity to give focus on the activities, processes and policy on mining and mineral exploration. The ultimate goal is to contribute to national socio-economic growth through shared prosperity by exploiting new opportunities in the mining sector. The Ministry is well positioned to play its role to contribute toward ensuring fair play to all stakeholders. (Source: Ministry of Mining Strategic Plan 2013-2017).

Ministry of mining currently has a staff complement of four hundred against seven hundred and forty eight recommended by the Public Service Commission (PSC) following the approval of the new structure comprising five directorates and two Semi-Autonomous Government Agencies (SAGAs).(Source: Ministry of Mining Strategic Plan 2013-2017). Workforce diversity in the ministry as per job groups, academic qualifications, age and ethnic composition is illustrated in the attached appendix 2, 3, 4

and 5 respectively. According to the audit report of the civil service by the National Cohesion and Integration Commission (NCIC), over 50% of Kenya's ethnic groups are marginally represented; only twenty (20) out of the listed forty two (42) communities are statistically visible, with some twenty three (23) having less than 1% presence in the civil service. The number of Persons Living with Disabilities (PLWDs) is five (5) which constitute 1.2% of the total population of employees.

Currently, staff composition by gender at the Ministry is 33% (females) and 67% (males) which meet the one third rule constitutional requirement that at least that portion of the workforce be of the opposite gender. The general picture is that there are more men than women at the work place, especially in positions of significance: Based on the Preparatory Phase for 1999 Population and Housing Census, Kenya had more women than men i.e. 14,481,018 female and 14,205,589 male. This is a difference of 275,429 (Government of Kenya, 2004) and as such women ought to get the lion's share of the job opportunities available (Wambui, Boit and Magero (2011).

## **1.2 Research Problem**

Managing diversity is considered important for every organization as it is a requisite component that a company needs to be able to manage and utilize its diverse workplace effectively. It should be a part of the culture of the entire organization (Anderson, 2012). Available literature defines diversity clearly, but as a fragmented entity, dealing with each parameter in an isolated manner rather than in totality to see the interplay of a range of parameters Greenberg (2004) this makes the implementation of diversity in organizations a difficult task. Authors, scholars have discussed the meaning of diversity and the best practice Rosado (1996), Kandola and Fullerton (1998), Kreitner, Kandola

and Fullerton (1998) clearly define diversity. Reichenberg (2001) defines the best practice in diversity out of this literature, it is not clear which of the components has the highest weight so that during implementation special intervention strategies are employed in order to have impact. Each component of diversity been handled independently by various scholars Rosado (1994).It is not clear on how to implement diversity without clarity on the component with the highest weight. Diversity cannot be properly implemented without clear strategies Reichenberg (2001).

Diversity studies in organization studies have mainly approached diversity in terms focusing on each component instead of having a consolidated approach. A holistic approach is required to manage diversity Management practices which the Ministry of Transport has used in managing diversity has been fragmented, it is not clear which is the key component of diversity so the necessary strategies are put in place to mitigate any challenges. (Benschop, 1998; Cox, 1995; Morrison, 1995) suggest that more field studies to be conducted in order to provide more insight into the complexity of diversity in organizations and into the way in which processes and practices are implemented. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization (Devoe, 1999).

The Constitution of Kenya 2010, advocates inclusivity in regards to employment in the public sector, thus Ministry of Mining is supposed to portray a balanced diversity in their workforce with regards to ethnic composition, gender, age, academic qualifications and

representation minority groups for example persons with living disability. While implementing diversity policy is a challenge both at strategic or even organizational level, organizations must continually improve to turn these challenges into opportunities. Despite government legislations that have been put in place to ensure workforce diversity in public sector such the affirmative action, questions have been raised with regards to workforce diversity in the Kenyan civil service. There has been also revelation of low involvement and participation by women in civil service especially in the managerial and leadership positions which is still below the one-third constitutional requirement an aspect that is against gender inclusion and empowerment policies.

Several local studies have been conducted on the benefits of diversity to organizations. In a research on Workforce Diversity Management and Employee Performance in the Banking Sector in Kenya by Munjuri & Maina (2013), it was found that cultural diversity management seems more sensitive in the Bank and served a pivotal role. It encourage better employee retention, increased productivity, better morale, an expanded market share and improved customer service. While a study by Kundu (2001) on Managing Cross Cultural Diversity concluded that organizations with high levels of well managed diversity are effective in steering corporate cultures that have new perspectives, pioneering capabilities and fresh ideas necessary to survive. Previous studies undertaken on diversity have not specifically dealt with ministry of Mining. A study undertaken by Nguata (2013) did an investigation on challenges of implementing diversity policies in public universities. The study reports that those public universities in Kenya have in place workforce diversity policies with laid down strategies for effective implementation. The

researcher went further to state that implementation challenges are emanating from both external forces outside the public universities and from within.

Another study by Njoki (2000) on the factors affecting implementation process of diversity in the public service, the findings indicated, there was need to include all ethnicities in the activities in the public service. The researcher seemed to have focused on ethnicity to represent diversity. Diversity has five primary components; gender mainstreaming, ethnicity and racial diversity, sexual Orientation, disability mainstreaming and age consideration. There is need to establish how important each component is in order to develop implementation of programmes and policies that work and not focus on challenges of implementation. In the studies by Njoki (2000) and Nguata (2013) this is lacking. Both Nguata (2013) and Njoki have not addressed how the implementation is undertaken. This study will bridge the knowledge gap and provide answers to the question; what are the challenges faced by the Ministry of Mining in the management of workforce diversity?

### **1.3 Research Objective**

The objective of this study was to determine the challenges faced by the Ministry of Mining in managing of workforce diversity.

### **1.4 Value of the Study**

The findings of the study will be of great significance in offering guidelines to address challenges in managing workforce diversity policies in the Ministry of Mining as well as the entire Kenyan civil service especially in the wake of the much needed organizational cohesion as well as availing equal employment opportunities. The study will therefore provide a reference in the formulation and review of current policies on managing

employee diversity in the public sector. The study will also enable benchmark the commitment of the government in tackling some of the emerging workforce diversity challenges.

The work will form a solid foundation of existing knowledge derived from large institutions, hence the results can be implemented in other smaller institutions seeking to become learning organization. For practice, it will offer guidelines in policy review and formulation especially the human resource managers in proper staffing levels through recruitment and retention of a diverse workforce.

Researchers and academicians in the field of HR will find the study useful as a guide for carrying out further studies. To researchers, it will pose a challenge to be proactive in the search of solutions to ensure workforce diversity need not be a challenge any more due to limited body of knowledge.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The main focus of this chapter is to describe in detail the literature on diversity in the workforce in order to understand the complexity and breadth of workplace diversity challenges. This chapter also intends to provide insights on the trends that have emerged in the field of diversity, and information that can be used to develop new and unique approaches that fit the specific needs of particular organizations.

#### **2.2 Theoretical Foundation**

This study will be based on Social Identity theory, Upper Echelon theory and Strategic Choice theory.

##### **2.2.1 Social Identity Theory**

According to Tajfel & Turner (1986) social identity theory, people tend to classify themselves and others into various categories such as organizational membership, religious affiliation, gender and age cohort. According to the theory, people may be classified in various categories and different individuals may utilize different categorization whereby categories are defined by prototypical characteristics abstracted from members. (Tajfel, 1982) cites that stereotyping, prejudice, and conflict are critical consequences of social identity and self-categorization.

As the theory of social identify could provide a conceptual foundation for researchers in the examination of diversity, however it tends to lead diversity researchers to the study of power and inequality termed as “minimal inter-group paradigm” (Prasad et al. 2006). This paradigm suggests that all identity groups at all times engage in in-group bias and



the bias is stronger in a high status group than a low status group. Furthermore, in-group bias practiced by highly privileged groups is likely to be decidedly more costly to historically disadvantaged groups than the reverse could ever be (Prasad et al. 2006). Prasad et al. (2006) suggest that while in-group bias and out-group discrimination are natural phenomenon of organizations, organizations should try to mitigate its effects.

### **2.2.2 Upper Echelon Theory**

Upper Echelon Theory (Hambrick & Mason, 1984) argues that organizations wishing to attract, retain, and benefit from diverse talent are often advised to begin by increasing the diversity of their senior management (Cox, 1994; Gelfand et al, 2004). Doing so has been proposed to help not only because of the signal that it sends to diverse employees about their advancement potential, but because a diverse senior management team is more likely to be sensitive to the issues requiring attention for the retention and advancement of diverse employees. Thus, organizations with more diverse senior managers are expected to adopt diversity initiatives, which help organizations, attract diverse talent and also facilitate organizational functioning through more careful attention to the needs of diverse employees.

