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Exploring the Impact of Diversity Management on Performance

A Case Study on Telecom Fiji Limited

by

Sudesh Kumar

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Commerce

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School of Management and Public Administration
Faculty of Business and Economics
The University of the South Pacific

June, 2008
Declaration of Originality

I declare that this thesis is my own work and that, to the best of my knowledge, it contains no material previously published, or substantially overlapping with material submitted for the award of any other degree at any institution, except where due acknowledgment is made in the text.

………………………….
Sudesh Kumar
(13 June 2008)

I hereby certify that this was based on original research undertaken by Mr. Sudesh Kumar.

………………………….
Dr. Gurmeet Singh
Master of Commerce Thesis Supervisor
Acknowledgement

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Abstract

There is an increasing interest in how organisations of all sizes and sectors can practically address and embrace diversity management issues, both internally within their workforce and externally in relation to their customer. There are many differing definitions of diversity management, however it is generally accepted that organisations who manage diversity management effectively go beyond recognising and accommodating the uniqueness of each employee by celebrating, valuing and actively encouraging the diverse workforce, thus fully enabling each individual to maximise their contribution to achieving organisational goals. Diversity management originated in the USA where it is repeatedly being embraced by many organizations and where it has become the basis of a large consulting business. Although a diverse workforce and workplace diversity management are often argued to be critical to organizational competitiveness, little is known about how Fijian organizations are reacting.

This research presents information on the importance of understanding the impact of diversity management on organizations performance. It explores the concept of diversity management in organisational settings, reviewing a variety of key and associated concepts. The links between diversity management and performance are discussed and the implications for diversity supportive organisational development are explored. This study also examined the extent to which human resource management practices were being used by researched organization to manage workforce diversity. The findings of this study indicated that overall, management of workforce diversity is excellent, however it is “mediocre” in the area of human resource. In particular, inadequate diversity management practices were found in the area of communication and remuneration. Finally the need for diversity management policies, top management commitment, networks, role models and good human resource management practices of diversity management is identified and discussed.
# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADSL</td>
<td>Asymmetrical Digital Subscribers Line</td>
</tr>
<tr>
<td>ATH</td>
<td>Amalgamated Telecom Holdings</td>
</tr>
<tr>
<td>AXE</td>
<td>Digital Telephone Exchanges</td>
</tr>
<tr>
<td>CDMA</td>
<td>Code Division Multiple Excess</td>
</tr>
<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>COO</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>FPTL</td>
<td>Fiji Post and Telecommunications Limited</td>
</tr>
<tr>
<td>HRM</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>IPMA</td>
<td>International Personnel Management Association</td>
</tr>
<tr>
<td>ISD</td>
<td>International Subscriber Dialling</td>
</tr>
<tr>
<td>NASPE</td>
<td>National Association of State Personnel Executives</td>
</tr>
<tr>
<td>SBU’s</td>
<td>Strategic Business Units</td>
</tr>
<tr>
<td>SHRM</td>
<td>Society for Human Resource Management</td>
</tr>
<tr>
<td>SKAAEs</td>
<td>Skills, Knowledge, Attitude, Ability and Experience</td>
</tr>
<tr>
<td>STD</td>
<td>Subscriber Trunk Dialing</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
</tr>
<tr>
<td>TFL</td>
<td>Telecom Fiji Limited</td>
</tr>
<tr>
<td>USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>VHF</td>
<td>Very High Frequency</td>
</tr>
<tr>
<td>VTSAT</td>
<td>Satellite service</td>
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Chapter 1

1.0 Introduction

Diversity Management is a strategy to promote the perception, acknowledgment and implementation of diversity in organizations and institutions. Within in organizations diversity management is based on the idea that diversity opens up alternative ways of perceiving, thinking and acting and thus enriches the life of the employees and organizations. Karen K. Meyer,(Managing Director, Global Head of Diversity, Deutsche Bank) states that as a global institution with a diverse client and employee base, their overall strategy is to ensure that diversity is an integral part of organizational daily life (Nancy, 2006). This not only improves organization’s performance but maximize employees’ performance. Other researchers (Earnest and Shawnta, 2003) have stated the proactive management of diverse human resources will aid organizations in gaining and sustaining a competitive advantage in today's dynamic global marketplace. In a nutshell, turning diversity initiatives into business is a win-win situation for both employees and organizations.

Over the past few decades, academics, practitioners and policy makers have recognized that ‘diversity’ is a phenomenon that has a wide array of affects within the workplace and society in general (Koonce, 2001; Stark, 2001; Williams and O'Reilly, 1997). The question “what is diversity” needs to be addressed first before discussion moves to the more involving issue of Diversity Management. Diversity means different things to different people. According to Wentling and Palma-Rivas (2000) the broader definition of diversity may include factors such as age, national origin, religion, disability, sexual orientation, values, ethnic culture, education, language, lifestyle, beliefs, physical appearance and economic status. Harrison et al. (2002) state that diversity can be defined based on observable, “surface-level” demographic differences such as race, sex or age, or on “deep-level” psychological differences in values and ways of thinking. However, in a business context, diversity is approached as a strategy for improving employee retention and increasing consumer confidence.
Diversity increases employee satisfaction and loyalty. Organizations with good track records of equitable opportunities will find it easier to recruit and retain a talented diverse workforce including women and ethnic minorities, who prefer to work where they can expect to advance. If new employees are hired and they see that no one who looks like them has ever made it into upper management, they will conclude that they have to go elsewhere for advancement. Strong leadership and upper-management support for diversity initiatives, along with affinity groups, mentoring programs, and work/life policies, build employee loyalty and a growing commitment towards an organization,s business goals.

Different kinds of diversity exist, e.g. superficial diversity (such as differences in gender, ethnicity, and nationality) and deep-level diversity (such as differences in knowledge and values). Increasing amounts of interaction between individuals reduce the importance of ‘superficial diversity’ and increase the importance of ‘deep-level diversity’. With regard to superficial diversity; its negative effects are stronger to the extent that a fault line develops, separating a group into clear subgroups. This occurs when observable characteristics of individuals in a group correlate, for instance when all the marketers in a group are young females, whereas the engineers are old males (Lau and Murnighan, 1998, 2005). With regard to deep-level diversity, informational diversity (differences in knowledge base) has been found to have positive impact on performance, whereas value diversity (differences in what individuals find important) has been found to have negative impact (Jehn et al., 1999)\(^1\).

The changing demography of the workforce, the global market and increased travel, accessible information and rapid communication, new laws and new organizational structures influence our working environment, making it more and more diverse. As a result of the greater awareness of and insistence on the employment of employees from various cultural groups, the acknowledgement of gender equality and the reality of various age groups, today’s corps of employees reflects greater diversity than did that of a decade or two ago. Employees from diverse environments with divergent abilities are able to satisfy the various needs of clients/customers more effectively, thereby gaining

\(^1\) http://en.wikipedia.org/wiki/Diversity#Human_context
legitimacy. On the other hand since the organization is becoming a multicultural workplace, managers need to develop strategies to manage these employees. A number of studies have identified the critical areas of successful strategies to lead today’s diverse workforce. The identified areas for strategy formulation and implementation are recruitment, selection, and retention; supplier diversity; communications, including mission, advertising, public relations, and websites; compliance; assessment, training, and career development, including mentoring; and compensation, and benefits, including rewards and recognition (Diamente and Giglio, 1994; Clark, 2000; Stovell and Schnack, 2001; Kluttz, 2002; Compilation: McBride and Bostian, 1998; Diversity Inc., 2002; Kluttz, 2002 as cited in McCuiston et al., 2004). Hence the organization could achieve all this through diversity management.

Figure 1.1
Effect of Diversity in Organizational Groups

Source: Milliken, Frances J; Martins, Luis L (1996)
Diversity Management is planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while the potential disadvantages are minimized (Cox, 1994). The term “diversity management” refers to efforts by organizations actively to recruit, retain, and facilitate working relationships among individuals from a variety of backgrounds (Thomas, 1991). According to Torres and Bruxelles, (1992) diversity management means establishing and managing a heterogeneous workforce to perform to its potential in an equitable work environment where no member or group of members has an advantage or a disadvantage. Diversity management includes a process of creating and maintaining an environment that naturally allows all individuals to reach their full potential in pursuit of organizational objectives (Jenner, 1994; Thomas, 1994).

Pitts (2005) argues that diversity management is a multifaceted concept and should be defined in such a manner. As such, he reformulates the definition of “diversity management” to include three components: recruitment programs, programs aimed to increase cultural awareness, and pragmatic management policies. He further states that if an organization is attempting to manage its diversity as an overarching process, or if there is at least the potential for diversity to positively affect performance, then organizations should actively seek it, and recruitment is the only means by which to achieve this.

Similarly, a comprehensive approach to diversity should also involve the building of cultural awareness. It could be the case that organizations with a positive relationship between diversity and performance have simply done a better job of fostering cultural awareness than those with a negative relationship between diversity and performance (Gest and Maranto, 2000; Moskos and Butler, 1996). For example, those employees who value differences can tap into such differences more effectively, produce cultural synergy, and use diversity to their advantage in producing better work outcomes. Employees who do not value diversity will not find it worthwhile to explore cultural differences, leading to conflict, segmentation within work groups, and little chance of producing cultural synergy.
Finally, a complete diversity initiative should involve pragmatic management policies that seek to enhance employee job satisfaction and retention. Such policies could include part-time work, flexible time, generous family leave, or other arrangements that accommodate employees who are not able to conform to a rigid schedule (Kellough and Naff, 2004; Saltzstein et al., 2001). Maintaining such policies permits the organization to recruit from a larger pool of potential employees and to some degree, perhaps, have more or better options. Moreover, providing an environment in which one’s needs are valued could lead to increased retention and preservation of organizational knowledge.

Diversity management emphasizes building specific skills, creating policies and drafting practices that get the best from every employee. It assumes a coherent environment in which organizations aim for effectiveness, productivity and ultimately competitive advantage through improving corporate culture, raising employee morale, higher retention of employees, and easier recruitment of new employees. Through effective integration of diversity management principles in the key human resource functions of recruitment and selection, training and development, performance appraisal and remuneration, an organization can effectively manage workforce diversity; hence this will have an impact not only on employees as individuals but on the organization as a whole.

Furthermore the effects of diversity management may be divided into two categories, internal and external ones. The external effects concern the environment of an organization, such as customers, stakeholders and suppliers. The internal effects refers to differences in workers, such as educational background, experience, skills, demographic and motivational factors and have an influence on organizational structural changes within the organization. This study focuses on the internal effects.
1.1 Effects of Diversity Management in an Organization

Like many new developments diversity management has two faces. The challenge of managing a diverse workforce means on the other hand to create conditions that maximize the potential of each individual employee while on the other hand maximizing the potential to improve organizational performance. All employees have needs to be valued and respected, and they also have goals to satisfy their personal and professional values.

Advantages of Diversity Management can be divided into two categories. One is the internal effect of organizational structural change caused by diversity management and the other is an external result on the environment of a company. As an internal effect the following advantages can be defined: highly motivated employees, innovation and creativity, cost reduction, organizational flexibility, problem solving and knowledge transfer. Due to the two possibilities to recruit employees on the internal and/or external way, it belongs to both sides of the implementation effect. External effects are primarily the marketing aspect.

1.1.1 Advantages of Diversity Management with an Internal Effect

As part of the overview of the field, diversity management will be presented as a value-adding tool, which will show how organizations can improve their performance on variety of factors.

I. Highly Motivated Employees

Several studies have reported that the turnover of employees and absenteeism are often higher among women and ethnic minority groups than for white males in a company. A low level of job satisfaction and frustration over career growth are very often found in minority groups (Harvey and Allard, 2002). Companies that fail to make an appropriate change to use a diverse workforce more successfully and try to keep out employees from different cultural backgrounds can expect to suffer a significant competitive disadvantage. In comparison, organizations that create an environment where all employees can thrive in their own cultural way, can benefit from the competitive advantage of very satisfied
employees. Satisfaction of employees leads to increased motivation. As a result positive effects can be achieved. For examples the rate of turnover and the rate of absenteeism decrease, which has the effect of reducing costs. Additionally, employees who are motivated perform their responsibilities in a better way and therefore objectives of an organization can be achieved faster and more effectively. The resultant improvement in the work environment will be recognized by the workforce, which can be seen as an ongoing, self driving process - as a spiral.

II. Creativity and Innovation
It is advocated that workforce heterogeneity has the potential for higher creativity and innovation. Kanter (1983); and Morgan (1989) claim that "creativity is fostered by diversity". Kanter's study about innovation in organizations revealed that the most innovative enterprises establish a diverse workforce to create a marketplace of ideas recognizing that a variety of points of view can be helpful to the process of coping with problems. A further result of his study stated that high innovative companies tend to employ more women and employees of different cultural backgrounds (Kanter, 1983 and Morgan, 1989: as cited in Harvey and Allard, 2002). Both qualities creativity and innovation, can improve all organizational activities within an organization. Process improvement, advertising, product design, quality improvement and efficient and effective service are only a few examples of organizational activities for which creativity and innovation are extremely important. The creativity in cases of problem solving is higher in heterogeneous work groups as long as the group members have similar ability levels. If people distinguished by gender or cultural group hold different attitudes and perspectives on issues, then cultural diversity will support creativity and innovation (Nemeth, 1986).

III. Cost Reduction
Managers, who are responsible for diversity management should bear in mind that implementation of this process involves also some costs. Therefore all possible advantages and profits coming from diversity management should be compared to the costs of implementation of that strategy. One of the possible ways of increasing an organization’s performance is to reduce costs of absenteeism and costs of staff turnover.
However, managing of a diverse workforce in the right manner is necessary in order to achieve that reduction. There have been a number of studies and researches on productivity of culturally heterogeneous versus culturally homogeneous workforces. The results show that diversity can become a precious asset of a company on the condition that it is managed in the right manner (Harvey and Allard, 2002).

IV. Knowledge Transfer
In addition to the improved recruitment process (see 2.5.5.2) one should notice the internal knowledge transfer between the different educated employees. Knowledge, for all of its value, is an important asset. It is highly perishable, increases with sharing and is cumulative (i.e. new knowledge is built from existing knowledge). Employees are able to learn from each other and operate in the best-practice manner provided that the relationships among the staff do not include any serious conflicts. As a result the workforce is more eager to share its knowledge and thus the whole company benefits from the learning process. That knowledge can also be used for problem solving activities and faster decision-making processes.

V. Problem Solving
Firstly, a diverse workforce can increase revenues through improved problem solving and decision-making. Diverse groups have a broader and richer base of experience from which to approach a problem. Furthermore, within a diverse workforce critical analysis for decision-making processes is improved. In a series of research studies researchers found that members of minority identity groups often hold different worldviews from majority group members. The presence of minority views improves the quality of the decision-making process, so that one gets more and different alternatives on how to order-approach and solve a problem. A significant fact that should be considered is that the quality of problem solving greatly depends on how a diverse group is proactively managed. According to research studies, diverse groups that are trained, compared to diverse groups without training, produce scores that average six times higher. In sum, culturally diverse workforces create a competitive advantage through better decisions by higher levels of critical analysis of alternatives (Harvey and Allard, 2002; Cox, 2001).
VI. Organizational Flexibility
Greater flexibility can be achieved through the adaptations of diversity management. The adaptations are necessary in the sense, that they facilitate the accommodation of diversity. One of the ways to make an organization’s structure more flexible would be to change the patterns of employees' cognitive structures. This means that they have typical ways of organizing and responding to information (Cox, 2001). Furthermore, managing a diverse workforce will lead to more organizational flexibility through less standardized operating methods and broader policies and procedures within an organization. The organization becomes more fluid and adaptable. An important effect is that tolerance for different cultural viewpoints should support a greater openness to new ideas (Harvey and Allard, 2002).

VII. Continuous Improvement
Continuous improvement, in regard to organizational quality and performance, focuses on improving customer satisfaction through continuous and incremental improvements to products, services or processes, including by removing unnecessary activities and variations. Continuous improvement cannot be run only at the top, or even just at management levels. The staff members usually have information that managers do not know about or are reluctant (or afraid) to use. Using their ideas is vital to continuous improvement; the most successful programs seem to be the ones that have the highest staff involvement, right down to the lowest-paid employees. The micro version of continuous improvement is where employees make changes, measuring and using them, working with other people to make adjustments, always striving for improvement, and not waiting for new technology, people, or management to make changes. Continuous improvement makes working more fun, because workers get into an experimenting, trying-new-things frame of mind that makes their jobs as managers and their job more exciting. People start working together towards common goals, with more information; offices become nicer places to work.
1.1.2 Advantages of Diversity Management with an External Effect

I. Recruitment of Human Talent

Foremost, the recruitment of human resources, with the aim of attracting and retaining the best available human talent, can be seen as one of the major competitive factors for organizations. Nowadays, in the increasingly diverse labour market, the companies get the opportunity to employ a workforce with international impropriated skills and global knowledge backgrounds (Cox, 1993). Companies with international operating subsidiaries have the opportunity to fill a vacancy with employees from their own corporate group. This could have different advantages such as that the employee already knows the company and its structure and business.

II. Marketing Aspect

Research on consumer behaviour has consistently shown that socio-cultural identities affect buying behaviour. Marketing will depend to some degree on the ability of companies to understand and respond effectively to the cultural nuances of the diverse marketplace (Cox, 2001). The companies benefit from the distinctive tastes, experiences and points of view of the diverse cultural groups and can see them as different market segments. The culture has predictable effects on decision-making behaviour. Cox (1993) suggests that continued high rates of immigration make this factor relevant in both, national and export markets.

Furthermore, companies may gain competitive advantages from the insights of employees from various cultural backgrounds who can assist organizations in understanding cultural effects on buying decisions and in mapping strategies to respond to them. Thus, the diversity management realizes the potential value of market segmentation based on cultural identity groups. For example, companies like the newspaper USA Today are using the presence of people from a wide variety of cultural backgrounds in their daily news meetings and gain as a result a great marketing success (Harvey and Allard, 2002). A well-used diverse workforce can support selling goods and services in the increasingly diverse marketplace in several ways.
1.1.3 Further Motivating Factors

Beside all these advantages a company may gain by implementation and use of diversity management, there are further external and internal factors to support the motivation for this decision. What else causes companies to start with the implementation process of diversity management?

Table 1: External and Internal Factors / Motivators

<table>
<thead>
<tr>
<th>External Factors /Motivators</th>
<th>Internal Factors /Motivators</th>
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</thead>
<tbody>
<tr>
<td>Competition</td>
<td>Growth and expansion goals</td>
</tr>
<tr>
<td>Economic downturn / upturn</td>
<td>Organizational mission / values</td>
</tr>
<tr>
<td>Demographic changes</td>
<td>Organizational climate</td>
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<tr>
<td>Emerging markets</td>
<td>Employer / customer satisfaction</td>
</tr>
<tr>
<td>Image</td>
<td>Employee / management development</td>
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<tr>
<td>Investor / donor satisfaction</td>
<td>Continuous improvement</td>
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<tr>
<td>Government regulation</td>
<td>Progressive thinking</td>
</tr>
<tr>
<td>Political correctness</td>
<td>Profitability</td>
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<tr>
<td>Production</td>
<td>Performance</td>
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<tr>
<td>Profitability</td>
<td>Complaints</td>
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<tr>
<td>Lawsuit</td>
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Source: Arredondo, 1996.

Some of these motivators are more manageable than others and a few may require immediate attention and others could be addressed over time. All of them are further reasons for implementing Diversity Management. In the majority of cases multiple motivators come together as is the case with internal organizational goals of profitability and employees’ and customer satisfaction and mission, along with external factors including competition, demographic shifts, government regulations and image. These reasons are all the first step of potential organizational viability.

Diversity Management with its emphasis on each individual as a cultural entity and contributor meets the core value of individualism. One of its basic statements is that each employee has potential that can be exercised to benefit the organization. On the other hand, diversity management is and will be always a pragmatic business approach that enables business leaders to view employees as assets contributing to the overall success of an organization, financial and otherwise.
1.2 Challenges and Benefits of Diversity Management

As with any change in administrative or management practice, diversity management efforts will encounter challenges within an organization. First, there is likely to be some resistance on the part of the majority group its members will feel that their chances for employment and promotion are decreased, their benefits are diminished and merit principles, often long fought-for, are compromised. Second, diversity management policies might highlight differences between social groups in an organization, polarize groups and produce conflict in the workplace. Third, diversity management initiatives could challenge organizational culture, which often could be said to exclude or limit opportunities for certain categories of employees (for example, women, ethnic minorities or the disabled) to attain high-level positions. Fourth, it might be difficult to achieve diversity in the Civil Service in countries with widespread poverty where the majority of the population lacks access to healthcare, education and other necessities.

Furthermore some researchers have suggested that workforce diversity is not a competitive organizational strength unless it is effectively managed. Such researchers believe that just having diversity does not in itself guarantee greater business success nor does it guarantee qualitative social and creativity improvements. The negative outcomes of not managing diversity include low morale, ambiguity, conflict and tension, confusion and communication problems. These undermine organizational attachment and reduce effectiveness and workforce cohesion. The greatest loss to an organization when diversity is not a priority is loss of potential business in the form of new customers in growth markets, customers who are proving increasingly loyal to companies that understand their culture and their needs (Diversity Inc., 2002; WCC/HI, 2002).

An important barrier that affects full integration of ethnic employees in the Fijian workforce is the issue of race, mainly Fijian and Indian. A number of steps might be taken by management to ensure full integration of ethnic employees. For example, the human resource managers must not employ people on racial lines but by checking applicants’ required skills and competencies against the job. Organizations that plan for the anticipated workforce and accept cultural diversity management as a progressive technique will benefit from better employee retention, increased productivity, less
absenteeism, better morale, an expanded marketplace and improved customer service. If managed effectively, diversity should yield many benefits as the following discussion will show.

Ethical, legal and political benefits will manifest themselves in the promotion of fairness and justice in the workplace, achievement of peace and stability, creation of economic opportunities and reduction of social inequality. Diversity management will also ensure compliance with personnel-related requirements and increase the potential for grassroots support for government programs and policies. It will help maintain the delicate balance between a government’s need for productive employees and the rights of those employees as free citizens.

Human resource management benefits will occur in the enhancement of an organization’s reputation and its ability to attract and keep the best employees. Effective diversity management could reduce staff turnover and absenteeism, and it should increase job satisfaction among employees, with a resultant improvement in services delivered. It should also bring new perspectives to bear on decision-making and problem solving.

Organizational benefits are increased in an organization’s internal capabilities through the enhancement of its flexibility and fluidity in organizational design. Successful diversity management could enhance organizational insight and cultural sensitivity in addressing the needs and values of its clients, decrease the chances of its experiencing discrimination-related litigation and increase overall its organizational legitimacy. Another organizational benefit of a commitment to diversity is superior business performance. Diversity in gender, race, and age on senior management teams is correlated with superior business performance in worker productivity, net operating profits, gross revenues, total assets, market share, and shareholder value (Bureau of National Affairs, 1998). Diversity drives creativity and performance, insists diversity expert Robert Hayles. “On complex tasks, with equally skilled leadership, diverse teams will out perform teams that aren’t diverse” (Ideas and Trends in Personnel, 1997)
According to Adler (1986), Deluca and McDowell (1992), Fernandez (1993), Grace (1994), Hall and Parker (1993), Morrison (1992), Schreiber (et al., 1993) as cited in D’Netto and Sohal, (1999) good workforce diversity practice in the area of human resources is believed to enhance employee and organizational performance. 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. In addition Hayles and Russell (1997) said that studies have shown a strong correlation between good diversity practices and profits. On the other hand Adler (2002) believes that diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions. To reap these benefits we can say where diversity is promoted and supported by an inclusive environment, organizations can expect to see: fostering of innovation, creation of a safer working environment, higher levels of employee commitment, engagement and pride, a positive impact on customer satisfaction, and an improved financial performance.

Aghazadeh (2004) stated that according to White (1999) “Creativity thrives on diversity”. This means that a company with a diverse workforce can experience higher creativity and innovation. When people of different cultures come together to solve a problem or come up with an idea, they are more able to reach a common solution. Different cultures can bring insightful alternatives to the table. Every company is in search of an idea that will bring them added value ideas, that will increase profit for the business and create a competitive advantage. Since only people can create ideas, the more diverse the company is the greater the chances are for creating new ideas. One group of people is no better than another at generating ideas; and no one can say who will come up with the next big idea. Along with new ideas comes an increase in productivity. When people are brought together to achieve a common goal there is an increase in support for it. People who believe in its success will in turn work harder Aghazadeh (2004).

Having a diverse workplace creates an increase in attracting and retaining the most qualified candidates. Companies will gain a competitive advantage of being able to market and deliver their products within different cultures. Having inside information on how to communicate and what a community wants in a product is a great asset. A
multicultural company can penetrate and widen their markets with the knowledge of political, social, legal, economic and cultural environments. Furthermore, having someone within the organization who can negotiate and speak the language of the country is a very valuable asset. For instance TFL’s employees as locals have the knowledge and are excelling in the business. Looking at this substantial list, we can conclude that irrefutable benefits can be derived from properly implemented policies to promote diversity. The most evident benefits are improved bottom line, competitive advantage, superior business performance, employee satisfaction and loyalty, strengthened relationship with multicultural communities, and attraction of the best and the brightest candidates. On the other hand, organizations in which diversity is not a priority lose potential business in the form of new customers in growth markets, customers who are proving increasingly loyal to organization that understand their culture and needs.

1.3 Theoretical underpinnings of Diversity

According to Pitts and Jarry (2007), “A large share of the theoretical underpinnings relating diversity to performance stems from basic in-group/out-group psychology”. The authors further state that there are three general clusters of theory that exist: i.e. social identification and categorization theory; similarity/attraction theory; and information and decision-making theory. These theories are almost always used as foundations for research linking management of ethnic diversity and its impact on the performance of the organization. Performance can be defined in terms of organizational variables such as morale, employee turnover, and absenteeism, or in terms of financial measures such as sales and profits (Ely and Thomas, 2001). Here we discuss primarily non-financial performance, where the linkage to the program is more direct. However, there is also suggestive evidence regarding financial performance. The authors state that two of the theories (social identification and categorization theory and, similarity/attraction theory) predict that ethnic diversity will have a negative impact on outcomes, while the third (information and decision-making) predicts a positive relationship.

Similarly Williams and O’Reilly (1998) identify three principal models of diversity-performance linkage in the literature. The information-and-decision-making perspective
focuses on the potential creativity and problem-solving benefits of having more diverse information and analyzing it from a variety of perspectives; it therefore predicts a positive impact on performance. The social categorization perspective emphasizes the conflict-generating possibilities resulting from in-group: out-group biases and predicts a negative effect of diversity on performance. The third perspective, similarity/attraction theory, proposes that we are less inclined to like people who are different from ourselves, and therefore that increased diversity is likely to lower cohesiveness and organizational performance.

1.3.1 Social Identification and Categorization Theory
Much of the research on diversity effects predicts a negative relationship between diversity and performance that is premised on faulty work processes (Tajfel and Turner, 1986). As a group becomes more and more diverse, breakdowns in communication, coordination, and cohesion make it harder for members to work together effectively. These process-oriented difficulties prevent the group from producing a final product, solution, or idea that is similar with one produced by a group that did not fall victim to the same procedural difficulties.
Social identification begins with the assumption that each individual wishes to maximize his or her self-esteem and in order to ensure that individuals engage in a series of social comparisons with others. These include individuals placing themselves, and others, into a series of categories along organizational, religious, gender, ethnic, and socio-economic lines, among others. This process leads each individual to establish his or her social identity and the group they belong to. Given the initial assumption that an individual does this to maintain a high level of self-esteem, it follows that individuals will deem the categories to which they belong as "good" (often called the in-group) and the categories to which others belong as "bad" (the out-group). Empirical research has shown that individuals often (falsely) attribute negative characteristics to out-group members, believing the out-group to be comprised of individuals who are less trustworthy, honest, cooperative, or intelligent (Brewer 1979; Stephan 1985; Tajfel 1982, citied in Pitts and Jarry 2007).

According to Messick and Massie (1989) categorization often involves physical characteristics such as gender, ethnicity, and age. Social identification and categorization
theory, then, assumes that individuals quickly stereotype and make judgments about those from other groups. They believe that in a diverse work team or organization, there are many more out-groups than in-groups, a pattern expected to cause heightened problems with trust, communication, and cooperation. As a result, work processes will be made much more difficult, thus causing the final product, idea, or solution to be weaker. According to them this theory suggests a negative relationship between organizational diversity and work-related outcomes. This theory will be used as the basis for the research to find out whether Vodafone Fiji has in-groups and out-group of employees. If they do exist, are they facing the difficulties mentioned above and what is the organization doing to manage it?

1.3.2 Similarity/Attraction Theory
Similarity/attraction stream of research is predicated on the concept that similarity in attributes, particularly demographic ones, increases interpersonal attraction and liking (Byrne, 1971 as cited in Chuang et al., 2004). Individuals with similar backgrounds may find they have more in common with each other than with others from different backgrounds, making it more comfortable for them to work together and collaborate towards producing a product/service or solving a problem. Similarity allows one to have his or her values and ideas reinforced, whereas dissimilarity may cause one to question his or her values and ideas, a process that is likely to be unsettling. On the other hand according to Barlund and Harland (1963) and Triandis (1960) as cited in Pitts and Jarry (2007) the fact that one is likely to be most attracted to those with similar attributes yields clear predictions for the relationship between organizational diversity and work-related outcomes. Early research using the similarity/attraction concept found that dissimilarity generated a lack of "attraction" to others; apparently it decreased communication, message distortion, and communication error. As with social identification and categorization theory, similarity/attraction research would predict that high levels of diversity in an organization or in a work group are likely to lead to faulty work processes. These faulty work processes will, in turn, lead to weaker performance. This theory will be used as the basis for this research to find out whether employees of Telecom Fiji face difficulties, working and communicating with each other or employees with different backgrounds, and if it does, how senior executives are managing this, and what impact it has on the individual and organization performance.
1.3.3 Information and Decision-Making Theory

In contrast, if the diversity-performance link is analyzed from the information/decision-making perspective, the opposite conclusion (that heterogeneous groups should outperform homogeneous groups) is reached. Broadly, the idea here is that diverse groups should collectively possess a wider range of knowledge, and generally benefit from a larger number of contributing perspectives than homogeneous groups, and will thus be able to make better collective decisions and produce more collaborative, creative work. As group members discuss their disparate perspectives, task conflict may occur where group members argue over which viewpoint is better. Such conflict is thought to foster the creation of innovative solutions and creativity in general (Ancona and Caldwell, 1992; Bantel and Jackson, 1989) and there is some evidence to support this point of view (Jehn et al. 1999; Pelled et al. 1999; Bantel and Jackson 1989; Cox, Lobel and McLeod 1991 as cited in Victor Palmer, 2006).

On the other hand Gruenfield et al. (1996) and Wittenbaum and Stasser (1996, as cited in Pitts and Jarry, 2007) state that the stream of research on information and decision-making in groups is predicated on the concept that the composition of the work group will have an effect on how the group processes information, communicates, and makes decisions. They further state that information and decision making in groups tends to show that, for these two specific functions (producing information and making decisions), the faulty processes that result from high levels of heterogeneity are overcome by benefits gained from more creativity, a larger number of ideas, and a larger pool of knowledge. Given the orientation of the first two theories one might have expected this theory would also predict a negative relationship between diversity and outcomes. However, this was not the case in this theory as diversity brings new perspectives to the table, making it possible for an organization to be more effective. This has served as the basis of a number of claims that diversity is a strength and resource for organizations.

As the theory states that it has a positive impact on the performance of both individual and organization, this theory will be used as the basis of this research to prove that heterogeneity (diverse workforce-based on education, creativity, innovation and function, not ethnicity) has a positive impact.
1.4 Overview of Telecommunication Fiji Limited (TFL)

Telecommunications and information technology in Fiji are now enabling technologies that underpin many other economic functions, notably industries and manufacturing, finance and commerce, media and entertainment, social and cultural activities. The network consists of 55 telephone exchanges throughout Fiji and Rotuma, connecting more than 101,000 customers. TFL provides and operates telecommunication services in Fiji under the provisions of the Fiji Post & Telecommunications Decrees 1989.

Amalgamated Telecom Holdings Limited (ATH), the parent company of Telecom Fij, was formed by the Government of Fiji in March 1998 as the vehicle for privatization of the telecommunications industry in Fiji. On 16th December 1998 Government sold 49% of its shares in ATH to the Fiji National Provident Fund, followed in September 1999 by sale of a further 2% to give FNPF the controlling interest in ATH. Today the ATH group consists of Telecom Fiji Limited, Connect, Fiji Directories Limited, TransTel Limited, Xceed Pasifika Limited and Vodafone Fiji Limited.

TFL has instilled its vision and mission into the organization’s new culture for future success by embracing the following values: total customer focus; taking ownership of problems; flexible empowerment; uncompromising ethics; morally courageous; innovative; commitment to a shared vision; and supportive teamwork. TFL’s prestigious position has been achieved through the contribution of its customers. The company has reduced tariff having a negative impact on the revenue, but has increased its competitive position as TFL was under process of deregulation and in January 2008 Fiji’s telecommunications industry was finally deregulated bringing an end to TFL’s monopolistic environment in the telecommunication industry (http://www.tfl.com and TFL’s annual reports from 2003 to 2007).

TFL provides a range of services to its customers including local and national (trunk) telephony services, data services, Teleconferencing, information processing, maritime telecommunications and emergency services. TFL has five strategic business units (SBU’s), each headed by a general manager. It is further divided into two sections. The first section consist of the corporate office and Finance, and reports directly to the chief
executive officer (CEO); and the second section is Telecom Services Group, which is headed by the chief operating officer (COO) and includes business strategy & marketing, network and technology and access. Refer to appendix 2 for a diagram of the organizational structure.

1.5 The Problem Statement

The diversity management approach is essential for all institutions in functioning effectively within the diverse local, national and international environments. It is important that management knows the environment within which they are making such an application in order to be able to apply the correct strategy or combination of strategies in the correct circumstances and at the right time, that is, a contingency approach. In current organizational and political environments, the rationale for understanding and managing diversity has never been stronger. Continued developments in organizational globalization and the increasing workforce participation rates of diverse groups has resulted for the greater awareness of and insistence on the employment of employees from various cultural groups, the acknowledgement of gender equality and the reality of various age groups, the corps of employees reflects greater diversity than a decade or two ago. Hence, this study aims to investigate the implementation, practice and impact of diversity management on performance of one organization, Telecom Fiji.

1.5.1 Implications

The concept of diversity management is extensive. There are various components of diversity, as follows:

- diversity of ethnicity, nationality and cultures
- diversity of demography (gender, age and experiences)
- diversity of competencies (educational and professional backgrounds)
- diversity of organizational functions and processes
- diversity of networks (i.e. relationships and communications channels and/or patterns, etc.)
- miscellaneous diversity (sexual preferences, occupational disabilities, i.e. handicap or physical mobility, etc.).
The existence of workplace diversity poses a number of challenges for firms. Left unchecked, these challenges translate into significant individual and organizational costs, impacting negatively on the bottom line. Yet if managed well, diversity can improve job satisfaction and commitment through reducing unconstructive conflict, addressing communication problems and a lack of cohesion and confronting discrimination, hence impacting positively on the bottom line. All this needs proper management by making effective use of diversity management. This diversity management is the focus of present research. It addresses the perceptions of executives and managers of their involvement in developing and implementing diversity strategies and policies, and examines the performance and perceptions of employees and researched organization.

1.6 Key Research Questions

This study is guided by the following key questions.

1. What is the impact of diversity management in Telecom Fiji Limited (TFL) and its employees?
2. Does Telecom Fiji Limited adequately use effective recruitment practices for managing workforce diversity?
3. Does Telecom Fiji Limited adequately use effective training and development practices for managing workforce diversity?
4. Does Telecom Fiji Limited use effective performance appraisal practices for managing workforce diversity?
5. Do multicultural employees perceive a difference in the remuneration and rewards they receive compared to other employees in the organization?
6. To what extent is workforce diversity considered a problem/challenge by the organization and the individuals?
7. To what extent is workforce diversity considered beneficial to the organization and the employees?
1.7 Aims and Objectives

This study will explore how Telecom Fiji Limited manages workforce diversity and will analyze and measure the impact of diversity management on the performance of employees and Telecom Fiji Limited.

Specific Objectives are to:

- investigate whether Telecom Fiji Limited has any corporate diversity strategy
- study the ways in which the academic debate on managing diversity is reflected in the organizational practice
- study the procedures of recruitment, selection and system of training and development used by Telecom Fiji Limited and its impact on managing workforce diversity
- study the performance appraisal practices used by Telecom Fiji Limited and also analyze the impact of diversity management on the performance of the company and its employees
- study the channels of communication established by Telecom Fiji Limited among diversity-network members for disseminating information and integrating managing diversity interventions into day-to-day work.