### **2.2.3 Strategic Choice Theory**

Strategic choice theorists argue that top executives make decisions that influence organizational outcomes and performance (Child, 1972; Dean & Sharfman, 1996; Hambrick and Mason, 1984; Hrebiniak & Joyce, 1985). The strategic-choice perspective is rooted in action theory, where organizational structures and responses are fashioned after the people in power (Astley and Van de Ven, 1983). This perspective focuses attention on the power holders to explain organizational processes. Effective strategic

choice requires the exercise of power and that organizational actors possess the discretion to act in their own free will. Thus, CEOs are assumed to have substantial leeway in shaping their organizations (Finkelstein & Hambrick, 1996).

### **2.3 Challenges of Managing Workforce Diversity**

There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization (Devoe, 1999). Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty, et al., 1995). Negative attitudes and behaviors in the workplace include prejudice, stereotyping, and discrimination, which should never be used by management for hiring, retention, and termination practices (could lead to costly litigation).

Workplace diversity exists when companies hire employees from various backgrounds and experiences. Many companies see workplace diversity as an investment toward building a better business. Although workplace diversity provides many benefits, it also poses many challenges to employees and managers. To reap the benefits of workplace diversity, employees and managers must understand the challenges and knowhow to effectively deal with them. Diversity and inclusion affect not only the businesses' people and operations internally but also their customers, suppliers, and other external stakeholders. There are challenges to managing a diverse work population. Managing diversity is more than simply acknowledging differences in people. It involves

recognizing the value of differences, combating discrimination, and promoting inclusiveness. Managers may also be challenged with losses in personnel and work productivity due to prejudice and discrimination and complaints and legal actions against the organization (Devoe, 1999).

Employees who oppose workforce diversity usually reject new ideas and make work environments more difficult. If the company does not handle opposition properly, workplace diversity initiatives may not provide the intended benefits to the company. To deal with opposition, companies should explain the reasons for diversity and what benefits changes in diversity bring to management and employees. Alleviating fears some people possess about workplace diversity may reduce much of the opposition. Negative attitudes and behaviors can be barriers to organizational diversity because they can harm working relationships and damage morale and work productivity (Esty, et al., 1995).

According to Greenberg (2004) the major challenges are communication, resistance to change, and implementation of diversity in the workplace. D'Netto and Sohal (1999) cite challenges from workforce diversity as meeting diversity challenges requires a strategic human resource plan that includes a number of different strategies to enhance diversity and promote the productivity and effectiveness. It also compels Human resource managers to solicit a trainable population, check required skills and competencies against the job, market jobs sufficiently ahead of needs, and extend the workforce boundaries to include the nationals of other countries. It brings with it the need for re-examining Human resource practices from top to bottom need to be re-examined to cope with the new strengths and challenges of diversity, so

better approaches can be created by management to recruit new talent, retain them, and manage them more effectively (Denton, 1992).

Robinson et al.,(1994) also cite that Human resource managers are faced with the challenge of convincing their senior management that diversity programs are beneficial to the organization. Some organizational leaders are concerned that implementing diversity initiatives is too expensive, upsets productivity and causes disruption in the workplace. Prejudice and hostile work environments also pose internal stumbling blocks to managing workforce diversity effectively. An important barrier that affects full integration of ethnic employees is the issue of poor communication or lack of it by failure to overcome the various barriers to communication (Loden and Rosener, 1991). According to Morrison (1992) managing diversity involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge. Recent studies have shown a strong correlation between good diversity practices and profits (Hayles and Mendez, 1997) as diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the procedures and methods which were employed in the study in order to satisfy the objectives and answer the research question. These include: the research design, data collection and data analysis. These will be presented below.

#### **3.2 Research Design**

This study used a case study. Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context.

#### **3.3 Data collection**

The study relied on primary data, which was collected using a semi-structured questionnaire. The respondents were the heads of directorates and departments at the Ministry. The questionnaire had two main parts. The first part was used to gather general information for each respondent. The second part focused on the diversity practices and challenges in managing those issues in the Ministry. The questionnaire consisted of both open-ended and closed-ended questions. The questionnaires were dropped at the directorates and picked later.

#### **3.4 Data Analysis**

The filled questionnaires were checked for completeness and then coded and the data analyzed using both qualitative and quantitative methods. Qualitative nature of the data collected was processed through content analysis. Whereas, quantitative data collected was summarized using descriptive statistics such as percentages and presented in figures.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter results from data analysis and discussion of the same on challenges of managing workforce diversity.

#### 4.2 Response rate

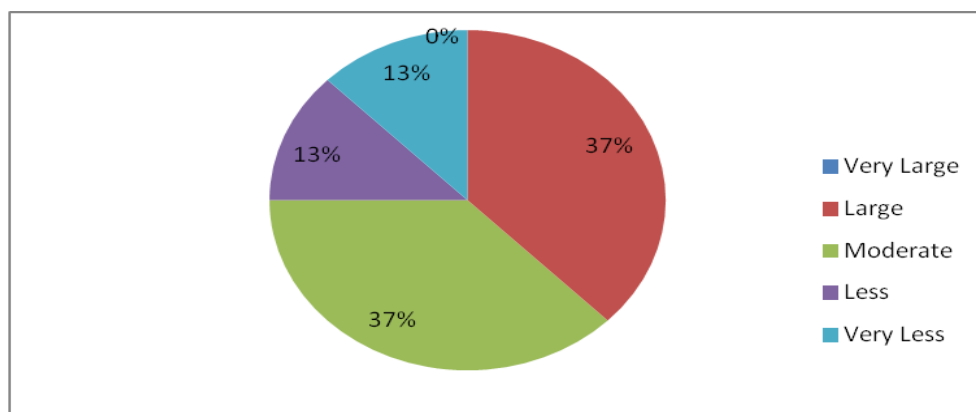
The researcher interviewed a total of sixteen respondents out of seventeen in the sample, which gave a response rate of 94%. The response rate was considered adequate to generate representative results on the subject of study.

#### 4.3 Management of Workforce Diversity

##### 4.3.1 Gender Mainstreaming

The respondents indicated that the Ministry had a draft policy on gender and had gone further to develop a workplace policy on sexual and gender based violence which seeks to facilitate the eradication of Sexual and Gender Based Violence (SGBV) in the Ministry as presented in figure 4.1 below:

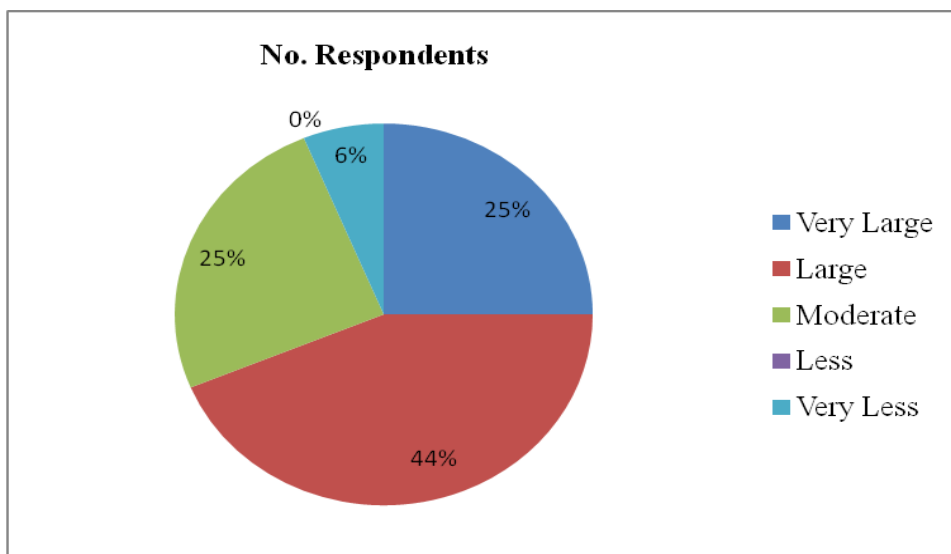
**Figure 4.1: Perceived Extent to which Gender Policy Exists in The Ministry**