1.8 Significance of the Study

The significance of this thesis evolves around two major points. Firstly the changing demography of the workforce, the global market and increased travel, accessible information and rapid communication, new laws and new organizational structures: all these phenomena influence our working environment, making it more and more diverse. This study will analyze and measure the impact of diversity management on the performance of employees of TFL. The study will explore how TFL manages workforce diversity. Does diversity only present problems for the organization, or are there benefits to be gained if it is properly managed? This study will shed light and try to answer these questions on the impact of diversity management on TFL. This study should potentially be of interest to companies or organizations that either have started or are considering starting work on diversity issues. Secondly this study becomes important due to the lack
of any study of diversity management in the South Pacific especially in Fiji, where diversity is a growing reality. Since early 2000 Fiji is experiencing the two most important trends, the growing workforce diversity and growing competitive challenge for business as a result of globalization of the markets. There are many historical and contemporary factors that gave rise to a diverse workforce. In the case of Fiji the factors could include Immigration, emigration, globalization of the markets and increase in the number of women in the workforce, largely because expansion of the service sector. Gender diversity has always been present in the population but the reflection of this diversity in the labour force is a relatively recent phenomenon in many countries. Though women have always performed a wide variety of tasks both in and out of the home, they have been traditionally denied full participation in the paid workforce. It is only since the rise of occupations in the service sector that women’s participation rates in the labour force have begun to creep up in Fiji, a multicultural society whose work force is becoming more diverse in contrast to the early 1990s. This study will be the contribution on the research of diversity management from Fiji Islands.

1.9 Overview of Subsequent Chapters

The following is the outline of the remaining chapters of this study.
This study presents the theoretical underpinnings of the research problem in chapter 2. It includes the historical background of diversity management and important reasons for the development of diversity management as well as general information as basis to understand this concept, such as dimensions of diversity, its influence on the organization, and barriers and problems.

After statement of the problem and discussion based on the theoretical underpinnings of the research problem, the choice of methodology, including the methods used to accomplish the empirical evaluation, the data collection, the questionnaire design, sample selection and more are presented in chapter 3.

The fourth chapter discusses and presents the analysis and results from the empirical study. The results of the survey are analyzed in connection to the research questions, the
secondary questions and the theoretical framework, as well as the propositions and conjectures of the author of this study.

The author of this study presents his own reflections briefly in chapter five based on theories in chapter two and findings from chapter 4.

This study ends with the conclusion, which involves suggestions for improvement, future research and practical implications for organizations considering Diversity Management, in chapter 6. A Research and Thesis writing process flowchart is attached as appendix 1.
Chapter 2 Theoretical Framework

2.0 Origin of the Development of Diversity Management

Human diversity has existed throughout the world from the beginning of time. Ethnic, cultural and racial differences could already be found within tribes and other groups of people across the continents before recorded history (Arredondo, 1996).

Over the centuries, civilizations have included people who are different from one another by virtue of age, gender, race, sexual orientation, class and physical ability. American society shows a good example of a "melting pot" and “multicultural society”, which works on the supposition that all people regardless of race, culture or ethnicity will blend together to form one common national culture). Different cultures caused by history expansion, colonialization, and slavery and “multicultural society” caused by globalization, immigrants and emigrants, improvement in transportation and communication and significant changes in society i.e. living style and the markets.

America’s attempts to eradicate cultural and linguistic differences in the United States, the Americanization (Definition of Americanization: to make or become American in character; assimilate to the customs and institutions of the USA. (dictionary.com, 2007) have not been completely successful. However, persons who were and are visibly different from the early settlers of North America in ethnicity and race are considered as the country's four major "minority" groups nowadays: Asian, African American, Latino/Hispanic and Native American. An interesting observation of the cultural development is that the Americans still celebrate cultural practices like Saint Patrick's Day, Chinese New Year, the celebration of Columbus Day and Cinco de Mayo (Arredondo, 1996).
2.1 Reasons for the Development of Diversity Management in General

The origin of this "new" development in the USA is obvious when that nation’s history is kept in mind. The reason is the multicultural composition that was acknowledging its pluralism in the workforce. Published surveys predict that in the future, white males would be a numerical minority in the USA, outnumbered by white women and persons of colour. The demographic trend will give the workplace a different look (Arredondo, 1996). It is not new for business leaders to manage a diverse workforce, but recently they became aware of a potential benefit of this working change. Workforce diversity is not a matter for debate, it is a fact. It presents one of the greatest challenges facing today's organizations. One should be aware that only through hard work and committed leadership can the potential benefits be realized within an organization (Sonnenschein, 1997).

Furthermore, the changing demography of the workforce, the global market and increased travel, accessible information and rapid communication, new laws and new organizational structures influence our working environment, making it more and more diverse. As a result of the greater awareness of and insistence on the employment of employees from various cultural groups, the acknowledgement of gender equality and the reality of various age groups, the corps of employees reflects even greater diversity than was the case a decade or two ago. More and more organizations are entering joint ventures with organizations in other countries, setting up branches and factories and even buying foreign companies. Managing such global companies necessitates knowing something about the character and values of the host or partner countries.

2.2 Development of Diversity Approaches

According to several authors the development of diversity management started in the beginning of the 1990s in the USA. Traditional approaches to diversity are either based on the assimilation "discrimination-and-fairness" theme ("they" should adjust to our ways and be like us) or on a differentiation "access-and-legitimacy" theme, which matches the demographic characteristics of people to those of the marketplace (Thomas and Ely, 1996).
A third theme of "learning-and-effectiveness" connects diversity to the actual doing of work, which emerged in the mid-1990s and is premised on integration like "we are all on the same team with our differences - not despite them". Nowadays diversity management considerably grows out of social and business pressures. In essence, policy modeling began at the extreme of "assimilation into the workforce", continued to the opposite extreme of "differentiation based on diversity" and returned to a more central position of integration incorporating elements of both extremes.

Figure 2: Policy Evolution


2.3 Workforce Diversity

2.3.1 Diversity and the Concept of Workforce Diversity
A great deal of confusion exists about what diversity is. Webster's Dictionary defines diversity as the condition of having distinct or unlike elements. In a workplace, this means variety among people related to such factors as age, culture, education, employee status, family status, function, gender, national origin, physical appearance, race, regional origin, religion, sexual orientation, and thinking style. Though these differences themselves are undeniable, corporate culture and society at large often deny them by recognizing and valuing only a narrow range of differences. While these differences have often been ignored or devalued in the past, awareness of the role they play in organizational effectiveness has more recently put the spotlight on diversity².

According to Norton and Fox (1997) the term diversity is used to describe the variability in the composition of the workforce. Authors define differences such as age, gender, and race as primary diversity dimensions. Secondary dimensions include differences such as

²http://proquest.umi.com/pqdweb?index=31&did=841286021&SrcMode=1&sid=1&Fmt=4&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1143853086&clientId=34259
educational background, job status or title, geographic location, personal values, and type of work.

On the other hand Thomas, Jr (1996) believes that diversity is not synonymous with differences but encompasses both differences and similarities. He says that being different historically has implied being “not as good as” or inadequate in some way. People who were different wanted to be “mainstreamed” as quickly as possible. In his definition of diversity Thomas, Jr (1996) emphasizes that it is important to deal with both differences and similarities at the same time. Diversity refers to the collective mixture of differences and similarities along a given dimension. According to Thomas the true meaning of diversity suggests that if you are concerned about racism, you include all races, if you are concerned about gender, you include both genders, if you are concerned about age issues, you include all age groups.

Prasad et al., (1997) suggest that the concept of workforce diversity itself may signify different things to different groups and individuals within organizations and society. To some, diversity means more than proportional representation of various demographic and social groups in the workplace. To others, it may involve overcoming cultural prejudice and putting a new value on differences in the organization. Aiello (2004) states that diversity is demonstrated not only by culture, race, gender, and life-style but also by employee needs and expectations. Customers (current and potential) are mirroring the same changes we see in the workforce. For many organizations the competition for talent is intensifying. More companies are realizing, they must demonstrate clearly that people are one of their most valuable assets, that their employees represent a competitive advantage.

2.3.2 United Nations Contribution to Diversity Management

The United Nations is also encouraging diversity management. In year 2000, The International Personnel Management Association (IPMA) has undertaken a human resource-benchmarking project with the National Association of State Personnel Executives (NASPE). The IPMA/NASPE Benchmarking Committee consisting of public sector human resource practitioners who are members of IPMA and NASPE directs the
benchmarking project. A key component of the project was to identify organizations that were best practising diversity management. The goal of selecting best practice organizations was to highlight successful models that could be reviewed and adapted in whole or in part by public sector organizations. The Benchmarking Committee used the following criteria to determine which organizations have potential best practices (Reichenberg, 2001):

- Successful practice of diversity management over a period of time;
- Produced quantitative and/or qualitative results;
- Developed recognized or recognizable positive outcomes including customer satisfaction or some type of definitive positive impact;
- Innovative;
- Replicable, portable and/or transferable to other organizations with modifications. The best practice should also add value by improving service, quality and/or productivity; and
- Meaningful to users of the benchmarking project data.

2.3.3 Evolution of Workplace Diversity in the USA
During the 1960s and 1970s, the US took its first step towards promoting diversity in the workplace. In 1961, President John F. Kennedy established the President's Committee on Equal Employment Opportunity, the goal of which was to end discrimination in employment by the government and its contractors. The following year President Johnson went further still, with an executive order to promote equal employment opportunity through “a positive, continuing program in each department and agency”. This was a turning point, because it moved from prohibiting the consideration of “race, creed, color or national origin” to acting on the principle that fairness required more than a commitment to impartial treatment (Thomas and Ely, 1996). In 1971, the Nixon Administration took this one step further in a revised order requiring contractors to develop an affirmative action program with goals and timetables.
This remedial approach paved the way, during the 1980s, with the recognition that diversity should not only be legislated or mandated, but also valued as a business attribute. Training at that time focused awareness on employee attitudes, as businesses and government agencies tried to raise and increase employee sensitivity to diversity issues.

Table 2.3 The Evolution of Workplace Diversity

<table>
<thead>
<tr>
<th>Focus</th>
<th>Driver</th>
<th>Benefits</th>
<th>Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Action</td>
<td>Equal opportunity</td>
<td>Laws targeted groups</td>
<td>assimilation model</td>
</tr>
<tr>
<td>(Remedial)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuing Diversity</td>
<td>Appreciation of differences</td>
<td>Ethics all employees</td>
<td>diversity model</td>
</tr>
<tr>
<td>(idealistic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Diversity</td>
<td>Building skills and changing policies</td>
<td>Corporate Strategy organization and all employees</td>
<td>synergy model</td>
</tr>
<tr>
<td>(practical)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: http://www.professionalpractice.asme.org/communications/diversity/

Equally as important as an adequate number of sciences, engineering, and technological workers is the ability to prepare for the evolving nature of work in the future, including jobs as yet unimagined. To meet the challenge of a shrinking talent pool, demographic shifts, and a greater demand for engineers, companies have increased interest in developing recruitment and retention programs targeted toward increasing the diversity of their workforce. To remain competitive in a global technological society, companies must take serious steps to create a diverse, well-trained and multicultural work force.

The reasons for evolution of a diverse workforce are as follows: Organizations with a diverse workforce can provide superior services because they can better understand customers’ needs (Wentling and Palma-Rivas, 2000). Hiring of women, minorities, disabled people, etc. will help organizations to tap these niche markets and diversified market segments (Fleury, 1999). Since all the segments of society have a stake in the development and prosperity of society as a whole, creating and managing a diverse workforce should be seen as a social and moral imperative (Mueller, 1998). As the economies are shifting from manufacturing to service economies, diversity issues will
gain importance because in a service economy effective interactions and communications between people are essential to business success (Wentling and Palma-Rivas, 2000). Furthermore, as globalization is increasing, diversity will help organizations to enter the international arena. Diversity enhances creativity and innovation and produces competitive advantages (Coleman, 2002; Jackson et al., 1992). Diverse teams make it possible to enhance flexibility and rapid response and adaptation to change (Adler, 2002; Jackson et al., 1992).

2.3.4 Diversity Metrics
Through diversity metrics an organization will come to know that it has a diverse workforce. Diversity metrics address both business and human resources issues, help move diversity initiatives forward, assess effectiveness and progress, and assure management commitment and accountability. The first visible metric is a balanced workforce with visible diversity throughout the organization. Second, is leadership commitment and accountability, where diversity initiatives become business objectives. The third metric is work environment as an important barometer for the value of inclusion and diversity. Fourth, is stakeholder and bottom-line impact demonstrated by profitability, investment with vendors and suppliers, and customer satisfaction (Wheeler, 2001).

2.3.5 Management of Workforce Diversity
Management of workforce diversity is one of the most difficult and pressing challenges of modern organizations. The demographic differences like age, sex, and race were conventionally related to individual performance (Williams and O'Reilly, 1998). These are very visible and surface level and can be easily observed and measured. The second difference can be based on the psychological factors like personality, attitude and values that an individual brings to the organization. These are covert variables and hence measurement is based on psychological tests. This paradigm involves investigation of deep level (Harrison et al., 1998) or less apparent diversity (Riordan, 2000). This form of diversity is an implicit aspect of the demographic characteristics of the organization which becomes evident or explicit after some time. This implicit diversity is based on the psychological factors, which may include individual differences like personality traits (Barsade et al., 2000) and values (Jehn et al., 1997) as well as attitude preferences and
beliefs (Harrison, et al., 1998). The basic argument as to personality is that the way in which an individual interacts with the world outside suggests that many of the attitudes, values, beliefs that a person has are formed through his interaction with the world around him. Apart from the framework that personality is the product of heredity, environment and situation, there is an implication that culture could be one of the important factors of workforce diversity. Temporal dimensions in different cultures are different and hence it can be said for instance that different cultures have different time orientations, which they would bring to their work environment, and this in turn can be an important aspect of workforce diversity affecting individual performance.

2.3.6 Importance of Workforce Diversity
Diversity was selected as a best practice area since changing demographics make it more important to select, retain and manage a diverse workforce. Diversity efforts in the workplace facilitate the exchange of new perspectives, improve problem solving by inviting different ideas, and create a respectful, accepting work environment, all of which make good business sense. In the book Beyond Race and Gender, (as cited in Reichenberg, 2001) R. Roosevelt Thomas defines managing diversity as "a comprehensive managerial process for developing an environment that works for all employees." The key for employers is to make diversity an asset within the organization. Diversity is different from affirmative action and equal employment opportunity, since they are the frameworks for a diversity management program. 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.
2.4 Conceptual Model of Diversity Management in an Organization

2.4.1 Diversity Management in an Organization

The following subsection takes a closer look at diversity management within an organization. Firstly the components and perspectives, secondly the organizational changes for diversity management, thirdly elements of diversity management are shown as important tools within an organization. Discussion includes advantages, motivating factors and problems, and finally the effects of diversity management on the performance of individuals and organization as a whole.
2.4.2 Components and Perspectives of Diversity Management

I. Components

O'Flynn et al., (2001) state that diversity encompasses all the ways in which people differ. Individuals differ on a personal basis and in terms of organization-related characteristics. There are three components of diversity: firstly, primary personal characteristics such as race, gender, nationality, and mental and physical ability; secondly, secondary personal characteristics such as marital status, educational level, values, beliefs; and finally, organization-related characteristics such as position in hierarchy, tenure, and casual/part-time/full-time status. The complex interaction of these characteristics gives rise to workplace diversity, as depicted in the diagram.

As cited in (Aiello, 2004), diversity management can be viewed from two perspectives. One is considered a narrow-range perspective in that it relies heavily on demographic census, i.e. race and gender. Those who adopt this perspective of diversity management argue that it is the demographic projections that must be reflected in the workforce composition. Aiello (2004) states that according to Ivancevich and Gilbert, (2000) organizations that practise this form of diversity management attempt to recruit, retain, reward, and promote minority and female employees. He further states that many critics of this view, including Roosevelt Thomas Jr. who introduced the term “managing diversity,” maintain that using a narrow view of gender and race diversity would result in an incomplete transformation of organizational culture.

Thomas Jr (1992) stated that the second is the broader perspective of diversity management, transcending the distinctions of race and gender. It is defined as the commitment on the part of organizations to recruit, retain, reward, and promote a “heterogeneous mix of productive, motivated, and committed workers including people of color, whites, females, and the physically challenged”. This view is supported by much of the literature on diversity management and is seen as a practical view that can effectively convince the top organizational executives to adopt.

Aiello (2004) points out that Ann Morrison supports the broad view of diversity management programs in her book New Leaders (1996). She investigates the diversity
programs implemented by more than a dozen organizations and observes effective implementation and support for diversity initiatives in the top-down management in these companies. She finds that these diversity initiatives increase productivity, workplace satisfaction and competitiveness of the companies. Eleven of the organizations in her study were ranked in the Fortune magazine to be among “the most admired corporations,” while three of the firms won the Malcolm Baldrige Award for total quality management. Such studies confirm the links between broad-based diversity management and organizational success to researchers and executives alike.

This is not to say that broad-based diversity management does not take into consideration race and gender; indeed it does, but it also moves beyond these observable differences. It includes the consideration of a less visible diversity, for example of personality, education, religion, area of specialty, background, and values. Thus, diversity management in its broad definition is far more applicable and effective than its narrow definition. Even employees are beginning to prefer broad-based diversity management as opposed to the narrow definition.

D’Netto and Sohal (1999) state that according to Fernandez (1991) denial of people management problems creates an atmosphere that leads to inefficient utilization of large numbers of employees, especially those who are different in terms of race, gender, age, religion, lifestyle and appearance, and leads to the inefficient functioning of the corporation, resulting in a negative impact on the corporate bottom line.

Broadly speaking, workforce diversity refers to the varied background of employees in terms of race, color, gender, education, social class, mental and physical capabilities, and sexual orientation. It means that employees with different characteristics work together in a cooperative manner. To conclude, diversity initiatives in an organization must be introduced as business, not social work, to be effectively implemented.
II. Perspectives

i. Affirmative Action

Affirmative action means that companies are required to set quotas for staffing goals. According to Gottfredson (1992) affirmative action has done much to integrate women and minorities more fully into the economy. These “affirmative action” programs have been highly effective in changing the proportional representation of women and non-white men, especially in entry-level jobs and in lower-level management professional jobs. However, Iles (1995) argues that affirmative action is increasingly being regarded as inappropriate because of its inability to meet new challenges of the organization due to lack of knowledge and skills.

Cox and Blake (1994) suggests that three popular myths about affirmative action hinder organizations from using it:

1. that use of rigidly defined quotas for hiring specific numbers of minority group members is an appropriate course of action
2. that quotas lead to the selection of "unqualified people" (according to Norton and Fox, 1997) and to a noticeable decline in the overall quality of human resources
3. that a affirmative action is essentially the same as reverse discrimination.