Source: Resesarch data (2015)

In the Performance Contracts signed by the Cabinet Secretary, gender mainstreaming is a statutory obligation and the target is to coordinate compliance with one third rule on appointments, promotions and employment in the Ministry. Guidelines on gender policy are issued by the National Gender and Equality and Directorate of gender under the Ministry of Planning and Devolution. The respondents agreed 44% and 25% to a large and very large extent that gender is an important component of diversity management as illustrated in figure 4.2 below:

**Figure 4.2: Extent to which the Ministry Perceives Gender as Important**

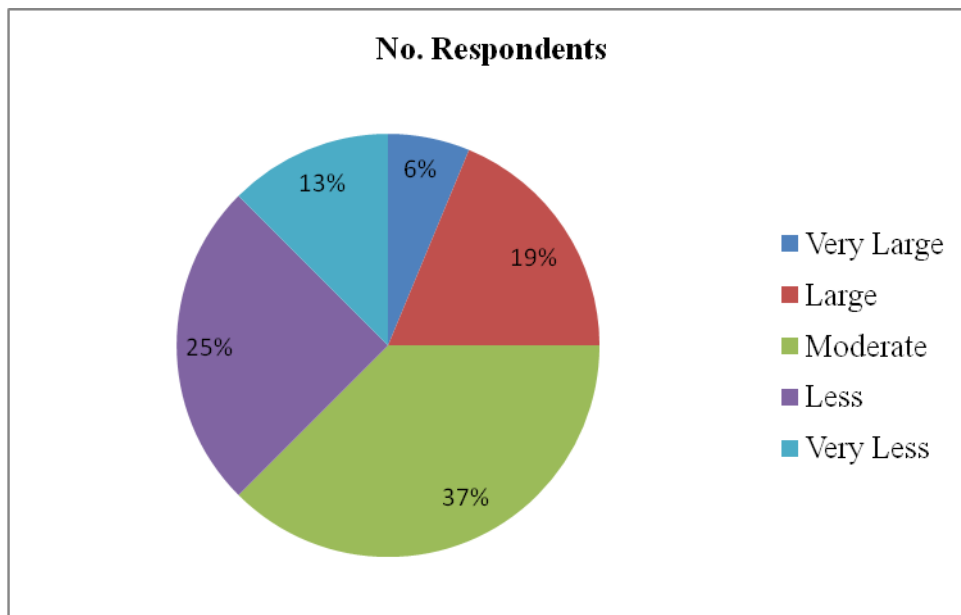


Source: Resesarch data (2015)

The Constitution of Kenya 2010 prioritized equity and equality in all aspects as prescribed in Chapter our. The Constitution recognizes the rights and fundamental freedoms of all citizens, and guarantees equality and reedom from discrimination on any ground, including sex. Moreover, Article 27 (8) stipulates that “the State shall take legislative and other measures to implement the principle that not more than two-thirds o

members of elective or appointive bodies shall be of the same gender.”37% of the respondents to a moderate extent stated that the Ministry had adhered to one third rule in recruitment and other representations whereas, 25% and 13% less and least agreed respectively. This implies a mixed reaction on the issues of gender representation in the Ministry among the respondents as illustrated in figure 4.3 below:

**Figure 4.3: Extent to which the Ministry of Mining Adheres to One-Third Rule**



Source: Resesarch data (2015)

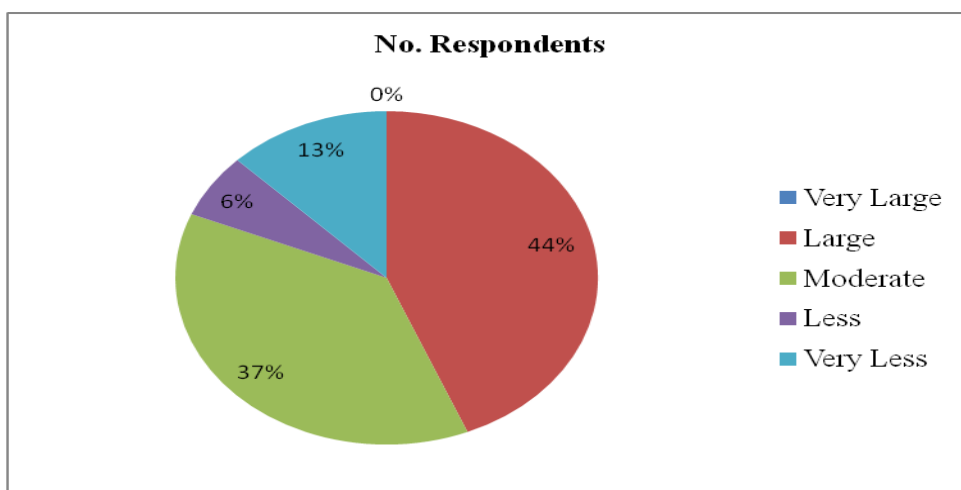
The findings in figures above imply that efforts have been made by the Ministry to mainstream gender and most respondents were well versed with gender mainstreaming and how important it is as a diversity component but the perception on its adoption and implementation at the Ministry varied. This implies that the Ministry has put in place measures to address gender issues including sexual and gender based violence though some gaps still exist.



### 4.3.2 Disability Mainstreaming

Persons with disabilities are found in organizations, some are born with disability others get disabilities as a result of accidents and other illness .The respondents confirmed that there is a disability mainstreaming policy in place which ensure implemetation of government policy on affirmative action or persons with disabilities (PWDs) as shown in figure 4.4 below:

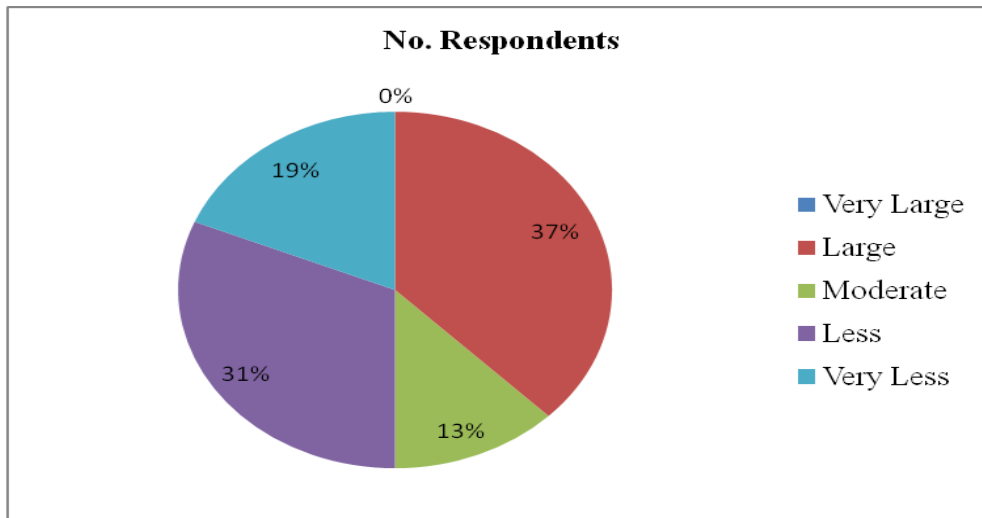
**Figure 4.4: Responses on Disability Mainstreaming Policy**



Source: Resesarch data (2015)

Findings from the respondents to a large extent (37%) agreed that persons with disability are engaged in the Ministry,13% had a moderate extent whereas, 31% to a less agreed and 19% to a very least extent agreed with the statement as presented in figure below 4.5. The issues of disability mainstreaming is Performance Contracting target, it is clear that there is an officer nominated to oversee its activities. The inclusion of disability matters in the performance contract therefore has enhanced disability management matters. All these activities imply that the Ministry has taken disability mainstreaming a notch higher.

**Figure 4.5: Respondents Views on Ministry’s Engagement of PWDs**

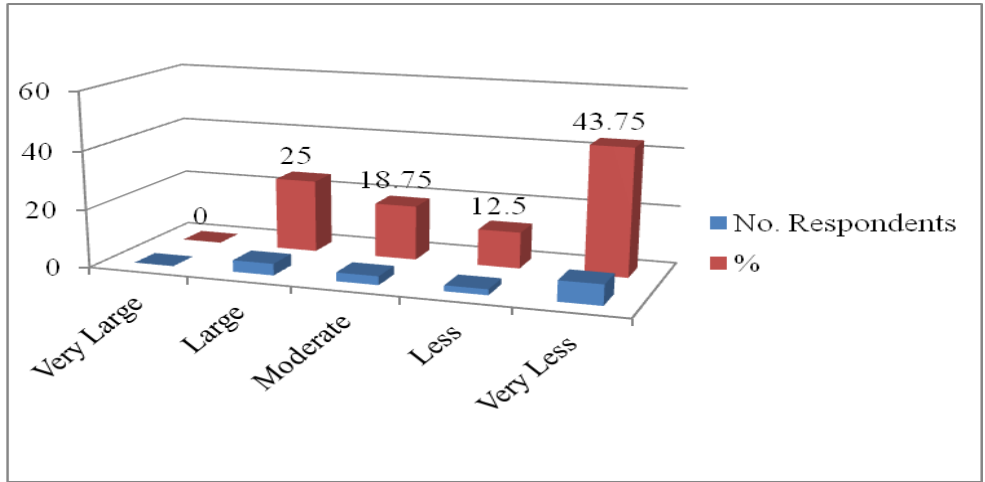


Source: Resesarch data (2015)

### **4.3.3 Ethnicity**

Ethnicity relates to cultural factors such as nationality, culture, ancestry, language and beliefs. Ethnicity is an important component of diversity because it entails equity of treatment in the workplace and includes the following activities; recruitment, appointment in public offices, training, career progression, deployment, inclusion in remuneration and allowances payable. Management of diversity is now embedded in the Constitution of Kenya 2010 and requires that not more than one third of public appointments should be from one ethnicity. Majority of the respondents (43.75%) were of the view that the Ministry has no policy on ethnic inclusivity as presented in figure 4.6 below. From the respondents views, there needs to be a specific policy on ethnicity in the ministry for smooth implementation.

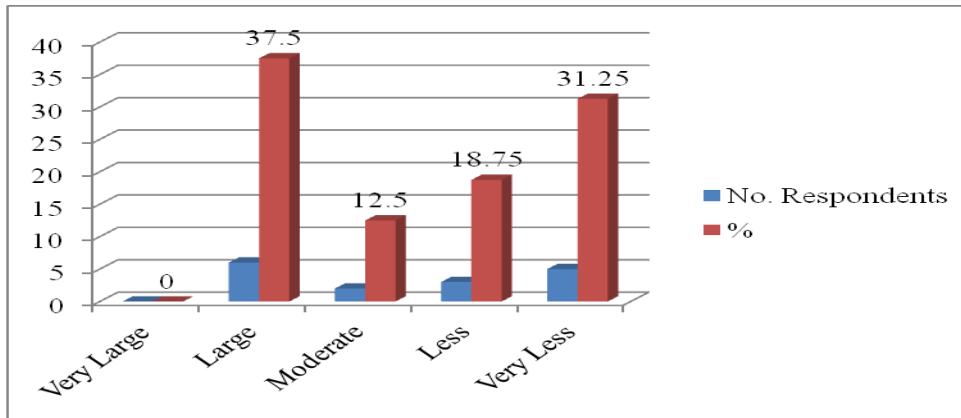
**Figure 4.6: Respondents Views on Ethnic Inclusivity Policy**



Source: Resesarch data (2015)

The Ministry is currently relying on the provisions of the Constitution of Kenya to mainstream ethnicity matters and circulars from government. Not having a specific policy does not articulate the matters well and this leads to certain aspects not being addressed. Majority of the respondents (37.5) to large extent agreed that ethnicity is an important component of diversity at the Ministry. But also a large portion of the respondents (31.25%) to a least extent agreed with the same as shown in figure 4.7 below:

**Figure 4.7: Ministry's Perception of Ethnicity**

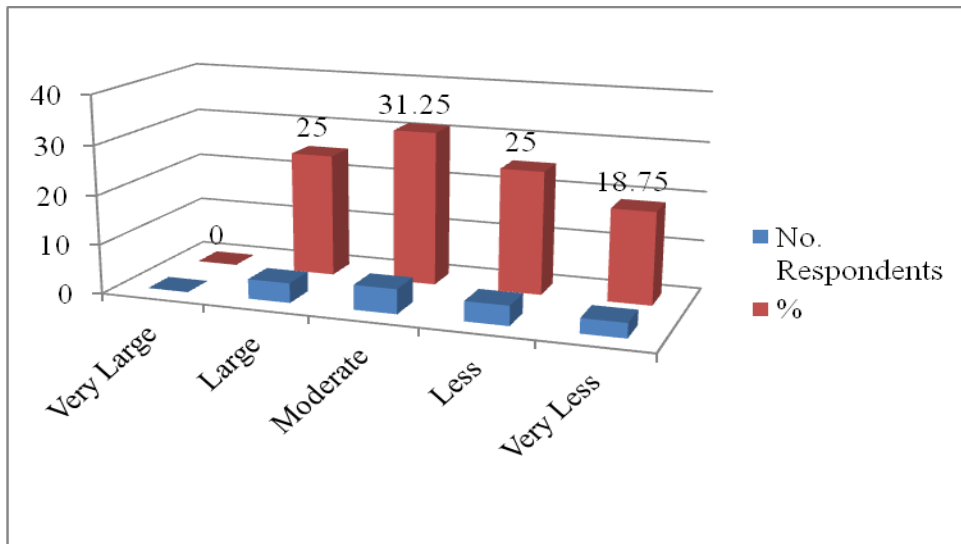


Source: Resesarch data (2015)

#### 4.3.4 Age Consideration

The Ministry has diverse age groups, although majority are aged forty years and above and the younger generation rely on the older generation for coaching in the workplace, due to their experience. The younger generation has a different work orientation than the one set by the older generation. Majority of senior officers are much older than the young ones who are relatively in lower positions. The respondents views was that, there was no direct policy on age consideration but there was general integration of all staff guided by government circulars and the human resource manual which stipulates that the employment age is eighteen years and the mandatory retirement age is sixty years, although employees can retire under the ‘50-year rule’, if they so wish.

**Figure 4.8: Respondents Views on Age Integration Policy**

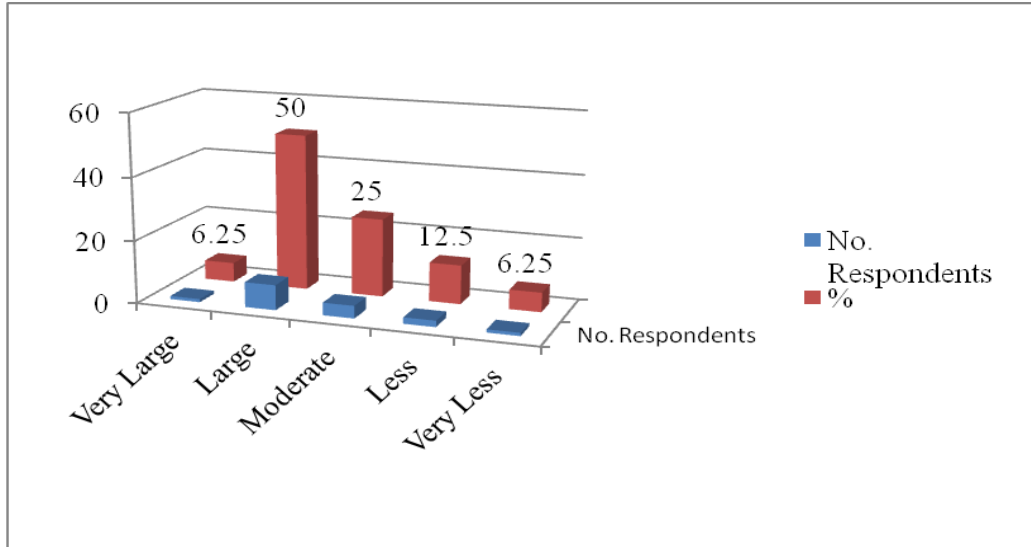


Source: Resesarch data (2015)

The youth comprise 36% of the national population but alarmingly 61% of the them remain unemployed. About 92% o the unemployed youth lack vocational or professional skills demanded by the job market. The high unemployment levels have led to increased

dependency levels, slow economic growth, increased poverty levels and rising national security challenge that negatively impacts on the overall objectives of the Vision 2030. Majority of the respondents (50%) to a large extent indicated that the youth were being considered for opportunities at the Ministry through student attachments, employment as interns and casuals and also in the awards of tenders as indicated in figure 4.9 below. In 2013, His Excellency the President Uhuru Kenyatta, pledged that the procurement rules would be amended to allow 30 per cent of contracts to be given to the youth, women and persons with disability without competition from established firms through the Access to Government Procurement Opportunities (AGPO) initiative. Respondents views that not much has been done though at the Ministry to have a policy to mitigate any challenges that may arise out of age disputes.