With these three myths they suggest that affirmation action in practice means that candidates of under-represented groups are selected in preference to those from over-represented ones.

According to Norton and Fox (1997) when affirmative action programs are abused or implemented poorly, one or more of these myths may surface as a concern. For Cox (1994) affirmative action is a tool for redressing past and present factors such as gender, race and ethnicity that tend to systematically advantage or disadvantage individuals based on group identities.
ii. Valuing Diversity

“Valuing diversity means acknowledging that other people, other races, other voices, and other cultures have as much integrity and as much claim on the world as you do. It is the recognition that there are other ways of seeing the world, solving problems, and working together”. ³

The primary goal of valuing diversity is the recognition and appreciation of the differences between groups, which means better inter-personal relationships and decreased prejudice. It is generally believed that prejudice can be cured through awareness training programs. However, Norton and Fox (1997) believe that this way of thinking is misleading. In their opinion the emphasis in valuing diversity should instead be on changing the behavior of employees rather than on eliminating their prejudicial or stereotypical attitudes.

An organization that values diversity ensures that it provides equal treatment and access to resources and decisions for all its workers regardless of race, ethnicity, sexual orientation, age, and physical disability. In order to value diversity, the organization must strengthen its ability to:

- continuously and effectively address racism, sexism, homophobia, and other forms of oppression
- develop and implement strategies that recognize the cultural traditions and practices of every employee
- support processes that allow each group to address their own priorities, while at the same time, help the different groups find common ground to address shared concerns
- understand the dynamics between a group's characteristics and issues related to power, privilege, and oppression and know how to integrate this knowledge into its valuing diversity strategies.

³ http://www.apa.org/pi/valuingdiversity/
Lutteman (2000) states that according to Walker and Hanson (1992) valuing diversity focuses employees on their differences. Employees are encouraged to see themselves as unique individuals as well as members of groups. Valuing diversity enables employees to feel more comfortable with differences, and to capitalize on differences as a major asset to the company's productivity.

Organizations can succeed at diversity if the initiative to create, manage and value the diverse workforce has the full support of the top management (Aiello, 2004; Jackson et al., 1992). With this, other steps must be considered to value diversity, which are as follows:

- The organization should link concerns for diversity to human resource management decisions around recruitment, selection, placement, succession planning, performance management, and rewards.
- The organization should create such a working environment as will increase the motivation, satisfaction, and commitment of diverse people.
- Performance standards must be clearly and objectively established, effectively communicated, and used on objective criteria without any bias.
- Identify desirable and undesirable behaviors that must be based upon performance feedback discussions involving a diverse workforce.
- The strategy (diversity or otherwise) must be based on the will of the human resources, strength, and culture of the organization.
- Managers must understand their firm’s culture first and then implement diversity strategies according to that culture.

### 2.4.3 Organizing Change for Diversity Management

Managing diversity entails actively creating an organizational climate, that will sustain necessary organizational changes. Like other major organizational changes, managing a diverse workforce should begin with a vision. To make the changes successful, they should be adapted to one's own organizational culture. Successful diversity management entails organizational capability in accordance with the following five steps model suggested by (Cox, 1994):
1. Leadership
2. Research and Measurement
3. Education, Training and Development
4. Changes in Culture and Management Systems
5. Follow-up.

I. Leadership

Leaders should have leadership skills and attributes, which include a sense of purpose, a commitment to the organization and its goals, an ability to transfer knowledge, loyalty, creativity, effective and open communication skills, tolerance, initiative, common sense and self-motivation (McCuiston et al., 2004). The fundamental components of effective leadership in a culturally diverse society are a knowledge base that increases sensitivity to and awareness of the diversities in the workforce; identification of resources that can strengthen and improve the quality of life for diverse individuals; open communication with others about cultural differences; and strategies that will enable leaders to serve as change agents to maximize the benefits of a culturally diverse workforce (Kappa Omicron Nu Honor Society, 2002).

To foster diversity in an organization is not to create a distinct diversity program but to integrate diversity initiatives into the organization’s Leadership Model, which should be designed to promote and develop the leadership skills of all employees in an organization. Organizations should focus on developing employee competencies and creating a more productive work environment. This could be achieved by respecting individuals and their differences, fostering teamwork, promoting flexibility and by supporting a balance between work and personal lives.

Organizations should have leadership principles that should encompass a wide range of behaviours that is expected of every employee at every level, including treating all employees with dignity and respect, integrating ideas and collaborating with others, exhibiting behaviours that reflect a high degree of integrity and ethics, and building effective working relationships. Organization should evaluate all of its employees on leadership as part of their overall performance, which directly affects compensation. A
leader’s performance management process should be designed to emphasize not just what an employee achieves, but also how he or she achieves it.

The Leadership Model should serve as the foundation for all human resources programs, policies and practices. The model should rest on the premise that business performance and employee satisfaction go hand in hand. It should focus on developing employee competencies and creating a more productive environment in which employees can excel. Finally it can be concluded that only through the leadership commitment organizations will we be able to achieve their business objectives. Below is the Leadership Model for business performance and employee satisfaction.

II. Research and Measurement
Information about diversity-related issues should include research and measurement. According to Cox (1994) the following types of data are needed:

- equal-opportunity profile data about employment opportunities for women and minorities or other groups
- analysis of attitudes and perceptions of employees
- data that highlight differential career experiences with regard to age, gender, ethnicity or other dimensions.
Research is often helpful in bringing to the surface issues and concerns that need to be addressed in the education process. Research data is also an instrument with which to evaluate the effect of organizational changes and it provides the key indicators of the diversity environment and its impact on employees.

Quantitative and qualitative performance measures “help organizations translate their diversity aspirations into tangible practice.” For example, TFL can track data on its workforce to evaluate the effectiveness of the organization’s diversity management efforts and the progress it is making in those efforts. Organizations also can track the return they receive on investments in such areas as diversity training and recruitment to evaluate the progress they are making in those efforts. In addition to analyzing quantitative workforce data, organizations can use qualitative data derived from interviews, focus groups, and surveys for identifying employee perceptions, including available opportunities and work environment/culture among various segments of their workforces. For example, organizations can ask employees a series of general organizational questions in such areas as climate, organizational commitment, promotions, job satisfaction, supervision, and performance evaluations. Over time, trends in responses are the types of qualitative information that can help TFL assess how their diversity initiatives are progressing in achieving organizational goals and objectives. Finally, researchers have stated that good performance measurements share some common traits regardless of the environment in which they are used, including being based on reliable and accurate data that are consistent and compatible with existing business systems and processes. As Laura Liswood, senior adviser to Goldman Sachs on diversity issues, asserts, some companies measure diversity results with recruitment, promotion, or turnover rates, but few look beyond simple head counts to measure the full financial or performance impact of their programs (as cited in Hansen, 2003).

III. Diversity practices in Education, Training and Development
The goal of training and development programs of all organizations should be to maintain or improve the performance of individuals and, in so doing, that of the organization. Effective management of workforce diversity involves not just recruiting diverse employees but also retaining them. One way of increasing retention rates is by providing adequate training and development opportunities to employees. In the case of
multicultural employees, training may also assist in understanding special rules and regulations that apply to the workplace. It is highly desirable to begin this training with senior managers and then proceed throughout the rest of the organization. In the initial period, outside trainers or consultants can assist with the training. In the long run it is recommended that in-house expertise be developed. Diverse employees often feel neglected and do not perceive any career paths. Employee development programs can address this problem, by preparing employees for future promotions.

Best practices recommended in the area of training include: identifying specific training needs that are linked to the organization’s goals and objectives; assessing individual worker’s training needs (both traditional and non-traditional) to enable participation within a training program; developing individual annual training plans that cover knowledge, operational and interpersonal skills, facilitating individuals’ entry into job/technical skills training; evaluating literacy, language and numeracy to assess ability to undertake job/technical training; linking training to award restructuring, enterprise agreements, process improvement and pay scales; and identifying present skills of staff through an audit process that assesses language, literacy, numeracy and skill competency levels (D’Netto and Sohal, 1999; Thomas, 1994; Kundu, 2003; Moore, 1999; Saji, 2004).

According to Moore, (1999) some organizational cultures are more positive and supportive of diversity than others. He has summarized four broad approaches to diversity within organizations and identifies accompanying attitudes, and their implications for organizational development and training, as shown in Table 1. Higgs (1996), as cited in Moore (1999), has also suggested that organizations can be parochial (diversity blind), ethnocentric (diversity hostile) or synergistic (diversity integrating). Table I includes a fourth category, that of diversity naive, another approach that receives common anecdotal reference in the literature (see, e.g. Caudron, 1993; Overmyer Day, 1995 as cited in Moore, 1999)
Table I
Approaches to diversity in organizations: perspectives, attitudes and implications for organizational development and training.

<table>
<thead>
<tr>
<th>Perspective on diversity</th>
<th>Accompanying attitudes to diversity</th>
<th>Training implications</th>
<th>Organizational implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity blindness</strong></td>
<td>Neutral: “Diversity is not an issue”</td>
<td>Ignoring diversity training needs in the design and development of organizational training initiatives</td>
<td>Extra, unrecognized demands on diverse members. No organizational arena for discussing or highlighting opportunities and problems associated with diversity</td>
</tr>
<tr>
<td><strong>Diversity hostility</strong></td>
<td>Negative: “Diversity is bad”</td>
<td>Active suppression of diversity. Promotion of “sameness” in training interventions. Attempts to “homogenize” The workforce</td>
<td>Explicit and implicit discrimination. Horizontal and vertical job segregation</td>
</tr>
<tr>
<td><strong>Diversity naïveté</strong></td>
<td>Positive: “Diversity is good”</td>
<td>One sided “romantic” training interventions focusing on “celebrating or welcoming diversity”. May heighten awareness in the diversity issues awareness, but is unlikely to help tackle the potential problems associated with diversity</td>
<td>Can damage and polarize groups who do not subscribe to the espoused position on diversity. Can lead to unrealistic expectations from diverse groups</td>
</tr>
<tr>
<td><strong>Diversity integration</strong></td>
<td>Realistic and functional: “Diversity does not automatically lead to positive or negative outcomes, but needs to be managed and integrated”</td>
<td>Active training for diverse groups and development of skills in the management of diversity. Managing the opportunities and problems of diversity. Creating important preconditions for effective communication within heterogeneous groups</td>
<td>Networks, mentoring and structural integration of “minority groups in organizations”. Supportive organizational interventions such as flexible working conditions, childcare arrangements, ergonomic adjustments for disabled employees</td>
</tr>
</tbody>
</table>


In Fiji, English is not our mother tongue and most of us are from non-English speaking backgrounds. Thus language and literacy training assumes significant importance. Training programs for diverse employees can help to eliminate group differences in career outcomes and generate respect for individual differences in attitudes, values and behaviour.
IV. Changes in Culture and Management Systems

The fourth component of the model is a comprehensive assessment of the organizational culture and human resource management systems of the organization. The purpose of this assessment is the uncovering of bias in management practices and the identification of ways in which the organizational culture may be inconsistent with the needs of a diverse workforce. The overall objective is to identify and remove barriers to excellence of all employees. A part of the assessment is to identify the prevailing values and norms and then examine them critically in light of the diversity of the workforce. The results should be translated into an action agenda for specific changes in the organizational culture and management systems.

Organizational culture works as a mechanism of social control that promotes behavioural uniformity and the assimilation of the dominant values. According to Meek, (1992) organizational culture is regarded as a powerful and original tool to understand and analyze the human behaviour in the workplace. O'Reilly et al., (1991) believe that to be accepted in the workplace, newcomers are encouraged to adopt the current organizational values and artifacts, while Trice and Beyer, (1993) state that existing members tend "to distrust, fear, and dislike people with other ideas". Organizations tend to attract and retain individuals from similar social and demographic backgrounds and to discriminate dissimilar ones in recruitment, selection, career development, and informal integration (Louis, 1985; Schein, 1985 as cited in Kundu, 2003; Meek, 1992; O'Reilly et al., 1991; Trice and Beyer, 1993).

Organizational culture of Telecom Fiji Limited (TFL) will be studied in this research to identify if there is any existence of cultural barriers that may prevent its employees from developing their full potential. If there is, did TFL translate these barriers into an action agenda that is did they rethink and redefine their mission, strategies, management practices, cultures, markets, and products to meet the needs of an increasingly diverse body of employees, customers and stakeholders? All organizations need to remember that if they fail to embrace cultural diversity effectively and do not adopt a holistic approach to eliminate discrimination and injustice will adversely affect both employees and customers. To effectively manage the diverse workforce, organizations need to recognize
the differences and learn to use them to their advantage, rather than either attempt to ignore differences or simply allow differences to cause problems.

V. Follow-up
Like other management efforts, work on diversity requires accountability and evaluation. Strategic accountability rests with senior management, while operational accountability might be assigned to a diversity task force or a manager of diversity or both. Furthermore accountability is a key element for organizations to ensure the success of a diversity management effort by providing a means for ensuring that managers at all levels are made responsible for diversity in the organizations and evaluated on their progress toward achieving their diversity goals and their ability to manage a diverse group of employees. An organization may make managers' performance ratings and compensation dependent, in part, on their success in achieving diversity-related goals. For example, TFL may receive instruction from the Board that managers’ and supervisors’ success and a positive evaluation will include an assessment of how they contribute in making TFL a more diverse work force and ensuring effective practice of diversity management that is attracting, developing, and retaining the most qualified workforce, with such a workforce being essential to ensuring the organization achievement of its strategic mission.

Any organization that wants to serve a diverse customer base, and draw on the widest possible pool of talent, needs to reflect on the diversity of wider society, and ensure that all perspectives are voiced and appreciated in an environment they have created where employees are able to do their best work. Organization’s need to promote inclusion by encouraging multicultural perspectives at all levels, understanding workplace challenges and valuing the global population of their employees, customers and partners. This needs to be addressed at the heart of the organization’s culture and values.

2.4.4 What makes diversity such a key issue today?
The economic and business environment in which the majority of organizations move has changed radically over the last decade. This has resulted in significant change in the way that organizations are managed, and in the new skills and competencies they now require. Some of these changes have had profound effects on society, and on the way in which roles are perceived; roles that often imply specific abilities and skills.
Culture, the incorporation of women or generational changes are just some of the factors that currently influence organization. Other important elements include technological advancements that have brought about the integration of the disabled into mainstream work environments, bringing with them universal capacities as well as insights into how they perceive environments. In short, today’s organizations are increasingly open to the idea that diversity can contribute a great deal to the firm’s capacity to innovate. If personal realization brings a noticeable difference to the creative and innovative capacity of employees, successful diversity management of culture, gender and age can translate into a major qualitative leap in organization and performance.

Moreover, given the changing nature of the demography of customers, adopting a managing diversity approach may also have the potential to increase the scope for greater insight into various populations of customers and thus improve quality service from this perspective too (Iles, 1995).

Taking advantage of the differences can lead to innovation for the organization, finding new ways of making processes and products. Such innovation will help the organization to survive in competitive times.

**2.4.5 Principles of Diversity Management for implementation in an organization**

Diversity management has a more comprehensive and operational definition, hence diversity initiative requires new and different ways of thinking. This includes thinking about planning and prioritizing business goals. All areas within an organization with their basic business concepts need to interface with the diversity management paradigm. The basic principles of diversity management that could be implemented in an organization include the following:

1. Dignity and Respect - people are seen as a necessary factor. They are seen as individuals and not numbers;
2. Strategic Organizational Goal;
3. Shift in Thinking – visionary leadership and empowerment relationship;
4. Focused in personal and organizational culture and;
5. Broad-based and relationship-focused thinking.

Firstly, Diversity management should be seen as a key to promoting dignity and respect in the workplace and a framework for positioning people as a necessary factor for an organizational success. An organizational success supports holistic business goals of a company. Two essential problems should be considered: First, is it appropriate to categorize people as demographic groups, e.g. women, people of colour, physically challenged people? It happens easily to subordinate individuals to a group identity that is often laden with stereotypes. These stereotypes are frequently negative and demeaning. A further problem that occurs during grouping is that it deprives people of their individuality and uniqueness. To assume that any individual would prefer to be defined on the basis of gender, race, sexual orientation or any other criteria of their identity is a reductionist approach. (Reductionist approach to problem solving is characterized by taking a problem, decomposing it into as-small-as-possible sub-problems, discovering how to solve the sub-problems, and then discovering how to use the solutions to the sub-problems to solve larger problems). All employees should be realized as individuals - not as numbers in statistical company documentations about differences in the workforce.

Moreover, diversity management is a strategic organizational goal. It interacts with all aspects of business, including leadership, human resources, management practices, product development, marketing, financial projections, communications facets internal and external of company's business. The most fundamental factor for implementation of diversity management is the shift in thinking. It requires more than to observe and understand the demographical change in the workforce in the upcoming years. The change in thinking presupposes re-education and comprehension of the scope and potential of a diversity management approach. Additionally, re-evaluation of beliefs and assumptions are necessary (Arredondo, 1996). In this case leadership is the most essential element for change; without it, nothing will happen. An effective shift in thinking must start at the top and the managers have to exemplify what they aim to do and how they want employees to get involved (Cox, 2001). The most essential tool for the implementation is a "vision". It is the basis from which everything can be led and
what everybody should focus on. A visionary leader sees a future, sets goals and communicates a shared vision (Sonnenschein, 1997).

Another explanation could be argued along these lines: an ability to decide what needs to be done and then get others involved in doing that, this is called a leadership (Cox, 2001). This includes already a vision of the leader, a picture of what needs to be accomplished, with general guidelines about how to go about it. The next step is to share this vision with others. The following three steps are helpful to reach this target:

- demonstrate some personal passion for the needed change in this area
- provide a powerful case for why it is the right vision
- communicate in a profuse manner.

It is especially important for the company, that its managers use their interdisciplinary knowledge to focus on and take into consideration personal and organizational culture, cultural differences, culture change and cross-cultural relationships. It is unavoidable to create a strategic plan for the diversity management implementation.

This basic knowledge needs to be understood conceptually and practically by diversity initiative leaders, because it is the key to the success or failure of communication, planning and implementation strategies. An important point to be aware of is to provide and support the link between assumptions about organizational culture and personal culture.

Besides these basic elements companies should be aware that they reflect a broad-based, relationship-focused thinking. Theoretically, diversity management should represent concerns and involve levels of participation throughout the whole workforce. Initiators of diversity management ought to avoid creating new victims of exclusion. That is to say, they should not limit diversity management to issues for other ethnic employees than the national ones, for white women and people of colour. All employees have needs to be valued and respected. And they also have goals to satisfy their personal and professional values.
A strategic approach to manage diversity that should be considered as a summarized guidance is (Ross and Schneider, 1992):

- internally driven, not externally imposed initiatives
- focused on individuals rather than on different cultural groups
- focused on the total culture of the organization (corporate identity) rather than just the systems that are used for the initiative
- responsibility of all in the organization and not just the personnel function - an entire initiative.