**Figure 4.9: Respondents Views on Youth Opportunities in the Ministry**

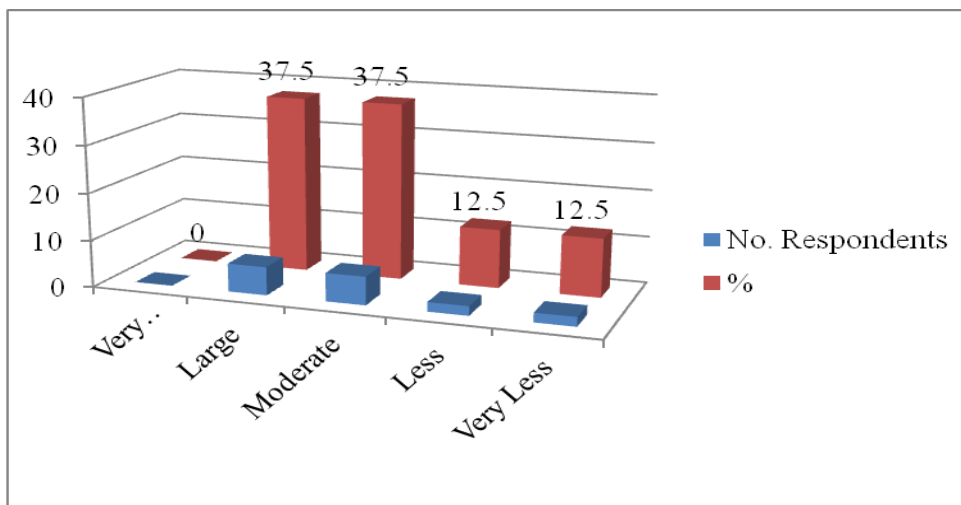


Source: Resesarch data (2015)

### 4.3.5 Training and Development

The Kenya Government recognizes the importance of developing and training public servants. It is the policy of the Government to continually upgrade core competencies, knowledge, skills and attitudes of public servants with the aim of addressing identified performance gaps. Resources have been availed to ensure that every employee in the public service receives training that will contribute to enhancement of the quality of service delivery. The government is also keen to ensure that employees receive training that is relevant and that improves productivity and performance. The Human Resource Management and Development Units (HRM&Ds) in the Ministry has been charged with the responsibility of enabling training and development of workforce with a view to increasing productivity. Majority of the respondents 37.5% to a large extent and 37.5% moderate extent agreed that the Ministry has a training policy, 12.5% to a less and very least extent respectively as shown in figure 4.10 below:

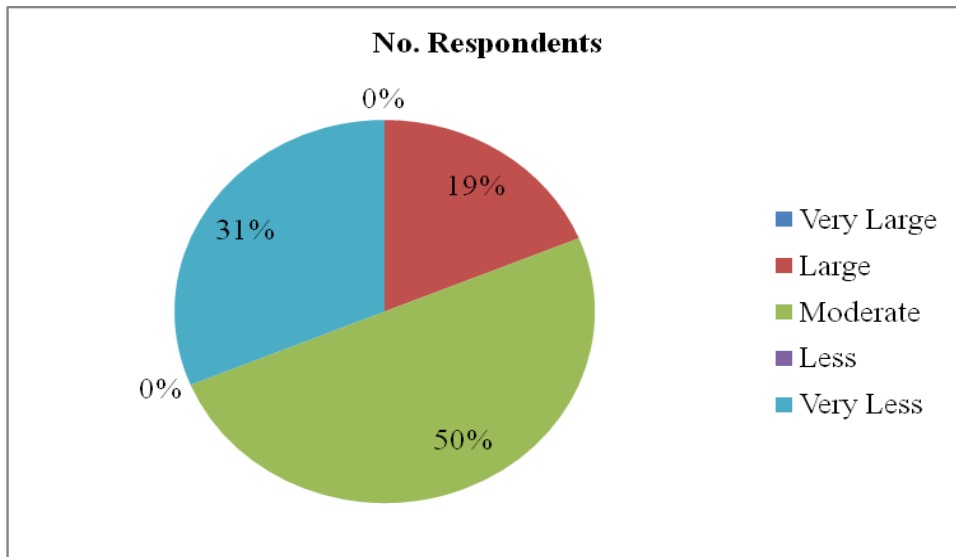
**Figure 4.10: Respondents Views on Training Policy**



Source: Resesarch data (2015)

Majority of the respondents (50%) to a moderate extent agreed that there was transparency in the nomination and selection process at the Ministry as illustrated in figure 4.11 below:

**Figure 4.11: Respondents Ratings of Nomination and Selection Process**

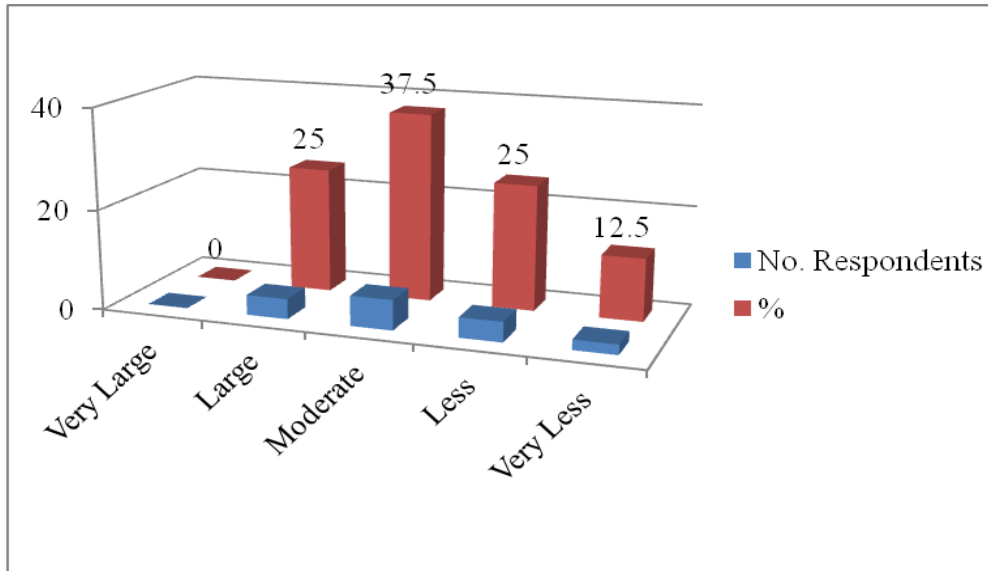


Source: Resesarch data (2015)

#### **4.3.6 Attraction and Retention**

Recruitment and upard mobility of staff in civil service is dependent on the job grading structure hich has over the years been elongated and ranges from Job Groups 'A' to 'T'. This situation has resulted in challenges of career progression in the civil service. Majority of the respondents (37.5%) to a moderate extent agreed that the Ministry had a recruitment policy as presented in figure 4.12 below:

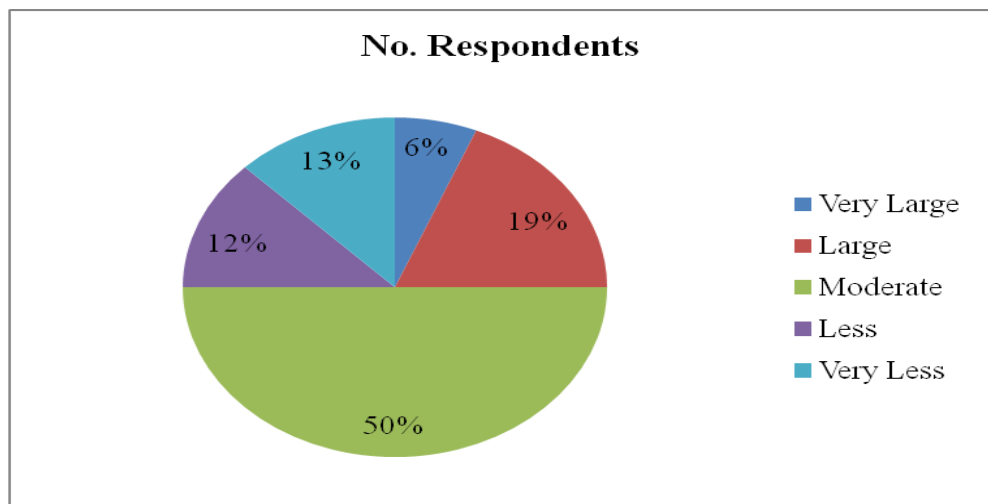
**Figure 4.12: Responses on Recruitment Policy**



Source: Resesarch data (2015)

The mining sector lacks adequate qualified manpower to proper the sector to greater heights. The Ministry is under-staffed due to high staff turnover. Majority of the respondents (50%) to a moderate extent agreed that women are given priority when it comes to technical cadres as presented in figure 4.13 below:

**Figure 4.13: Respondents Views on Women in Technical Cadres**



Source: Resesarch data (2015)



## **4.4 Challenges of Managing Workforce Diversity**

### **4.4.1 Gender Mainstreaming**

The respondents indicated that the Ministry had a gender and development policy as well as workplace policy on sexual and gender based violence but still it faced with a miriade of challenges. Although the ministry is complying with 30 per cent rule and maternity and paternity leave policy; there exist gender gaps which require to be addressed. Lack of awareness on gender issues and concepts among staff, lack of funding to mainstream gender concerns, ministerial programmes do not highlight impact of policies and activities of women, men, girls and boys. The Ministry being newly created, has had a shortage of staff and most of the postings are carried out by the Public Service Commission (PSC) and the ministry has no control over such decisions in terms of gender.

In addition to the above, the patriarchial nature of the mining industry in Kenya for a long time, past trends have not favoured women in the field due to misconceptions and perceptions. Gender staff are limited hence maistreamig activities are hamphored by the inadequate manpower. For example; there is one gender officer at the Ministry within the CPPMU who is in charge of gender mainstreaming and is assisted by a Ministerial Gender Mainstreaming Committee (MGMC) drawn from respective directorates. Gender mainstreaming though is a performance contract in the Ministry, monitoring and evaluation of the set targets is weak and also due lack of funding most of the activities and programmes are not implemented.

#### **4.4.2 Disability Mainstreaming**

The Ministry has chosen the model of affirmative action to achieve diversity management. The Ministry needs to make visible structural changes which can be expounded by its perspectives, policies, purposes, programmes, personnel, practices and power as proposed by Rosado (1996). Thomas (1990) also emphasized that there needs to use change from affirmative action to affirming diversity. Persons with disabilities are found in organizations, some are born with disability others get disabilities as a result of accidents and other illness .There are persons with disability in the Ministry and the respondents confirmed that there is a disability policy formulated by the disability mainstreaming committee.The respondents indicated that there have been challenges and these included negative attitude of some of the employees, lack of an action plan, lack of training and sensitization on disability concerns, lack of committment to implement disability programmes i.e. slow infrastructural adjustment, funding for the activities among others.

#### **4.4.3 Ethnicity**

Ethnicity relates to cultural factors such as nationality, culture, ancestry, language and beliefs. Ethnicity is an important component of diversity because it entails equity of treatment in the workplace and includes the following activities; recruitment, appointment in public offices, training, career progression, deployment, inclusion in remuneration and allowances payable. Management of diversity is now embedded in the Constitution of Kenya 2010 and requires that not more than one third of public appointments should be from one ethnicity. Majority of the respondents were of the view that the Ministry has stayed on course in ethnicity management, observing the national

language in the work place, inclusiveness during recruitment, deployment and making quarterly reports to the Public Service Commission on ethnic composition in the Ministry and providing data on promotion, training, hiring, discipline per ethnicity. From the respondents views, there needs to be a specific policy on ethnicity in the ministry for smooth implementation.

The Ministry is currently relying on the provisions of the Constitution of Kenya to mainstream ethnicity matters and circulars from government. Not having a specific policy does not articulate the matters well and this leads to certain aspects not being addressed hence pose a challenge. The respondents view other challenges arising from vested interests or instance promotion of tribalism by people in managerial positions. For example, one respondent pointed out that after freezing of employment, the few chances which arise in the Ministry, those in managerial positions employ their relatives as first priority. Also postings done by PSC are not ethnic sensitive and mostly based on political inclinations. Some respondents felt that the desire for ethnic inclusivity may be there but getting applicants from all ethnic backgrounds in some instances is not a real.

#### **4.4.4 Age Consideration**

The Ministry has diverse age groups, although majority are aged forty years and above and the younger generation rely on the older generation for coaching in the workplace, due to their experience. The younger generation has a different work orientation than the one set by the older generation. Majority of senior officers are much older than the young ones who are relatively in lower positions. The respondents view was that, there was no direct policy on age consideration but there was general integration of all staff guided by government circulars and the human resource manual which stipulates that the

employment age is eighteen years and the retirement age sixty years, although employees can retire at age fifty years, if they so wish.

The respondents indicated that age consideration faced a number of challenges such as freezing of new recruitments by the PSC, lack of proper succession management strategies, increasing of retirement age from 55 years to 60 years hence an aging workforce, youth being considered for lower cadre jobs such as casuals and interns but not managerial roles, some senior employees fail to appreciate the younger generation in terms of their career progression hence retention rate is low among the young, senior officers attend better training than the lower cadre youth, lack of policy guidance in the Ministry hampers harmonized implementation of age integration programmes and initiatives. According to Knight et al (1999) in the study of top management, he found that top management teams with greater age diversity were less likely to engage in agreement-seeking behaviors that could result in reaching strategic consensus.

#### **4.4.5 Training and Development of Employees**

Training is the most cost-effective intervention for improving human resource competencies in any organization. To enhance the outcome of training, the process should be systematic, aligned to the principles of Result Based Management (RBM) and guided by national values and principles of governance and values and principles of public service. The findings also indicated majority of the respondents experienced challenges on issues of training and development with regards to insufficient funding of the training department in the Ministry, MTC is not professionally managed according to one respondent hence training is not continuous to meet emerging needs and also lacks feedback on submitted training projections. Management of training funds not being

under the officer in-charge of training, hence chances of misuse and misappropriation. Respondents also stated that the Ministry tend to apply favouritism when it comes to nomination and selection process and in some cases staff attend courses which are not relevant to the duties they perform. Over-emphasis on non-promotional courses such as ESAMI at the expense of critical promotional courses such as proficiency, SMC, and SLDP.

#### **4.4.6 Attraction and Retention of Employees**

Public Service has a pool of talent that has not been identified, adequately developed and fully utilized. The Ministry lacks a mechanism for identifying, harnessing, recognizing, developing, nurturing and retaining talented staff in the public service. Majority of the respondents were of the view that the Ministry face a great challenge when it comes to attraction and retention which trickles down to other diversity issues such as age consideration, ethnic inclusivity, gender and disability mainstreaming. These challenges range from unclear progression paths, outdated scheme of services especially for the technical cadres, no respect for professionalism in deployments, stagnation and lack of promotions, low remuneration and bureaucratic structures. In addition, the Ministry should create a linkage with the education sector to identify and nurture specialized talent with a view to fast-track such talent for key career specializations that may be in short supply.

#### **4.5 Ministry's Workforce Diversity Policies**

Majority of the respondents agreed that the Ministry had a diverse workforce as indicated in the Integrated Personnel Payroll Database (IPPD) data but equity was lacking when it comes to promotions, recruitments, deployments and training. For example the Ministry

is yet to customize various policies such as ethnicity, youth, training and development and also disseminate policies for stakeholders views. Whereas a few of the respondents were of the view that the Ministry has done a good job in formulating various diversity policies such as gender, training, gender and sexual violence given the short time-frame it has been existence. Majority of the respondents were of the view that the processes, prosedures, and programmes the Ministry had put in place added value to management of diversity. The respondents went further and indicated that reviewing of the policies was a good step to ensure that diversity activities, remained on course and are in tandem with the current legal provisions.