2.5 Cultural Diversity and Organizational Culture

Cultural diversity refers to the existence in a community or organization of people from different backgrounds, of race or ethnicity, of different genders, with different beliefs and values, with different expectations and at different stages of life. In other words cultural diversity at the simplest level reflects the characteristics that make one individual culturally different from another. The differences encompass patterns of lifestyle, values, beliefs, ideals and practices, race, ethnicity, national origin, language and religion. However Cox (1994) defines cultural diversity as, “the representation, in one social system, of people with distinctly different group affiliations of cultural significance”.

Culturally diverse populations live in all countries of the world. With increasing immigration, increasing numbers of people working abroad, and the presence of indigenous ethnic communities, employees who even never leave home often face a multicultural workforce in local companies and organizations. Each set of population exhibits a culturally unique life-style and the organizations are becoming more diverse. The future human resources of an organization will include an increased number of people with different lifestyles. The extent to which these shifts are effectively and efficiently managed will have an impact on the competitive and economic performance of business organizations (Wentling and Palma-Rivas, 2000). As globalization is increasing, workforce diversity is here to stay. The organizations that recognize the globalization of
labour as a positive trend and facilitate the flow of the workforce will benefit most (Johnston, 1991).

An organizational culture is a commonly held set of expectations for how people behave (Martin, 2002; Schein, 1985). Organizational culture is a characteristic of an organization, not of individuals. Cultures may be observed as a set of norms, or implicit rules of behaviour, which reflect the central values of the organization and dictate the appropriateness of attitudes and behaviors (O'Reilly et al., 1989). An organization's culture shapes much of what occurs within the organization, including how individuals behave, what people pay attention to, how they respond to different situations, and how they socialize new members and exclude those who do not fit in. Organizational culture can be further defined as the pattern of shared values that defines appropriate attitudes and behaviors and establish what is important for organizational members (Hofstede, 1998; O'Reilly and Chatman, 1996; Ott, 1989; Schein, 1985 as cited in Chuang et al., 2004).

Shared values are essential for organizational functioning because they maintain the organization as a bounded unit and provide it with a distinct identity. Organizational culture plays an important role in shaping diverse group functioning. Organizational culture may also be viewed as an informal control system. That is, unlike a formal control system, in which specific measured outcomes and performance indicators are monitored explicitly, a culture guides behaviour in a more subtle, implicit manner. As informal social control systems may be more potent than formal systems in guiding behaviour and socializing employees to a particular manner of behaviour and attitude (O'Reilly & Chatman, 1996 as cited in Spataro, 2005), an organization's culture is a potentially powerful tool available to managers in affecting how employees respond to coworkers who are different from them.

According to Meek, (1992) organizational culture is regarded as a powerful and original tool for understanding and analyzing the human behaviour in the workplace, while Chatman et al (1998) believes organizational culture is based on collectivist values that
positively moderate the relationship between workforce diversity and business performance by dissolving the conflicts stemming from and fostering the potential benefits of diversity. Organizational culture entails the shared values, beliefs, behaviour, and background of the organization's members. Cultural factors not only include ethnicity and nationality, but also race, religion, gender, sexual orientation, age, and disability. Therefore the theme of culture diversity can be studied from on different perspectives - at the society level, at the organization level, and group or individual level. In all of them, culture patterns, expressing values and power relations have to be scrutinized and analyzed.

According to Clair (et al., 2005) a more inclusive organizational culture has been suggested in which values, practices, and policies are developed that welcome the characteristics and needs of its employees from all groups. Organizational culture works as a mechanism of social control that promotes behavioural uniformity and the assimilation of the dominant values. Such demand originates high levels of stress in people from minority cultural backgrounds that want to preserve their identity (O'Reilly et al., 1991). Therefore, cultural barriers may prevent members of minority groups from developing their full potential. These barriers can be seemingly small things like the refusal to pay attention to someone's suggestions and opinions because he or she is a member of a minority group (Miller, 1998).

An organization's culture determines the ability of members from other groups to perform within the organization. Individuals from minority groups face challenges every day dealing with prejudice, discrimination, and stereotyping. In order for minority group members to overcome these challenges, an organization must set realistic goals for its leaders as well as its employees to work towards. Three types of organizational goals contribute to the growth of the diversity movement.

First, organizations must center round a goal of social justice. This has to do with the moral, ethical, and social responsibilities that guide efforts to improve the conditions of racio-ethnic and gender minorities. Second, legal obligations require organizations to improve racio-ethnic and gender equality. In America, affirmative action is a key
mechanism in meeting legal obligations and refers to positive efforts necessary to eliminate racial and gender discrimination in employment. Third, there is an increased focus, especially by US businesses, to maintain and increase competitiveness in the global marketplace.

Corporations acknowledge cultural diversity as a necessary factor in competing in the multinational business environment and have seen diversity as having a significant influence on performance and profitability (Ramakrishnan and Balgopal, 1995). The organizations that fail to embrace cultural diversity effectively and do not adopt a holistic approach to eliminate discrimination and injustice will have adverse effects on employees, thus bringing down the productivity of the organization. Changing demographics challenges policy makers to improve productivity as well as to improve workers' education and skills to perform new jobs in service and high-tech industries. In order to achieve a more diverse workplace, there must be involvement of management in all aspects of the process. Top management plays a crucial role in making diversity a success. Leaders must be the first to receive training to address myths, stereotypes, and real cultural differences as well as organizational barriers that interfere with the full contribution of all employees.

According to Thomas, (1996) the management of cultural diversity implies a holistic focus in order to create an organizational environment that allows all the employees to reach their full potential in pursuing the company goals. It is not a package with ready-made solutions, or a program to solve the discrimination issue. On the other hand Cox (1994) states that different in-group identities among individuals (both physical and cultural identities) interact with a complex set of individual, inter-group and organizational factors (the diversity climate) to determine the impact of diversity in both individual and organizational outcomes.

Individual outcomes are divided in to two categories, which are predicted by affective response variables (satisfaction, organizational identification and job involvement) and achievement variables (performance, job mobility and compensation). Organizational outcomes are divided on the basis of the expected directedness of impact into first level
(attendance, turnover and work quality) and second level (profits). Therefore it can be stated that the presence of diversity in organizations will have an impact on effectiveness at both the individual and organizational levels, and that the organizational context for diversity is pivotal in determining whether the overall impact of group identity differences on effectiveness will be positive or negative.

According to Cox (1994) management of cultural diversity means planning and implementing organizational systems and practices to manage people so that potential advantages of diversity are maximized while its disadvantages are minimized. In other words, the main objective is to manage labour relations, employment practices and the composition of workforce in order to attract the best competences from the labour market. This is done through recruitment policies that incorporate criteria related to the cultural diversity of the labour market.

Diversity requires a type of organizational culture in which each employee can pursue his or her career aspirations without being inhibited by gender, race, nationality, religion, or other factors that are irrelevant to performance (Bryan, 1999). Diversity must be part of an organization's strategic business objective. Diversity goals must be linked to business goals. Managers must be held accountable for meeting diversity goals. Performance evaluations and rewards should be tied to a manager's ability to develop and manage a diverse workforce. Efficient lines of communication must be established in order for employees to communicate new ideas, problems, grievances, input, and feedback. Organization must value diversity, which includes awareness, education, and positive recognition of the differences among people in the workforce. A cultural environment must allow differences to be celebrated instead of merely tolerated. Employees must respect and support cultural diversity through the recognition of cultural and religious activities.

Culture should be seen as an exploitable asset. Researchers suggest that culture can provide a source of competitive advantage. Companies seeking opportunities for growth and expansion or facing threats of greater competitive pressures at home are beginning to
look across their borders to expand their operations and to leverage their competitive advantages. This is where good diversity management strategy has pride of place.

Cox and Blake (1994) provide a list of the advantages of cultural diversity. This includes the marketing argument (increases the ability to respond to cultural preference of local markets); the resource acquisition argument (increases ability to recruit employees of different national backgrounds and host county elites); the cost argument (reduces costs incurred by turnover of non-home country managers); the problem-solving argument (improves decision-making through the wider range of perspectives and more, through critical analysis); the creativity argument (enhances creativity through diversity of perspectives and less emphasis on conformity); and the systems flexibility argument (enhances organizational flexibility and responsiveness to multiple demands and changing environments).

Often, an organization must undergo a cultural transformation before it can successfully achieve the full benefits of diversity (Carnevale and Stone, 1994). To be successful, managers need to unlearn practices rooted in an old mind set, change the ways organizations operate, shift company culture, revise policies, create new structures, and redesign human resource systems. Diversity initiatives can improve the quality of an organization's workforce. Organizations spend a large sum of their budgets on human resources in the form of salaries, benefits, training, development, and recruitment. In order to get a good return on their investment in human capital and to maximize their competitive advantage, it is important for organizations to recognize that the workforce will grow and become a multicultural workplace.

Organizational culture can answer questions about a number of factors relevant to managing differences among employees. It has direct implications for the extent to which organization members emphasize or de-emphasize differences between individuals and prescribes the appropriateness of different behaviours, social interaction processes among individuals who are similar to one another and those who are different from one another will be affected by the culture (O’Reilly & Chatman, 1996). Organizational culture has direct implications for how governmental and organizational policies regarding diversity
will be adopted. On the basis of such considerations, it can be said that different types of culture have general implications for diversity management overall.

According to Spataro (2005) there are three different types of organizational culture: culture of differentiation, culture of unity and culture of integration. Table 2 provides a summary overview of the three cultures.

Table 2 A summary of cultures of diversity

<table>
<thead>
<tr>
<th>Type of organizational culture</th>
<th>What is salient?</th>
<th>Differences among characteristics</th>
<th>Social interaction processes</th>
<th>Effects of policy change/social movements</th>
<th>Implications for diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation</td>
<td>Characteristics that are valued or rejected by organizational culture</td>
<td>Differences highlighted by power and status distinctions</td>
<td>Directed by resulting power/status structure; self-reinforcing relationship rather than task-based conflict</td>
<td>Potentially unintended consequences: exacerbate power/status differences associated with characteristics (e.g. “reverse discrimination”; women as protected class)</td>
<td>Discount contributions, reduced opportunities for members of traditionally under-represented groups</td>
</tr>
<tr>
<td>Unity</td>
<td>Common workgroup/team membership instead of demographic differences</td>
<td>Difference between individuals suppressed; de-individuation</td>
<td>Less conflict, unified goals; however, also less creativity, fewer outstanding individuals</td>
<td>Common identity will suppress either their importance or necessity</td>
<td>Less conflict associated with differences; potential value from differences under-realized</td>
</tr>
<tr>
<td>Integration</td>
<td>Potentially differing (and therefore valued) perspectives more salient than demographic differences</td>
<td>Difference highlighted as potential for valued perspectives, contributions</td>
<td>Focus on task, rather than relationship conflict</td>
<td>Highlight differences, contribute to sense of “diversity”</td>
<td>Meaning of “diversity” shifts from demographic mix to mix of values and perspectives</td>
</tr>
</tbody>
</table>

Source: Sandra E. Spataro* 2005

- Culture of Differentiation - is characterized by highly salient inter-individual differences that have significant consequences for group interaction and individual experiences. Cultural factors have long been known to influence interaction, both within and between organizations. Accordingly, as companies expand in terms of diverse work force and into foreign markets, many are finding that stylistic tendencies frequently conflict within the home office and with those of their global subsidiaries. Unfortunately, such cultural variations frequently act as an invisible barrier in local/international business interaction, often representing a significant impediment for organizational success.

It is a culture whose content places either positive or negative values on specific personal characteristics, including, potentially, disabilities. The focus, in this type of
culture, is on the ‘‘fit’’ between the person and the organization, where those who fit
gather more informal power and status. According to Spataro and Anderson (2004) in
an organization whose content emphasized social considerations over task
considerations, extraverted personalities were valued more than those who were
conscientious, whereas in an organization where task focus was more important than
social orientation, being conscientious was valued more than being extraverted. Those
who possessed the valued characteristics (e.g. education, knowledge, experience, etc.)
 enjoyed more influence and respect among their peers, as well as higher commitment
to their organization and better job performance. The cultural differences between
nations, regions, and ethnic groups are becoming stronger. This means that
local/international business interaction, a cross-cultural process, requires managers to
be well informed about cultural differences nationally, locally, and ethnically in order
for the success of the business..

Culture of Unity - is based on shared super-ordinate identities and the common
bonds that are shared by demographically different individuals (e.g. ‘‘we are all
part of the same organization’’) rather than the inter-individual differences that
exist. Uniting employees under a common identity to suppress any differences
among them that may complicate social interaction is the premise of a culture of
unity. In a culture of unity, group orientation is higher and if there is high
interdependence required for task completion, a collective orientation will benefit
accomplishment. Therefore in collectivistic organizational cultures, cooperation
and behaviour that show satisfaction from collective accomplishments are highly
encouraged and valued. Furthermore, in collectivistic or ‘‘unified’’ cultures, even
when there are differences among individuals, coworkers interact more,
communicate more, and experience less conflict (Chatman et al., 1998). Thus, one
would expect fewer complications in social processes from diversity in a culture
of unity. The general implication for managing diversity is that the exclusion of
individual differences from interaction is one of the trade-offs for managers of the
culture of unity. It is worth noting that the hallmark of a culture of unity is a high
level of identification with the organization, a strong sense of unity among
organization members, and reliable loyalty and commitment to the organization. All of these benefit the organization beyond just diminishing complications introduced by diversity.

Culture of Integration - is focused on valuing differences among coworkers. This type of culture may present the greatest opportunity for managers to successfully integrate differences and maintain peak performance with a diverse workforce. A culture of integration is based on highlighting and seeking out the potential benefits of individual differences, including bringing new insights into product or service development, enhancing group decision quality and creativity, and generally enriching the set of experiences and perspectives that comprise the work environment (Ely & Thomas, 2001). The arguments that diversity makes good business sense are predicated on the idea that with demographic differences come differences in values, life experiences, and personal styles. Culture of integration prizes quality improvements from incorporating different perspectives into everyday work processes and tasks. Researchers suggest that group decisions and information sharing in task-based groups indicates the value of bringing different ideas and perspectives to the work table. Even moderate conflict benefits group productivity when related to task ideas. Creativity and decision-making processes benefit from differences among co-workers (Bantel and Jackson, 1989, Jehn et al., 1999). If value is placed on being different from the mainstream, the complications of diversity will be fewer, while individual perspectives and motivations are not suppressed. As the culture of integration strikes a balance between recognizing differences and encouraging individual contributions with productive and synergistic work processes, it represents managers’ greatest opportunity to realize the purported benefits of increasing diversity.

Finally, it can be concluded that what is really necessary for managing cultural diversity, whether at home or abroad, is a ‘global mindset’. This is the ability to look for and learn from relevant differences while at the same time looking for commonality. On one hand, this requires the capacity to appreciate that there is value in difference and act on the factors that influence the beliefs, values, behaviours and practices of individuals and
organizations from a variety of regions and cultures around the world. And on the other, it involves finding commonalities across places, systems and cultures. The ability to be ambidextrous enables managers to use their cross-cultural knowledge to design and execute strategies that minimize detriments and maximize benefits to all stakeholders.

2.6 Diversity Practices in Recruitment
Research has found that organizations can benefit from workforce diversity by creating an organizational environment, that attracts people from diverse labour markets. Managing diversity promotes competitive edge by recruiting the best people for the job, regardless of ethnicity, age, gender or other individual characteristics.

D’Netto and Sohal (1999) state that according to Kandola and Fullerton (1994), organizations often resort to internal promotions to fill vacancies and hence recruiting a diverse workforce at critical entry points to the organization, ensuring that a diverse pool of talent is available for promotion. To achieve these objectives, recruitment and selection processes must be based on organizational and job-relevant criteria and managers who run these processes should be skilled in assessing the criteria.

According to Rosen and Lovelace (1991) and Schreiber et al. (1993) steps and criteria followed by organizations to select and test candidates are inadequate or inappropriate for a number of applicants, including minorities. One reason for this is that the interviewers have little or no understanding of techniques suitable for interviewing applicants from different ethnic backgrounds.

According to Schreiber et al. (1993) in the area of recruitment and selection there are several “best practices” that have been recommended to improve management of workforce diversity. These include the development of a job description and selection process that covers job relevant duties, qualifications, and experience and complies with anti-discrimination legislation. Other practices include presence of diverse managers on selection committees and implementing techniques that allow diverse people to answer questions to the best of their ability and potential.
Interviews constitute an important part of the selection process. However, researchers have found that interviewers have little or no understanding of special interviewing techniques that can be used when dealing with applicants from different ethnic backgrounds.

2.7 Diversity and Performance
Moore (1999) states that Janis and Belbin said that it has long been recognized, both in theory and practice, that excessively homogeneous groups can have a negative impact on organizational performance. It has been argued that organizations that learn to accommodate and manage diversity can reap a variety of benefits such as cost savings, to attract an appropriate range of competent employees and to drive business growth.

According to Moore (1999), the relationship between diversity and performance in organizations is not as simple or straightforward as some of the literature suggested. Moore (1999) stated that Stephenson and Lewin in their research have pointed to examples where poorly integrated heterogeneous groups can be at least as damaging for organizations as excessively integrated homogeneous ones. However, according to McCleod and Maznevski, there is plenty of robust evidence to suggest that diverse groups with the skills and support systems to integrate effectively are likely to be significantly more effective than non-diverse or homogeneous groups involved in the same activities. Therefore given an appropriate organizational context and an effective range of integrating skills, diverse groups can enhance their performance to a level that exceeds that associated with homogeneous groups.

Holmes (2005) writes that according to a study facilitated by the Society for Human Resource Management (SHRM) and Fortune magazine (2001), more than 75% of surveyed organizations have engaged in some type of diversity activity or initiative. Whether it is diversity recruitment, training and education, community outreach, or diversity-related career development, more organizations than ever emphasize diversity as a core element in their business practices. However, relatively few of these initiatives have had a substantial impact on overall performance and one reason could be the failure to connect diversity programs to organizational performance systems and processes such
as strategic planning, performance management, compensation, and human resource development.

2.8 Diversity and Remuneration
Good remuneration systems improve employee performance by rewarding those who have made a contribution to the organization’s performance. It ensures that there is a direct relationship between effort and reward. Thus, a performance-based pay system is viewed as being effective, when the process of providing measurable rewards is appropriately linked to the individual or group performance. This is achieved within an agreed framework of planned goals, objectives and standards. An effective pay system is the backbone of all policies concerning the acquisition and utilization of human resources. The key outcome of an effective performance-based pay system is to improve an organization’s overall performance (D’Netto and Sohal, 1999).

According to Lowery et al. (1996), the key aim of a pay system is to retain the most valuable employees by distributing the rewards in such a way that these employees are left with a feeling of satisfaction. An effective performance-based pay system should sustain high levels of performance from the organization’s human resources, lead to employee satisfaction and increase organizational commitment. Thus, performance-based pay systems can help to reduce wage disparities amongst a diverse workforce, since there is a direct relationship between pay and performance. On the other hand Rosen and Lovelace (1991) and Schreiber et al. (1993) state that another method of reducing inequalities in income for a diverse workforce is by giving good performers challenging assignments, which will prepare employees for promotion to more senior positions in the organization. However Jackson et al. (1992) and Grace (1994), believe that the main problems that affect culturally diverse employees are inequality in income and bonuses, job recognition, promotions and assignment of responsibilities.

In addition, Morrison (1992) states that many traditional managers still prefer to give non-traditional employees responsibilities on a “trial” period before they become permanent. This creates mistrust, lowers morale, and de-motivates the non-traditional
workforce. According to Cabezas and Kawaguchi (1988) an income gap exists between white managers and minority groups for the same amount of work and qualifications. This gap was attributed to barriers that created some discrepancies in recognition. Prejudice, for instance, contributes to an unwillingness to pay higher salaries, grant benefits, or give minorities freedom to do their jobs without constant monitoring. On the other hand studies by Goldin (1990) and Gerhart and Rynes (1991) revealed that there is still reluctance to give non-traditional managers the same authority and rewards that go to their white male counterparts. Differences in rewards for similar performance result in loss of motivation and lower job satisfaction (D’Netto and Sohal, 1999).

2.9 Diversity and Good Communications
Regular channels of communication should be established among diversity-network employees to ensure that they have the tools and information necessary to be successful in disseminating information and integrating managing diversity interventions into day-to-day work. Supervisor-subordinate improvements in good communication will assist organizations toward the goal of managing diversity by promoting integration and equality in the workplace. Managing personal growth, leadership training and mentoring are strategies for accomplishing better supervisor-subordinate communication.

Organization should develop a career-development program for employees that includes managing personal growth, leadership training and mentoring training through intern programs for use through out the organization. The program should also include details, reassignments, assignment to special projects and task forces, rotational possibilities in the organization, and cross-training outside of assigned duties and responsibilities, to provide a mutual exchange of employees seeking varied work experiences.

Managing personal growth and leadership training may be implemented successfully in the short term while mentoring takes a long-term focus. This concludes that in order for any managing diversity program to succeed, managers and supervisors need to demonstrate their commitment to the program and to communicate the relevance, importance and benefits of such programs to all employees throughout the organization. (Sadri and Tran, 2002).
2.10 Multiculturalism in Fiji

Fiji’s population and workforce are becoming increasingly diverse with the total population of 827,900 as per the 2007 population census report\(^4\). The indigenous Fijian category accounts for 473,983 or 57.25 per cent, the Indian for 311,591 or 37.64 per cent and Others for 42,326 or 5.11 percent. The pie chart below displays a graphical representation of the Fijian population.

In addition, the workforce composition from year 2003 to 2007, based on estimated employment data for males and females, are depicted below. Note: For the gender estimation in the graph, the gender percentage of the 1999 annual employment survey result was used.

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For the purpose of this research, the researcher will refer to the following designated demographic factors in the context of diversity: race, focusing on the two major races living in Fiji, i.e. Fijian and Indian; gender; ethnicity and age. Fiji does not have any Multiculturalism Act like those in the USA or Canada that prohibit discrimination, but they have the Employment Relations Promulgation 2007, which governs the terms and conditions of employment and provides equal opportunity for employment with the objectives by:

“Prohibiting discrimination on particular grounds of actual or supposed personal characteristics or circumstances including: ethnic origin, colour, place of origin, gender, sexual orientation, birth, primary language, economic status, age, disability, HIV/AIDS status, social class, marital status (including living in a relationship in the nature of a marriage), employment status, family status, opinion, religion or belief; ensuring equal rates of remuneration for work of equal value for all workers; and specifying lawful discrimination”.

In addition, Employment Relations Promulgation 2007 was promulgated to have a single enabling Act, instead of many different small bits and pieces here and there, in a modern, newly designed and progressive piece of legislation, focusing on a self-regulatory or co-regulatory management approach at the enterprise and national levels. It was enacted to provide a structure of rights and responsibilities for parties engaged in employment relations to regulate the relationship and encourage bargaining in good faith and close observance of agreements as well as effective prevention and efficient settlement of employment related disputes; establishing the mediation services, the employment relations tribunal and the employment relations court to carry out their powers, functions and duties; encouraging consultation between labour and management in the workplace for better employment relations; complying with international obligations and giving effect to the Constitution (Amendment) Act 1997 and build productive employment relationship based on the principles of good faith.

2.11 Conclusion
Globalization and the multicultural environment in which organizations have to operate these days requires the management of an increasingly diverse workforce. In order to
benefit from the potential of such a diverse workforce, it is important to ensure that all employees of an organization are making full use of their skills, knowledge, and work experiences. Efficient lines of communication must be established in order for employees to communicate new ideas, problems, grievances, input, and feedback. Workforce diversity is a present day necessity for future clarity and efficiency of all organizations. In order to achieve this, organizations need to place strategies in multiple ways to make each organization become a multicultural workplace. This process begins with the top leaders of the organization, as well as an effort on the part of all employees.

Facilitating diversity programs that have a significant impact on performance is not a complicated process. However, many of today's diversity initiatives fail to influence individual and organizational performance in any discernible manner because one or more of these diversity drivers is ignored. By proactive management of these drivers, organizations can more successfully facilitate diversity programs and activities that have a measurable impact on performance. This will aid organizations in gaining and sustaining a competitive advantage in today's dynamic global marketplace.

Finally, it could be concluded by saying that developing effective processes of diversity management requires a universal or holistic approach incorporating critical evaluations of organizational structures and processes, developing high levels of diversity awareness as well as enhancing central diversity, relevant competencies and skills. In addition to this, it is important to understand the extent to which diversity is a multidimensional concept, and how, in its broadest sense, it impacts on individuals in an organization. The relationship between diversity and enhanced productivity is not automatic. Diversity, even where it does exist, may not be recognized, encouraged or seen as potentially positive. And even those organizations that do promote and support diversity cannot be guaranteed to reap automatic benefits. However, if properly integrated, effective diversity management initiatives do have the potential to improve productivity and opportunity within their organizations. And indeed, such initiatives may play a positive and powerful role in the development of more tolerant, more liberating and more equitable processes in the wider societies in which they operate.
Chapter 3 Methodology

In this chapter, the problem definition, domain and analysis, as well as the choice of methodology, theory and scientific approach are presented. The research process includes the research strategy, the data collection process, the questionnaire design, and the sample selection. It specifies and justifies the necessity to incorporate a blend of quantitative and qualitative research methods.

3.1 Problem Definition, Domain and Analysis

The overriding theme of this study is to analyze to what extent TFL have knowledge about diversity management and on what level of development diversity management is integrated in the enterprise. Additionally, this study focuses on the workforce diversity in connection with the demographical changes in the enterprise.

The need for effectively managing diversity is well known from the USA (see Chapter 2.0). Since waste of any kind can be costly, organizations must utilize all resources effectively. Unlike resources that are quantifiable, measurable and predictable, human resources are more difficult to manage, because human behaviour is not entirely predictable (Hankins, 2000). The ability to function effectively and productively (in terms of individual and organizational performance) in any given multicultural environment is more likely to require some attitudinal changes and even probably fundamental paradigm shifts. The need for such a fundamental paradigm shift would probably be more paramount in an organization, that evolved to having a heterogeneous workforce (from having had a workforce that was predominantly homogeneous) (Hambrick et al., 1998) (see Chapter 2.5).

Diversity management would probably call for a paradigm of openness and constant, lifelong learning, which would be enabled by personal and collective learning within the individual, the team/group and the entire organization. We can say that the first
steps in Fijian companies for managing diversity have been taken. This is referred to as the paradigm of openness and empowerment.

Regarding the development of diversity management in TFL one of the fundamental issues is that of the executive management. However, the problem is that executive management has not developed any diversity strategies and organizational managers behave in terms of organizational and personal cultural backgrounds. Tayeb (1996) pointed out that

"While some managers treat their culturally diverse workforce as if it were a homogenous one, others merely acknowledge their workforce diversity, but do not take it sufficiently seriously to deal with it effectively. Furthermore, others merely marginalize their efforts to involve only employees, lower- and middle-level to the exclusion of senior management, but the senior management is most likely to make and influence significant diversity management policies".

One of the reasons for the need of a paradigm shift in the entire organization is the development of another way of thinking concerning the managers. Moreover, the shift of paradigm is a long-term process (see Chapter 2.5.4.1). A problem is to evaluate the level of the paradigm shift in the whole organization. Without such an evaluation it is difficult to explore how TFL manages workforce diversity, and analyze and measure the impact of diversity management on the performance of employees and TFL.

This study focuses on the knowledge of diversity management and on what level of development the diversity management is integrated in TFL and its impact on the performance of individuals and on the organization. Actually, one of the main questions is why many organizations are apparently reluctant to adopt it in their managerial practices. Today, it is well-known that diversity management may result in profits as well as competitive advantages for the organizations (see Chapter 2.5.5.1 and 2.5.5.2). One reason why the organizations do not adapt diversity management might be that the literature presents no empirical studies supporting the claim of workforce diversity's value and importance to organizational profitability. The other could be the mixed reaction of the research, which does not specify whether it only enhances the
organizational effectiveness or results in profits as well. As Cox and Blake (1991) stated:

"the management literature has suggested that organizations should value diversity to enhance organizational effectiveness. However, the specific link between managing diversity and organizational competitiveness is rarely made explicit and no article has reviewed actual research data supporting such a link".

As long as workforce diversity is difficult to link to organizational profitability, enterprises hesitate to invest in diversity management, particularly when management appears satisfied with the performance of the current workforce. On the basis of this consideration it may be argued that if executive management is concerned with competitiveness, profitability and organizational survival for the future, doubtless they should develop and implement diversity strategies, current practice may not sufficiently possess the necessary competencies, especially as the telecommunications industry has been deregulated only this year, 2009.

Tayeb (1996) mentions that "There seems to be a move from assimilation to multiculturalism, from a morality issue stance to a business will benefit stance. Hambrick et al. (1998) also agreed and mentioned that organizations stand to benefit, at least, from the creativity of a nationally diverse workforce.

Forecasts of diversity experts imply that the extent to which demographic workforce shifts are effectively and efficiently managed will have an important impact on the competitive and economic outcomes of the organizations and that managers will increasingly face the challenge of dealing with large numbers of diverse groups in the workplace.

3.2 Hermeneutics
Hermeneutics is one of the conceptual frameworks within social science used as the basis of a study. Interpretation and understanding are two important concepts within hermeneutics. Researchers using hermeneutics believe that the only way to reach understanding of the whole is through understanding the parts that make up the subject in question. To understand also means to interpret and it is the researcher who makes the
interpretation. To interpret something, there has to be a reason for an interpretation and a reference point from which to start.

In this study the literature review on diversity management in chapter 2 is used as the reference point and analysis of the data collected through interview and questionnaire has become reasons for interpretation. In addition, the researcher always has some previous knowledge and experience, or in other words, a pre-understanding of the subject in question through reviews. Pre-understanding functions as the basis of references when using intuition and empathy.

In this research, the researcher will seek to understand and to interpret diversity management, beginning with the concept of workforce diversity. The process continues to the next stage where the researcher will clarify the meaning of diversity management in relation to the researched organization. Then, using empathy and intuition plus prior theoretical as well as experiential understanding he will try to understand and interpret the empirical data. The researcher will finally compare the entirety in relation to the different parts of the material in order to gain a new understanding of the subject.

### 3.3 The Research Strategy

The research strategy used for this study was based on a survey. According to Saunders et al. (2000) the survey strategy is usually associated with a deductive approach and it is a common strategy in business and management research. Further, the survey strategy gives more control over the research process. However, it takes a lot of time to design and pilot the questionnaire and also the analysis of the results is time consuming. Considering the aim of this study, which is the development of diversity management, the workforce diversity based on ethnical background and its impact on the performance of both individuals and organization, a survey was chosen to evaluate the results. The decision to use a survey strategy is perceived to be the most effective for this type of study for rich and robust enquiry about diversity management in TFL i.e.:
- Needs assessment - Assess organizational readiness and need before beginning; identify the diversity problems, if any, in TFL by collecting relevant information from employee input through questionnaire.

- Organizational commitment - Assess senior management commitment and establish management responsibility for climate setting.

- Business strategy – Assess TFL’s business rationale for diversity initiatives. Assess the link of TFL’s diversity strategic vision and diversity strategy that states by whom, when, where, and how the diversity interventions and initiatives will be accomplished.

- Systems and procedures that support diversity – assess practices, interventions, and initiatives that fit the organization’s needs and problems. Assess diversity efforts with strategic business objectives. Assess process that ensures ongoing successful diversity efforts.

### 3.4 Choice of Methodology

It is the research goal and the subsequent questions of empirical investigation that directly influence the choice of methodology. Choosing the right methodology is helpful for answering the research questions and achieving the research purpose. To get answers on the research questions a quantitative survey, based on a questionnaire has been made. The purpose of the questionnaire was to identify elements of diversity strategies, analyze the development of diversity management and evaluate the diversity of workforce in TFL. A qualitative study, based on the comment section in the questionnaire, has also been made to gain a deeper view of how well-known the concept of diversity management is and what perceptions exist about it. Qualitative study has been further supported by the process of interviews with members of the executive management.
Quality refers to the what, how, when and where - its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of things. In contrast, quantitative research refers to counts and measures of things (Berg, 1998).

I. Quantitative study
Quantitative research uses methods adopted or adapted from the physical sciences that are designed to ensure objectivity, generalizability and reliability. These techniques cover the ways research participants are selected from the study population in an unbiased manner, the standardized questionnaire or intervention they receive and the statistical methods used to test predetermined hypotheses regarding the relationships between specific variables. The strengths of the quantitative paradigm are that its methods produce quantifiable, reliable data that are usually generalizable to some larger population. Quantitative measures are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data (Weinreich, 1996).

II. Qualitative study
Qualitative research methodologies are designed to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with the people under study. Qualitative methods used in social research include observations, in-depth interviews and focus groups. These methods are designed to help researchers understand the meanings people assign to social phenomena and to elucidate the mental processes underlying behaviours. Hypotheses are generated during data collection and analysis, and measurement tends to be subjective. In the qualitative paradigm, the researcher becomes the instrument of data collection, and results may vary greatly depending upon who conducts the research. The advantage of using qualitative methods is that they generate rich, detailed data that leave the participants' perspectives intact and provide a context for healthy behaviour. The focus upon processes and "reasons why" differs from that of quantitative research, which addresses correlations between variables (Weinreich, 1996).

What are the perceptions of the concept of diversity management, based on managers’ own comments and experiences? To answer this question a qualitative study in the form
of interviews was conducted. This study was also undertaken to see if the managers had any preconceptions of diversity management.

3.5 Scientific Approach

The underlying research philosophy for this study is positivism, which refers to scientific knowledge consistent with theories that include terms referring to measurable phenomena and theses maintaining relations between them. Positivism is usually connected with a deductive approach (Saunders et al., 2000).

A lot of literature in the subject of diversity management already exists, therefore the chosen methodology subscribes to a deductive approach. It is based on developing a theory and/or hypotheses and then forming a research strategy to test the theory. In this study the analysis of results will be stated in the next chapter.

According to Saunders et al. (2000) a quantitative study helps the researcher to interpret and analyze the data, which is necessary to answer the research questions. To analyze the company’s workforce (in terms of ethnic backgrounds) requires statistical analysis, based on a quantitative survey of the companies' employee population.

For a better understanding of the managers' own interest in diversity management a qualitative study is required. It enables the researcher to ask more open-ended questions, which is not possible when using quantitative data. The driving force behind the questionnaire guide was the need for analyses of the development of diversity management and its impact on the performance. Therefore, it was necessary for this research to analyze managers' own perceptions about employees of different gender, nationalities or ethnicities.
3.6 Case Study

The case study, a qualitative research method, allows an investigation to retain the holistic and meaningful characteristics of real-life events, such as for instance individual life cycles and organizational and managerial processes. Case study is known as a triangulated research strategy. Snow and Anderson (as cited in Feagin, Orum, & Sjoberg, 1991) asserted that triangulation could occur with data, investigators and theories, and even methodologies. Stake (1995) stated that the protocols that are used to ensure accuracy and alternative explanations are called triangulation. The need for triangulation arises from the ethical need to confirm the validity of the processes. In case studies this could be done by using multiple sources of data. Case studies are the preferred method when questions like "how" or "why" are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context. The method is best suited when studying a practical problem like questions or situations in everyday life. Case studies can be based on any mix of quantitative and qualitative evidence and can include both single and multiple-case studies. However, for this research a single organization (TFL) is chosen for the case study (Yin, 1984).

Single case studies are used when the research involves a single experiment, an extreme or unique case, or when investigator has an opportunity to observe and analyze a phenomenon previously inaccessible to scientific investigation. On the other hand multiple case studies contain more than a single case. Before addressing the research question, a decision has to be made about which of these two should be used. When the case study only examines the global nature of the phenomena, it has a holistic case study design. An embedded case study design means that many units of a phenomenon have to be selected and investigated. The data for case studies, according to Aaker (1990), is usually obtained from unstructured interviews with a number of people involved combined with available secondary material and internal data sources.
3.6.1 Different Types of Case Studies

Lundahl & Skärvad (1999) state that there are five different types of case studies: descriptive, explanatory, diagnostic, evaluative and exploratory. Descriptive case studies serve to provide an accurate picture of an event or process that has already taken place. The diagnostic case study aims at finding the cause of a specific phenomenon and solutions to practical and tangible problems. Evaluative case studies focus on measuring and evaluating the effects of a specific change in the environment. The researcher studies events that have already taken place. The exploratory case method means that a phenomenon needs to be looked at from different angles and viewpoints in order to reach a better understanding. According to Yin (1994) it is used when there is not a great amount of prior information concerning the researched subject, and when the goal is to develop relevant hypotheses and propositions for further inquiry. Lundahl and Skärvad (1999) consider that the exploratory case method is well suited to preliminary inquiries or presenting the data and analysis already done on the researched question. Another application for exploratory approach is an illustration of good and bad examples. For this study mixture of different types of case studies is been used.