Top leadership commitment is important because it enables, a vision of diversity to be communicated throughout an organization by top-level management, making diversity as part of an organization's strategic plan and linking it to performance, known literature by Hubbard (2003) suggests that diversity planning should be aligned with strategic objectives and goals of the organization so that they are achievable within existing frameworks. There should be a way of measurement and accountability as advocated for by Kossek & Lobel (1996). The Ministry has chosen the model of affirmative action to achieve diversity management. It is important to note that the number of ethnically diverse employees in an, organization does not make it multicultural. The Ministry needs to make visible structural changes which can be expounded by its perspectives, policies, purposes, programmes, personnel, practices and power as proposed by Rosado (1996).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings of the study, conclusions, and recommendations and suggestions for further research.

#### **5.2 Summary**

From the study it was established that the Ministry of Mining has put in place a committee to oversee diversity management issues and there is a policy on gender mainstreaming, disability mainstreaming and gender based violence policy, which deal with any sexual harassment. Programmes and procedures are in place including, recruitment 30% women and 5% persons with disability, training, deployment, and infrastructural changes are in place to support persons with disability. Gender and disability mainstreaming is included in the Cabinet Secretary's performance contract. The study established that the primary components of diversity management ranked in order of importance as; gender mainstreaming, disability, ethnicity, age consideration and sexual orientation. Available literature suggests that problem-solving arguments hold that better decisions would be inherent in heterogeneous problem solving groups (Cox and Blake, 1991). This argument supports the respondents' view that diversity should be enhanced to improve organizational performance. When an organization is tranquil, the employees work freely.

It was established that the Ministry did not have internal policies on ethnicity, sexual orientation and attraction and retention but relied on general government circulars on the three aspects of diversity. Programmes to integrate employees of all ages were not in

place. In the absence of that, discrimination may occur. The respondents indicated that there should be systems to mitigate against the challenges of diversity management such as make it a strategic goal through top level management commitment, accountability to be enhanced and avail the budgetary provisions for the activities. The employees depend on each other be they young or old but the ministry does not have clear integration programmes to ensure smooth transition and succession programmes. In the absence of that, discrimination may occur. External and internal stakeholders are key and therefore should not be left out of discussions on policy formulation and reviews. It was established that the respondents knew the actual numbers of persons with disability to be five out of four hundred employees, which gave 1.25% of persons with disability in the Ministry. The respondents were of the view that institutional framework to address diversity in totality was lacking. Poor and ineffective monitoring of the implementation and inadequate funding was also mentioned by respondents. This is important in order to achieve better standards. The respondents were of the view that merit should not be sacrificed while implementing equity policies in order to accommodate minority groups, instead disadvantaged communities should be assisted to get the right qualifications to compete with others for instance the issue of women in technical cadres. Resistance to policy, lack of top level commitment to diversity management and not understanding the issues in the policies are some of the challenges cited.

### **5.3 Conclusion**

It can be concluded that that the Ministry of Mining has implemented gender and disability mainstreaming policies except for age consideration, ethnicity and attraction and retention of employees. The ministry has identified employees with disability in the



Ministry which account for 1.25% of the total population. But the Ministry lacks policies on ethnic inclusivity, age consideration and attraction and retention, to ensure smooth implementation of management of diversity. The Ministry does not tolerate gender based violence and sexual harassment; the gender based violence policy and the general gender mainstreaming policy are in place. Proper institutional framework and monitoring of diversity has not been established and merit should not be compromised in order to accommodate minority groups instead they should be assisted to get to the right standards of education.

Managing the training function is part of an organization's performance strategy. Training function included the purposes, structure and specialized activity of training and its relationships with other activities within a working organization. Training and development department should be enhanced through adequate budgetary allocations and some vibrancy injected to be more proactive. MTC committee members should also be sensitized on the nomination and selection process for training. From the study, all components of diversity are important and they need to be managed well. Internal and external stakeholders should be included when formulating policies to get full consensus and policies should be reviewed timely. To achieve mitigate against the various diversity management challenges, top level commitment and awareness is key.

#### **5.4 Recommendations**

The study recommends that the following diversity management practices be put in place to remedy against the various diversity challenges as indicated below:

Gender mainstreaming efforts at the Ministry should be stepped up through monitoring and evaluation of implementation process and achieved targets as outlined in the Performance Contracts. Women participation should be visible both the managerial and middle levels and not only at the lower cadre as has been the norm. The Ministry should also attract women to join the technical cadres through awareness of such lucrative courses to students at local universities who will form a pool of qualified talent in the future. Additionally, the Gender docket at the Ministry should be adequately funded, more sensitizations undertaken on gender concerns and the issue of few gender officers addressed through proper staffing.

The Ministry needs to make visible structural adjustments such as provisions of ramps, disability friendly offices and washrooms to cater for the needs of PWDs. More funds should be allocated to disability mainstreaming activities such as sensitization of employees, training on sign language and also ensuring that staff composition of PWDs grows to more than five per cent.

The study recommends the Ministry to formulate a policy on ethnic inclusivity to promote national and regional balances and avoid over reliance on circulars. Top level commitment is critical in ensuring a diverse workforce by promoting equality in recruitments, deployments and trainings. Postings done by PSC should also ethnic sensitive and the HRM division should be involved in the process. Ministry should also organize team building activities to ensure bonding of teams regardless of their different ethnic backgrounds.

The study recommends the Ministry to formulate a policy on age integration to address the problem of an aging workforce and also fast-track recruitment of critical cadres for succession management. Additionally, the youth should be considered for managerial positions and training opportunities same as the senior counter parts to avoid discrimination. Incentives for employees to retire under the 50 year rule may be viable option the Ministry should consider to address the problem of youth unemployment. Last but not least, more opportunities be created for the youth through student attachment and internships programmes.

The study recommends celebration of diversity to be enhanced, through learning, make deliberate efforts to deal with all aspects of diversity. Training department should be adequately funded and the funds be in the care of the head HRM. Nomination and selection process should be fair and transparent and employees projected for relevant promotional courses. Diversity matters should be made an integral part of every activity to ensure policies are institutionalized, increase budgetary allocation for implementation of policies, each ministry should practically account to all the staff and other stake holders, how they have implemented policies, this means that there should be continuous assessment of the implemented policies to enhance better results.

The study recommends attraction and retention of qualified employees through an and effective and efficient recruitment policy. Career progression paths should be clear and revised to meet emerging needs to attract high calibre talent. The Ministry should review outdated scheme of services especially for the technical cadres such as drillers, claims inspectors and inspectors of explosives. Timely promotions of employees to mitigate against stagnation and demotivation as well improved remuneration for all civil servants.

In addition, the Ministry should create a linkage with the education sector to identify and nurture specialized talent and succession management with a view to fast-track the strategic challenge of staff shortage especially for technical cadres.

### **5.5 Limitations of the Study**

This study was confined to Ministry of Mining and thus the results cannot be generalized to other sectors on challenges of diversity management.

### **5.6 Suggestions for Further Study**

The study was confined to the Ministry of Mining, the study may be replicated in other ministries and government agencies to establish whether there will be consistency in the challenges of workforce diversity management. Further research should be undertaken on benefits of diversity management in the Kenyan public sector. This would give another dimension other than what this research has handled.

## REFERENCES

- Barry, M. & Robert M.S. (1998). *Research in Organizational Behavior*. JAI Press. Stamford.
- Wiersema, M. F. and Bantel, K. (1992). "Top management-team demography and corporate strategic change." *Academy of Management journal*, 35, 1992, pp.91-121.
- Carrel, M. R. (2006). *Defining Workforce Diversity Programs and Practices in Organizations: A Longitudinal Study*. *Labor Law Journal*. Spring, 2006.
- McCain B., Charles A.O., and Jeffrey P. (1983). "The Effects of Departmental Demography on Turnover." *Administrative Science Quarterly*
- Tajfel, H. & Turner, J. (1986). *The social identity of intergroup behavior*. In W.A.S. Worchel (Ed.), *Psychology and intergroup relations (2nd ed.)*. Chicago: Nelson-Hall.
- Adler, N. (2002). *International Dimensions of Organizational Behavior*. 4th ed. Cincinnati: South-Western College Publishing.
- Ziller, R. C. (1972). *Homogeneity and Heterogeneity of Group Membership*, In C.G. McClintock, (ed.), *Experimental Social Psychology*. New York
- Kulik, C. T., & Roberson, L. (2008). *Diversity initiative effectiveness: What organizations can (and cannot) expect from diversity recruitment, diversity training, and formal mentoring programs*. Cambridge: Cambridge University Press
- Thomas, D.A. & Ely, R.J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, September–October, 79–90
- Taylor Cox (1994). *Cultural Diversity in Organizations: Theory, Research and Practice*. Berrett-Koehler Publishers.
- Munjuri, M. G. & Maina, R. M. (2013). Workforce Diversity Management and Employee Performance in the Banking Sector in Kenya. *DBA Africa Management Review*.
- Kundu, S. C. (2001). Valuing cultural diversity; a study of employees, reactions to employer efforts to value diversity in India. Proceedings of the 7th Asia –Pacific Management Conference –The Great Asia in the 21st century. *University of Malaya, Kuala Lumpur, Malaysia and National Cheng Kung University, Tainan*.