3.7 Type of Inquiry

Three of these types of study have been used for this research, exploratory, descriptive and explanatory studies. The exploratory study has been used to find out what has happened, to seek new insights, to ask questions and to cast light on the phenomena of diversity management. Descriptive research is commonly used to portray an accurate profile of persons, events or situations and it is said to be an extension of or to be based on exploratory research. In this study the descriptive research has been used to have a view of the current situation and personnel perceptions of diversity management. The explanatory study has been used to study diversity management and the workforce diversity and to explain the relationship between these two variables (Saunders et al., 2000).
3.8 Data Collection Method

A successful choice of data collection method is one that has the greatest number of strengths and the fewest weaknesses, compared with the alternatives. Often this is achieved by combining several methods to take advantage of their best features and to minimize their limitations (Aaker, 1990). The best way for the researcher to gain knowledge of the research subject would be through questionnaire survey, interviews and secondary sources. The research began through consultation at the TFL headquarters, Ganilau House, Suva. The purpose of this was to get the information on TFL, the evolution of TFL, and to investigate whether TFL has any diversity strategies and is practising diversity management. For this study two types of data were sought, primary and secondary.

3.8.1 Secondary Data

Secondary data is material that others already have collected for other purposes than this research. Secondary data was collected through literature, books, articles newspapers, reports, dissertations, case studies, and Internet. This was done to give the reader of this study a background view of the subject and to present the existing theories of diversity management. This research is mainly based on secondary data, as diversity management is not vastly implemented in Fiji compared to overseas countries like the USA due to their diverse population. The researcher used the Internet to get necessary information about this research. As stated by Lundahl and Skärvad (1999) that information received through Internet or Intranet is reliable if it is interpreted and criticized in the same way as any other method of data collection.

3.8.2 Primary Data

Primary data is the kind of material the researcher has personally collected to address a specific research objective (Aaker, 1990). Questionnaire surveys and personal interviews were typical types of primary data collection devices for this study. According to Lundahl and Skärvad (1999) interviews are divided into two groups. The first group includes standardized and non-standardized interviews; semi-structured and focused interviews are included in the second group.
I. The Interview
A standardized interview consists of asking pre-defined questions in a certain order. The interview questions were exactly the same for all respondents. A non-standardized interview is more flexible and more similar to a conversation about the subject, so that the interviewer can choose the questions and the order of the questions freely. In an open-ended or focused interview, the interviewer attempts to cover a specific list of topics or subject areas. The timing, exact working, and time allocated to each question area are left to the judgment of the interviewer (Aaker, 1990). Furthermore the focused interview permits the researcher to obtain not only facts concerning the subject but also personal reactions about the topic.

The technique used to collect primary data for this study was using self-administered questionnaires and through personal interview and a focused interview form, where meetings were held with people with particular experience, both from the management side and among the employees, to build up an in-depth understanding of diversity management in TFL. Since TFL has branches around the country, the researcher included most of the branches in this study. Interviews were based on an interview guide specifying topics related to this study. Before the researcher met or rang the respondents for the interview, he had sent the questions to each of them in advance. During the interview, as new questions emerged, the researcher was able to collect supplementary information from the respondents. After each interview facts and impressions about the data collected were recorded by the researcher. To interpret the material gathered through the interviews, the researcher adopted a hermeneutic approach.

II. The Questionnaire
In this study a self-administered questionnaire was also used to collect the primary data. According to Saunders et al. (2000) there are three types of data variable that can be collected through questionnaires. They distinguish between opinion, behaviour and attribute. Opinion is the way respondents feel about something or what they think is true or false. By way of contrasts, data on behaviours and attributes record what respondents do and who they are. Behavioural variables contain data on what people do or did in the past and attribute variables contain data about the respondents'
characteristics. Because the questionnaire used included questions with Likert scale answers it is a matter of respondent opinions. The first part of the questionnaire included attributes, because the respondents stated what they are by presenting themselves. The second part of the questionnaire included both attributes and behaviours. And the third part was about opinions and behaviours.

Two sets of questionnaire were developed, one for the top and middle management, and the other for bottom-line employees. The questionnaire was intended to be as short as possible considering the interviewees' work and large responsibilities within the organization. The questionnaire was divided into four parts. The first part extracted information on the employee profile such as demographic factors, employment conditions, area of employment, etc. The second part is elicited information on individual factors such as training and career development, knowledge management and job satisfaction. The third part sought information on work group factors such as team work and team management. The fourth part is extracting focused on organizational factors such as diversity management and its impact on individuals and the organization.

Most of the questions were short and closed. However at the end of the questionnaire a comment sheet was attached to allow the respondents to give their opinion. In the questionnaire there were four definitions stated, on diversity, cooperate diversity strategies, diversity-hiring action plan and finally on diversity management to help respondents fully understand the questions before responding. The questionnaires were sent to a wide number of employees of TFL (convenience sampling, see 3.9) allowing the respondents to fill it out at their own convenience. Some questionnaires were delivered and returned electronically via e-mail and others were distributed and collected. It was done to determine the diversity of workforce, study the level of development in diversity management and measure the impact of diversity management on both individuals and the organization. Questionnaires are relatively inexpensive and easy to administer. They can be easily analyzed using a computer software tool such as SPSS.
3.9 The Sample Selection
Initially this study was on telecommunication companies in Fiji i.e. Vodaphone and TFL. Both the companies were approached and we (me and my supervisor) had a detail meeting with them, where they agreed to our request for distributing the questionnaire to their employees. But later we could not get any completed questionnaire back from Vodaphone. After this we concentrated on TFL and its subsidiaries. Here we could identify 886 employees. This is the sample frame we initially targeted. But later on we could not get any response from TFL’s subsidiaries. Than we restructured our sample frame to TFL employees. From this sample frame the target population of 150 employees was chosen using the convenience sampling technique. Convenience sampling is used in exploratory research where the researcher is interested in getting an inexpensive approximation of the truth. As the name implies, the sample is selected because they are convenient. This non-probability method is often used during preliminary research efforts to get a gross estimate of the results, without incurring the cost or time required to select a random sample. The target population for this study included top and middle management, and bottle-line employees of TFL over the country.

3.10 The Pilot-test of the Questionnaire
The questionnaire was based on the researcher’s knowledge built up through the literature review as well as by the scientific logic employed in this research. It was pilot-tested by sending to the employees of TFL and getting their response before it was finalized and distributed for data collection.

3.11 Response Rate
Out of 150 questionnaires that were sent out only 33 were answered, which gives a response rate of 22 per cent. Disappointingly, 117 respondents did not answer the questionnaire or did not want to participate in the research and they had their own reasons for this. Some were not interested, others came up with different explanations such as that they did not have time to answer the questionnaire. Those who did not respond to the questionnaire were contacted again to increase the response rate and the
researcher personally thanked them for their support in education. Finally a total of 130 questionnaires were collected, out of which 24 were unusable because of errors and 106 were completely answered, which gave a response rate of 70 per cent. These 106 questionnaires were then used for the analysis and results.

3.12 Analysis of the Data

To get a conclusion on the research questions, propositions and conjectures of the author and to make an analysis, the results from the questionnaire played a major role. All responses from the questionnaire were analyzed together, because this research is concerning a large number of response and the development in general. Statistical analysis was carried out because the questions were of a quantitative nature. This was done to statistically measure the impact of diversity management on both individuals and the organization.

In order to analyze the data, both qualitative and quantitative approaches were made. However, it should be mentioned here that quantitative questions as well as qualitative ones were analyzed through the prism of the quantitative approach. By stating this it is meant that analysis was mainly performed with the help SPSS computer software tool to analyze the questionnaires received.

The knowledge acquired by the researcher as well as assistance provided by the supervisor has influenced the way analysis was performed. The quantitative data was used in order to do various statistical analyses, as this study was purely based on statistical evaluation due to the quantitative nature of measurement of diversity management. The open-ended questions and interviews, which also represented important part of the analysis, were also evaluated quantitatively with the combined mental effort of the researcher and the supervisor; analytical skills and different interpretations were employed in order to come up with the analytical results.
3.13 Validity

Validity refers to the success of the scale “in measuring what it sets out to measure, so that the differences between individuals’ scores can be taken as representing true differences in the characteristic under study” (Moser & Kalton, 1971; Oppenheim, 1992). It is a multi-faceted concept in the sense there are a number of different forms of validity. According to Moses and Kalton (1971) validity is concerned with the question of whether the scale measures what it sets out to measure. An important criterion for the suitability of any data set is measurement validity. Another important criterion is coverage; there has to be assurance that primary data cover the population about which the data are needed. According to Saunders et al. (2000) data that fail to provide the necessary information to answer the research questions or meet the objectives, will result in invalid answers.

The questions in the questionnaire were formulated in order to give answers to research questions and meet the necessary objectives. Therefore there is a connection between theory and the empirical study, but this may not mean that all the right theories were used. Even though the questionnaire was designed in English it cannot be assured that the respondents understood the questions equally. Even though some of the definitions were provided, considering the concept of diversity management being new some of the respondents may not have fully understood the meaning of it. Threats to validity in this research could be that some of the respondents may not have answered the questionnaire themselves or interpreted the questions as the researcher expected. This research may not represent other Fijian telecommunication companies as the study was limited to TFL and because this kind of research needs to engage many companies and a longer time to be fully completed.

3.14 Reliability

Reliability addresses the consistency and stability of measures and the degree to which measures are free from error and yield consistent results (Zikmund, 1997). According to Trost (1994) if the same research has been made on different occasions it should give roughly the same results. Research rating well reliability is characterized by the fact that
the person performing the research or the existing circumstances do not affect the measurement (Lundahl & Skarvad, 1999).

To avoid misunderstandings, there were definitions presented in the questionnaire on diversity, corporate diversity strategies, diversity-hiring action plan and diversity management. However, it cannot be assured that the respondents understood the definitions in the same way. Each respondent probably made his/her own interpretation of the definitions. The questionnaire included a question if the respondent had heard about the concept of diversity management before the questionnaire. This could have been embarrassing for some respondents so that they answered always, even if they did not know anything about the concept.

### 3.15 Ethical Issues

Ethics matter in academic and scientific research. According to Babbie (2004) anyone involved in social scientific research needs to be aware of the general agreements shared by researchers about what is proper in the conduct of scientific inquiry. The study of ethics is no less and no more important in research than it is in any other practice that has the potential of causing harm or creating good for others. There are a number of key phrases that describe the system of ethical protections that the contemporary social research establishment has created to protect the rights of their research participants. The principle of voluntary participation requires that people not be forced into participating in research. Closely related to the notion of voluntary participation is the requirement of informed consent. Essentially, this means that prospective research participants must be fully informed about the procedures and risks involved in research and must give their consent to participate. Ethical standards also require that researchers not put participants in a situation where they might be at risk of harm as a result of their participation. Harm can be defined as both physical and psychological. There are two standards that are applied in order to help protect the privacy of research participants. Almost all research guarantees the participants confidentiality. They are assured that identifying information will not be made available to anyone who is not directly involved in the study. The stricter standard is the principle of anonymity, which essentially means that the participant will remain anonymous throughout the study. All of the above issues were taken into consideration whilst doing this study (Resnik, 2007).
3.16 Conclusions

This chapter on research methodology explained the research objectives. The problem definition is considering the extent to which TFL has knowledge about diversity management and on what level of development such management is integrated in the enterprise. The choice of methodology is based on both quantitative and qualitative studies. Further, it subscribes to a deductive approach, which is based on developing hypotheses (concerning this study propositions) and then forming a research strategy to test them. The sample was chosen using convenience-sampling techniques and the data were collected with self-administered questionnaires. Chapter 4 provides the details of data analysis and interprets the results.
Chapter 4

Case Study on TFL

Executives Perception of Diversity Management in TFL

This chapter is a case study on TFL. The content of this chapter is on the overview of TFL, workforce diversity, its Executive Officer's perception about diversity management in the areas of recruitment and selection, training and development, communication, conflict management, remuneration and its impact on employees' performance and organizational performance.

4.0 Introduction

Telecommunications and information technology in Fiji are now enabling technologies that underpin many other economic functions, notably industries and manufacturing, finance and commerce, media and entertainment, social and cultural activities. Telecommunications now includes not only its staple diet, Plain Old Telephone Services, but also new mobile telephone services, many forms of latest data services, and also online directories, traded information services and electronic commerce. Telecom Fiji Limited (TFL) is the sole provider of local and national (trunk) telephony services, and owns the only public switched telephone network in Fiji. The TFL network consists of 55 telephone exchanges throughout Fiji and Rotuma, connecting more than 101,000 customers. TFL provides and operates telecommunication services in Fiji under the provisions of the Fiji Post & Telecommunications Decrees 1989. FPTL was responsible for all commercial activities and the government was responsible for the control of shares and regulation of the sector. Additionally, the presentation of a Fiji Post and Telecommunications License gave the company exclusive rights on the provision of network services but the provision of telecommunication equipment is open to competition.

Amalgamated Telecom Holdings Limited (ATH) is the parent company of Telecom Fiji and was formed by government in March 1998 as the vehicle for privatization of the
telecommunications industry in Fiji. On 16th December 1998 Government sold 49% of its shares in ATH to the Fiji National Provident Fund, followed in September 1999 by sale of a further 2% to give FNPF the controlling interest in ATH. Today ATH group consists of Telecom Fiji Limited, Connect, Fiji Directories Limited, TransTel, Xceed and Vodafone Fiji.

Fiji’s biggest telecommunications company, TFL is no longer simply a telephone company but is now an information services corporation. As stated in TFL’s vision statement “The World at your fingertips”, which is technology neutral, and TFL portrays itself as giving its customers global reach through their fingertips, be it telephony, internet or any future ICT communications technology. According to TFL’s mission statement the organization exists to provide cost effective, efficient and reliable means of communication at any time, from and to anywhere across the globe in a way that is seamless and maximizes customer satisfaction whilst optimizing returns to shareholders. According to one of the chief executives, TFL has instilled its vision and mission into the organization’s new culture for future success by embracing the following values:

1. Total Customer Focus
2. Taking Ownership of Problems
3. Flexible Empowerment
4. Uncompromising Ethics
5. Morally Courageous
6. Innovative
7. Commitment to a Shared Vision
8. Supportive Teamwork

TFL’s prestigious position has been achieved through the contribution of its customers, shareholders, employees and board of directors that have steered the company from corporatization to privatization\(^5\).

\(^5\) http://www.tfl.com.fj/
4.1 Overview of TFL
Fiji's first telephones were introduced late 19th century (1898) by the Colonial Sugar Refining Company. In 1904, a line was built between Suva and Levuka. It followed an overhead pole route from Suva to Lodoni and then by submarine cable to Levuka. The line was originally installed as a telephone circuit and later converted to carry hand speed telegraph by morse. (The submarine cable eventually became faulty in 1938 and was abandoned). By 1909 a number of people began to realize the usefulness of telephones and by 1910 authorities installed a telephone system. Around this time, an overhead pole line was built across Viti Levu. The line was damaged regularly by falling trees and branches and required continuous patrolling and repairs. It was finally abandoned in 1937 with the opening of the southern coastal road from Suva to Lautoka. From these early pole routes a few cables were slowly extended in Suva and Levuka. By 1929 there were 350 subscribers in Suva and about 100 in Levuka. There were no public telephone systems in some of the towns around the main island of Viti Levu.

The second phase in telephone development followed the worldwide economic recession of the early 1930s. A 100-line switchboard was installed at Lautoka in 1934 and two overhead lines linked it to a new exchange at Ba. In 1937, a further two overhead lines ran from Lautoka to Nadi where a 50-line exchange went into service. During this period, construction of the telephone pole route between Suva, Navua, Sigatoka and Nadi closely followed construction of the Suva-Lautoka road, which was underway at the time. One pair of lines was completed in 1939. A second pair was added to this route a year later and a three-channel carrier telephone system was brought into service using one of the pairs to provide additional circuits needed by the armed forces.

The third phase of development occurred after World War II when the government acquired station sites and buildings at two Suva suburbs. They had been established and used for military communications throughout the war. The two stations formed the basis of the Department's high frequency radio-telephone and telegraph services. After the war it became obvious that the old Suva Manual Exchange could no longer meet the needs of a growing town. In 1956, the heavily overloaded manual board was replaced with a stronger type automatic Step-By-Step exchange.
In the late 1950s the steady growth of telephone and telegraph traffic began causing serious network congestion problems on virtually all trunk routes throughout the country. It was apparent that a major long-term plan was required to put an end to piece-meal development and in 1958 the first development plan was prepared. This development plan provided for the progressive conversion of all large manual exchanges on Viti Levu to automatic systems (L M Ericsson Crossbar telephone exchange and multi-channel radio link systems). A similar program was also considered for Vanua Levu and other centres. In 1959, a 5-channel VHF radio system provided telephone and telegraph services between Suva and Labasa.

1960 saw the introduction of teleprinters, initially for the Department's use. Expansion of the VHF radio system took another step forward with the installation of a 9-channel Suva-Lautoka and Lautoka-Namaka link in 1961. In 1962, a second 9-channel VHF link went into service on the Suva-Lautoka route. Fiji was extremely fortunate to have access to the Sydney-Auckland-Suva-Vancouver Compac submarine telephone cable, which was commissioned in 1962. In 1963 a manual telex exchange was opened with four subscribers and the Suva-Lautoka microwave link was brought into service at the end of 1965. During 1966, four L M Ericsson microwave links were opened at Lautoka, Namaka, Nadi and Levuka, together with two crossbar automatic trunk exchanges at Suva and Lautoka. These were integrated with the existing automatic telephone exchanges in Suva, Laucala Bay and Samabula to form a subscriber trunk-dialing (STD) network covering Viti Levu and Ovalau.1966 marked the introduction of STD and of crossbar switching equipment into the Fiji telephone network. In 1968 two more automatic crossbar exchanges replaced manual systems at Ba and Sigatoka while a microwave link was erected between Ba and South Ridge to carry trunk traffic.

There were various developments in telecommunication services in Fiji during the period between the early 70s and the late 80s, which included capacity and network expansion to gain more customers by providing better service using state of the art technology in telecommunication industries and to meet its social obligations. Radio-telephone stations served telecommunications services for the outer islands and remote areas, where
telephone exchanges did not exist at the time. In 1989 a new digital AXE concept was introduced into the National Network. It enabled the fully electronic exchanges to work with the electro mechanical systems to meet the big demand from customers for the ISD facility. In the same year a private limited liability company called Fiji Post and Telecommunications Limited (FPTL) was formed to acquire all the assets and liabilities of the government post and telecommunications services. The transfer of business from government to the new company (FPTL) occurred on January 1, 1990. Six years later on July 1, 1996, FPTL split into two separate entities, Post Fiji Limited and Telecom Fiji Limited. The separation recognized the current realities that the two services must be separated to enable each to achieve its full potential as a profitable business. The privatization process for Telecom Fiji Limited was advanced in March 1998 when Government created Amalgamated Telecom Holdings Limited to hold all its TFL shares.