- Thomas, D. A. & Ely, R. J. (1996). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, 74 (September-October): 79-90
- Bryan, John H, (1999). "The Diversity Imperative", *Executive Excellence*. New Delhi : Sage, July, pg. 6.
- Cascio, W. F. (1998). *Managing Human Resources – Productivity, Quality of Work Life, Profits*. Boston: McGrawHill.
- Cox, T. (2001). *Creating the Multicultural Organization*. Jossey-Bass. San Francisco.
- Wentling, R. M., Palma-Rivas, N. (2000). "Current Status of Diversity Initiatives in Selected Multinational Corporations" *Human Resource Development Quarterly*, 11 (1) pp.35-60
- Torres, C. & Bruxelles, M. (1992). "Capitalizing on Global Diversity," *HR Magazine*, December, pg 30-33
- Guetzkow, H. (1955). *Multiple Loyalties: Theoretical Approach to a Problem in International Organizations*. Princeton University Press. New Jersey.
- Jordan, R.S. (1971). *The Influence of the British Secretariat Tradition on the Formation of the League of Nations*, in R. S. Jordan (ed.), *International Administration*. Oxford University Press. New York.
- McLaren, R.I. (1997). "Organizational Culture in a Multicultural Organization", *International Review of Administrative Sciences*, 63, *op. cit.*
- Martin, J. (1992). *Cultures in Organizations: Three Perspectives*. Oxford University Press. New York.
- Mighty, E. J. (1996). *Factors affecting the adoption of employment equity: An example from Organizations*. Princeton University Press. New Jersey
- Child, J. (1972). 'Organizational structure, environment and performance: The role of strategic choice'. *Sociology* 6: 1-22.
- Hambrick, D.C. & Mason, P.A. (1984). Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9(2), 193-106.
- Pfeffer, J. (1983). "Organizational demography." In L.L. Cummings and B.M. Staw (eds.). *Research in Organizational Behavior*. Greenwich, CT: JAI Press.

- Harrison, D. A., Price, K. H. & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface- and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41: 96–107
- Hogg, M. A., Terry, D. J. & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly*, 58,255–269.
- Korte, R. F. (2007). A review of social identity theory with implications for training and development. *Journal of European Industrial Training*, 31(3), 166-180.
- Devoe, D. (1999). *Managing a diverse workforce*. San Mateo, CA: InfoWorld Media Group.
- Balogun, M. J.( 2000) “The Scope for Popular Participation in Decentralization, Community Governance, and Development: Towards a new Paradigm of Centre Periphery Relations.” *Regional Development Dialogue*, Vol. 21 No. 1, Spring 2000.
- Esty, K., Griffin, R. & Schorr-Hirsh, M. (1995). *Workplace diversity. A managers guide to solving problems and turning diversity into a competitive advantage*. Avon: Adams Media Corporation.

## APPENDICES

### APPENDIX I: QUESTIONNAIRE

#### PART A: GENERAL INFORMATION

1. Name of the institution (Optional) .....
2. Name of the Directorate/ Department.....
3. Gender            Male                    Female
4. Age Bracket  18-35 Years     36-50 Years         50 & Above Years
5. Job  
     Group.....Designation.....
6. Highest Academic Qualifications.....
7. Do you have any form of disability? Yes/ No  
     (If yes state the nature.....)

#### PART B: CHALLENGES IN MANAGING WORKFORCE DIVERSITY

8. To what extent do you agree with the following statements on management of workforce diversity in the Ministry? Please tick as appropriate.

##### 1. Gender mainstreaming

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a) Ministry has a gender policy					
b) Gender is an important component of diversity management					
c) One third gender rule is adhered to in recruitment and other representations					

- c) What challenges does the ministry face in management of gender mainstreaming?

.....

.....

.....



## 2. Disability mainstreaming

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a) Ministry has a policy on disability mainstreaming					
b) Persons with disability are engaged in the ministry					

c) What challenges does the ministry face in management of disability mainstreaming?

.....

.....

.....

## 3. Ethnicity

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a) A policy on ethnic inclusivity is in place at the Ministry?					
b) Ethnicity is an important component of diversity at the Ministry					

c) What challenges does the ministry face in ensuring ethnic inclusivity?

.....

.....

.....

#### 4. Age Consideration

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a) Policy on integrating employees of all ages is in place					
b) Youth are considered for opportunities at the Ministry					

c) What challenges does the ministry face in terms of age consideration?

.....

.....

#### 5. Training and Development

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a) Ministry have a training policy					
b) There is transparency in nomination and selection process for training					

c) What challenges does the ministry face in terms training and development?

.....

.....

.....

**6. Attraction and Retention**

Tick (√) applicable option	Very Large	Large	Moderate	Less	Very Less
a)Ministry has a recruitment policy					
b) Women are given priority when it comes to technical cadres					

c) What challenges does the ministry face in terms attraction and retention of qualified and competent employees?

.....

.....

.....

9. In you opinion, does the Ministry have a diversified workforce? Yes/No. If nogive reasons.

.....

.....

.....

10. Are there any policies/strategies that have been put in place to overcome these challenges? Yes/No. If yes please list them below.

.....

.....

.....

**Thank you for your responses**

## APPENDIX II: Job Groups Composition of Employees in Ministry of Mining

<b>Job Groups</b>	<b>'P' &amp; Above</b>	<b>'K'-'N'</b>	<b>'B'-'J'</b>
<b>Female</b>	7	42	82
<b>Male</b>	30	102	135
<b>Total</b>	<b>37</b>	<b>144</b>	<b>217</b>

Source: Research data (2015)

### APPENDIX III: Academic Qualifications of Employees in Ministry of Mining

<b>Academic Qualifications</b>	<b>Master's Degree</b>	<b>Bachelor's Degree</b>	<b>A' Level</b>	<b>O' Level &amp; Below</b>
<b>Female</b>	6	14	0	111
<b>Male</b>	13	69	20	165
<b>Total</b>	<b>19</b>	<b>83</b>	<b>20</b>	<b>276</b>

Source: Research data (2015)

#### **APPENDIX IV: Age Composition of Employees in Ministry of Mining**

<b>Age Brackets</b>	<b>35 Years &amp; Below</b>	<b>36-49 Years</b>	<b>50-60 Years</b>
<b>Female</b>	41	62	28
<b>Male</b>	51	116	100
<b>Total</b>	<b>92</b>	<b>178</b>	<b>128</b>

Source: Research data (2015)

**APPENDIX V: Ethnic Composition of Employees in Ministry of Mining**

<b>Ethnicity</b>	<b>Number</b>	<b>Percentages (%)</b>
Kikuyu	94	24%
Luhya	62	16%
Luo	49	12%
Kalenjin	46	11%
Kisii	45	11%
Kamba	42	10%
Embu	16	4%
Others; Bajub, Basuba, Boran, Gabra, Mijikenda, Pokomo, Taita, Pokot, Rendile, Samburu, Teso, Kuria, Maasai, Mbere and Shirazi	44	11%
<b>TOTAL</b>	<b>398</b>	<b>100%</b>

Source: Research data (2015)

## **APPENDIX VI: RESPONDENTS FROM THE MINISTRY OF MINING**

1. Deputy Director Human Resource Management
2. Deputy Secretary
3. Director, Mines
4. Director, Geological Survey
5. Director, Mineral Promotion and Value Addition
6. Deputy Director ICT
7. Deputy Chief Economist
8. Supply Chain Management Officer
9. Chief Finance Officer
10. Principal Legal Officer
11. Gender Officer
12. Youth Officer
13. Senior Assistant Accountant General
14. Public Communications Officer
15. Cartography Assistant
16. Superintending Geologist