In 1993 Fiji Directories Limited was set up as a joint venture between FPTL (90%) and Edward H. O’Brien (10%), which moved to ATH on 31st December 2002. In the same period EasyTel service a new Code Division Multiple Access (CDMA) wireless technology was set up to provide internet and telephone service to its customers where there were no traditional lines or circuits available. On 1st April 2002, Internet Services Fiji (operating as Connect) was set up to take over Internet services operations from TFL. Xceed Pasifika was formed in April 2003, taking over all customer premises equipment sales and related activities from TFL. TransTel was also formed in April 2003 to assume responsibility for Telecards and all public phone booths. Vodafone Fiji, which TFL owns 51%, established in 1994 and became part of ATH in 2004.

In 2005 there was no major development in network and technology except upgrading of the existing systems. Tariff rebalancing also took place, whereby the commerce commission announced its determination on telecommunication price, causing TFL’s earnings before interest and tax to fall by approximately $10 million on an annual basis. TFL underwent restructure and change management with an operational review aimed at ascertaining the level of readiness within the company to face change. Many of and the staff were offered voluntary redundancy packages as a measure to reduce costs and
improve efficiency. A number of staff took this opportunity, which assisted TFL in reducing its staff by approximately 30 per cent of 1439 over 2006, costing $20.5 million.

In 2006 staff took redundancy package and the manpower was reduced to 886. The total work force is the composition of employees from TFL and its subsidiaries. In the area of development, TFL launched broadband service using wireless and Asymmetrical Digital Subscribers Line (ADSL) Technology and the service has been extremely well received by the market. In addition TFL also launched the satellite service known as VTSAT but was not full operational as the system was giving problem. TFL had also embarked on the program called 110/50 with the object of growing the line base to 110,000 lines and increasing the traffic in the network by 50 per cent. This was done to arrest the decline in connections and to stimulate traffic in the network. In terms of finance TFL’s revenue was stable and there was a significant drop in expenses, which led the company to double the net profit (above $30 million) compared to 2005 (slightly above $15million).

In 2007 the VTSAT service was upgraded to a more robust system, hence enhancing reliability and stability, leading to a significant increase in customer numbers, and a reduction in operating costs and to achieve its objective of 2006 that is to grow the line base to 110,000 lines and increase the traffic in the network by 50 percent. The objective in terms of connection was nearly achieved with 108,362, while new connections were still being added TFL also established a Health Safety and Environment unit, which is governed by Health and Safety Policy to ensure safe and healthy workplace for employees, customers, contractors and visitors. The company has reduced tariff which has had a negative impact on the revenue, but has increased its competitive position as TFL was under process of deregulation. In January 2008 Fiji’s telecommunications industry was finally deregulated, bringing an end to TFL’s monopolistic environment in the telecommunications industry. (http://www.tfl.com and TFL’s annual reports from 2003 to 2007).

4.1.1 Services

TFL provides a range of services to its customers including local and national (trunk) telephony services, data services such as Information Line Services – provides voice and
fax service, private leased lines, switched digital data circuits such as (FaxFonTastic - a virtual telecommunication service that is not physical product, it cannot be touched, seen or felt, Smartlink Services - links up all your business telephone numbers and extension, Teleconferencing - connecting many people over the phone simultaneously, TeleNet Services and Voicebank Service), information processing, maritime telecommunications and emergency services. In addition TFL has customer care centres around the country to provide services such as new phone connections, reconnections, or extensions, sales and service enquiries, changes to existing services, account inquiries and payment of bills to its customers, over the counter and contact centre to provide Services such as queries on all TFL products and services, billing queries, fault reports and general enquiries are made easier for customers who can conduct business with TFL over the phone, or over-the-counter at the customer care centres.

4.2 Organization Structure
TFL has five Strategic Business Units (SBUs), each headed by a general manager. It is further divided into two sections. The first section (Corporate Office, and Finance) reports directly to the Chief Executive Officer (CEO) and the second section (Telecom Services Group), is headed by the Chief Operating Officer (COO) and includes Business Strategy and Marketing, Network and Technology and Access (see appendix 2 for the full organizational structure).

1. **Corporate Office SBU** is headed by Mr. Taito Tabaleka, Acting (CEO). This SBU is responsible for driving TFL to achieve the corporate vision that has been set by the TFL Board of Directors. There are six units in this SBU and they report directly to the CEO.

- Corporate Planning, Interconnect & Regulatory – efficient and analytical management of interconnect and regulatory issues.
- Internal Audit – implements internal checks.
- Corporate Communications and External Affairs – stakeholder management, media liaison, corporate image and public relations.
- Change Management - implement and monitor change processes. Responsible and accountable for corporate structural changes.
➢ Corporate Services - management of legal matters for TFL’s executive management, internal and external security of the company, property management, fleet management, supply chain and board secretariat.

➢ Human Resources - responsible for internal, external training and inward and outward movement of staff, contracts and salary.

2. **Finance SBU** is headed by Mr. Kapila Sri Chandrasekera. The Chief Financial Officer reports directly to the CEO and is responsible for providing business and financial information, analysis and advice to help TFL maximize revenue, profits and shareholder value, purchasing and warehousing, provision of vehicles to sections, managing the Company insurance and risk management.

**Telecom Services Group** – is TFL’s core operational group and is headed by Mr. Sakeasi Seru. The following 3 sections report directly to the COO:

➢ Customer Services, which includes Customer Care Centre, Operator Services and Contact Centre.

➢ Rural Services: responsible for efficient and professional delivery of TFL services to rural areas.

➢ MIS (Management Information Systems): responsible for efficient and latest management information systems for the company.

The SBU’s that fall within this group are:

1. **Business Strategy & Marketing SBU** - responsible for growing marketing share and revenue, marketing TFL products and services to customers, billing customers and managing the relationship between TFL and its customers, and delivering efficient telecom services to corporate customers.

2. **Network & Technology SBU**: responsible for meeting business plan targets for telecom lines, cables and network infrastructure.

3. **Access SBU**: responsible for efficient and professional delivery of telecom service to residential and small business customers.
4.3 Workforce Diversity and TFL
In the increasingly globalizing environment, the challenges many companies face are in the development and retention of employees, and in the achievement of increasingly high standards of performance by individuals throughout the organization. With easy capital mobility and increasing standardization of technology across the globe, the labour component has become determinant of national and corporate competitiveness in many sectors. As globalization changes the economic landscape, so does it increase the cross-cultural nature of national and corporate workforces, as in the case of TFL having a diverse workforce not only at lower levels but also at the executive level. At present TFL employees 524-Fijians, 199-Indians, 19-Rotumans, 5-Chinese, and 29-Others, are making a total workforce of 776 employees, 218-Female and 558-Male. One may notice that the organization has employed more males than females. This is because of the nature of work. Males are mostly engaged in the technical work or fieldwork outside the office and females are mostly engaged in customer service or office work.

Diversity is an asset for TFL. According to the executive officer TFL believes a workforce drawn from different cultures and backgrounds generates innovation and creativity. Its equal opportunities policy commits TFL to treating all employees and potential employees fairly and without discrimination on the grounds of factors such as race, sex, or disability.

Looking at top management in TFL and its subsidiaries one can conclude that TFL has brought together a diverse executive team that represents the various departments within their business. A diverse organization is one that invites, embraces and manages differences in the changing workforce to gain the best from its people and to provide the best service to its customers. It encourages the breaking down of barriers of the past to look at things in a new way, to find effective business and customer solutions. In such organizations diversity is regarded as a competitive differentiator, in both employment and customer markets. Characteristics of such an organization include:

- recognition of diversity as a business issue and every level of the organization hold responsibility not just HR or Marketing
the existence of a widely accepted and practised set of values that ensure the respect and dignity of all
an environment where the insights of diverse groups are sought and welcomed and people are not alienated or sidelined because they do not 'fit' into a set expectation
innovation and creativity are rewarded and recognized.
a climate where people feel that their background and lifestyle does not affect perceptions of them as a professional, or affect their opportunities for development
flexible working practices are made available, as there is an appreciation that not everyone can and will work the same hours and in the same way. This removes disadvantage and discrimination to participation in work
the diverse workforce is visible at every level of the organization and in every business area.

Unknowingly (since TFL do not have any diversity strategies) TFL has implemented, promoted, and sustained diversity throughout their organization. According to executive officers, employing and managing diverse people gives them a more rounded and balanced organization and makes them more adaptable to new situations. This is not simply about gender, ethnicity, disability or age: it is about open mindedness, embracing non-conformity and creating balanced teams. On top of these, it is a requirement for TFL to show compliance with equality. This gives TFL greater access and a more effective development and use of the organization’s human resources, through effective integration of diversity management principles in the human resource functions. This in turn leads to a more productive workforce, a better understanding of markets and competitors, a more effective and efficient organization and a more profitable business.

4.4 Diversity Management
Diversity management includes a process of creating and maintaining an environment that allows all employees to reach their full potential in pursuit of organizational objectives (Jenner, 1994; Thomas, 1994). It emphasizes building specific skills, creating policies and drafting practices that get the best from every employee. Therefore it becomes the key objective for human resource to attract, retain and motivate top quality
employees. According to executive officers; TFL achieves this through effective integration of diversity management principles in to human resource functions of recruitment and selection, training and development, good communication, performance and reward, and remuneration.

4.5 Diversity Recruitment and Selection in TFL

Researchers have found that organizations can benefit from workforce diversity by creating an organizational environment that which attracts people from diverse labour markets. Managing diversity promotes competitive edge by recruiting the best people for the job, regardless of ethnicity, age, gender or other individual characteristics. These were also the views of TFL executive officers in their interview. Moreover, some theory suggests that high levels of heterogeneity can lead to increased organizational performance (Adler, 1980, 1983, 2002; Moran et al., 1981 as cited in Pitts, 2005). Organizations often resort to internal promotions to fill vacancies and hence, recruiting a diverse workforce at critical entry points to the organization ensures that a diverse pool of talent is available for promotion. To achieve these objectives, recruitment and selection processes must be based on organizational and job-relevant criteria and managers who run these processes should be skilled in assessing the criteria (Kandola and Fullerton, 1994 as cited in D’Netto and Sohal, 1999).

According to TFL’s executive officers the best people are recruited for the job, which means that while processing the application they make sure that the applicants have the right skills, knowledge, attitude, ability and experience (SKAAEs) that are required for the particular job to help TFL achieve its objectives. TFL practises equal opportunity in recruitment and selection processes and includes presence of diverse managers on selection committees. They do not necessarily look at the most educated person, as they believe that employing the most educated person does not guarantee setting the highest performance.

Moreover they have stated that in their recruitment and selection process, the skills required have been identified through the processes of job analysis, description and specification. Then they test the candidates through an interview process by asking them
to get involved in simulated work scenarios, provide samples of previous work, fill in personality and intelligence tests and perform real work simulations to test their abilities to see whether candidates meet the job requirements. TFL believes that improvement in their talent pool is best accomplished by using such measures. An effective recruiting program is likely to achieve a balance between identifying and selecting people who have the right SKAAEs and using the best measures can grow these SKAAEs through training, coaching, mentoring, and other developmental activities.

4.6 Diversity Training and Development in TFL
Globalization of work organizations, lobbying by groups in local and global environments, the need to find ways of enhancing team creativity and performance and the popularization of research demonstrating that diverse groups can out-perform their homogeneous counterparts are all forces that drive the development of a strong rationale for diversity training and development at work (Moore, 1999). Diversity training and development are promoted both as a resolution to problematic workplace relations and as a medium with which to unleash the creative potential of diversity, such that organizational effectiveness is enhanced (Naff & Kellough, 2003; Rynes & Rosen, 1995; Tan, Morris, & Romero, 1996, 2003 as cited in Pendry et al., 2007).

Diversity training and development might well be defined as any discrete program, or set of programs, that aims to influence participants to increase their positive or decrease their negative intergroup behaviours, such that less prejudice or discrimination is displayed towards others perceived as different in their group affiliation (Richard et al., 2000; Wentling & Palmer-Rivas, 1999). According to Rynes and Rosen the factor that is most strongly related to a successful diversity training and development program in an organization is the commitment and support of top management. Having a top management team that is diverse is perhaps the most powerful way of conveying this support. This is significantly visible in TFL as the executive officers show their commitment and support for training and development (Rynes & Rosen, 1995, as cited in Pendry et al., 2007).
Howard-Grenville, Hoffman, and Wirtenberg (2003) believe that the success of diversity training and development programs depends on how they are framed, i.e. how messages are perceived by the recipients and their respond. Ely and Thomas (2001) contrasted three frames. They are:

- Integration and learning perspective, where the diversity training and development program is used as a vehicle for rethinking the primary tasks and processes of the organization. It is the only frame that contains a rationale that will motivate management and employees in a sustained manner to ensure the long-term success of a diversity training and development program.
- In the access and legitimacy perspective, the diversity training and development program is seen as a strategy of gaining entry into markets through hiring employees who are similar to customers.
- In the discrimination and fairness perspective, the diversity training and development program is used as a way of eliminating discrimination and providing equal opportunity.

According to Chatman et al. (1998) actions to foster a cooperative culture include leadership emphasis on the common good i.e. is organization’s objective, basing part of employees’ compensation on organizational or group outcomes, collecting performance feedback on group members’ performance from a variety of perspectives (e.g., peers, customers, subordinates), and celebrating successes on a regular basis. The outcomes of these diversity initiatives depend heavily on how the diversity training is developed, conducted and managed. Organizations with a well-defined diversity training and development program can reap the benefits of a diverse workforce.

According to TFL’s executive officers diversity training and development is a top priority within the company as it improves individual and organizational outcomes. Training and development are customized to the needs of specific individuals and teams at all levels in TFL. TFL uses a succession-planning approach in building a leadership talent pool to ensure leadership continuity, and a training and development need analysis approach to assess an organization’s training and development needs of their diverse workforce.
Succession planning is a systematic approach to build a leadership pipeline/talent pool to ensure leadership continuity, developing potential successors in ways that best fit their strengths, identifying the best candidates for categories of positions, concentrating resources on the talent development process yielding a greater return on investment. Training and development needs analysis is an approach that is most realistic in today's climate. It shows you how to apply a highly effective procedure for determining whether or not training is the solution to a job performance problem. It is an analysis of the opportunities and experiences that are required for individuals to train and develop in order to meet organizational and personal objectives.

Executives stated that training programs were designed and implemented to ensure that the right skills and knowledge to meet the changing demands of the business were imparted to staff. HRM in consultation with department heads finds out about the needs and aspirations of individual employees, for example through the appraisal process, and then creates the training opportunities within or outside (training provided by other institutions either local or overseas) the organization for individuals to develop skills, knowledge and attitudes that are job related and help the organization to achieve its objectives. TFL also assists individuals to develop skills, knowledge and attitudes that help them to achieve their personal objectives, i.e. by facilitating employees to take up educational opportunities at university or other vocational institutions to improve themselves.

TFL ensures that training delivered to the employees is effective and relevant to the organization's real needs or there is a strong connection made between the training and the workplace, as it is believed that organizations waste a lot of resources in conducting ineffective training programs. Employee morale also suffers when employees see managers not really serious about instilling the new behaviours. Post-training assessments are done to measure the training impact of the participants' skill levels and to see that employees are not back to business as usual.

Although TFL does not have any diversity strategy, it provides a training and development program on diversity management (unknowingly) to its managers,
supervisors and employees at all levels and in all departments. TFL does this with the expectation that managers and supervisors will build skill in the following areas: ability to articulate their ideas and feelings clearly, conflict management skills, effective giving and receiving of feedback, effective listening, group observation skills, and group decision-making skills, all of which will facilitate modified attitudes and behaviors, and healthy interaction with diverse individuals. Employees also come to grips with their feelings, thoughts, attitudes, and behaviours toward diversity and others from whom they are different, in order to achieve TFL’s strategic goal.

4.7 Diversity and Good Communications

Communication is a very important aspect in our day-to-day life. It is simply a method of sending a message from one person or group of persons to another. People must understand what you say; communication plays a vital role. It is one of the basic functions of management in any organization. It is a process of transmitting information, ideas, thoughts, opinions and plans between various functions of an organization. It is of vital importance to a business because it involves all the persons and organizations connected with the business employees, customers, shareholders, and any person or organization with which the business has any contact. Good communication will ensure that every one in an organization understands the message sent. Good communication in an organization allows employees to learn new skills and technologies, become more responsive to customers, improve quality of product or service and foster innovation. We cannot have human relations without communication. Therefore good and effective communication is required not only for good human relations but also for good and successful business.

Regular channels of communication should be established among diversity-network employees to ensure that they have the tools and information necessary to be successful in disseminating information and integrating managing diversity interventions into day-to-day work. Supervisor-subordinate improvements in good communication will assist organizations toward the goal of managing diversity by promoting integration and equality in the workplace. Managing personal growth, leadership training and mentoring are strategies for accomplishing better supervisor-subordinate communication.
Direction of communication in TFL has two modes, horizontal and vertical. Horizontal communication is between staff on the same level, for example communication between general managers, managers or subordinates. This takes place in the form of meetings, memos and so on. Vertical communication in TFL is further divided into two modes, vertical upwards and vertical downwards. Vertical upwards communication in TFL flows upwards from a subordinate to his/her supervisor, for example a manager reporting to his/her general manager, or an officer reporting to his/her supervisor/team leader. Vertical downward communication flows downwards when a superior delegates work to his/her subordinate, for instance a manager delegating work to his/her officer, supervision of work.

According to executive officers effective communication of information and decisions in TFL is an essential component of management and employee relations as they are organized around a shared vision and mission. Personnel morale is directly proportional in line with communication, i.e. how well employees are informed. Managers get the work done from employees as they communicate effectively what they want to be done. And employees do very good work as managers keep them posted with the latest information as to what is going on in the company, and instil a feeling of belonging.

In additional executives believe that communication is a basic tool for motivation, improving the morale of the employees in an organization. Managers at TFL usually discuss and clarify with employees about business requirements in line with organizational and department objectives, how well they are doing and what can be done to improve their motivation for better performance. This is done to avoid inappropriate or faulty communication among employees or between manager and subordinates, as miscommunication is the major cause of conflict and low morale at work.

It is through effective communication that TFL maintains good human relations in the organization and encourages total participation (i.e. encouraging ideas or suggestions from employees or workers and implementing them whenever possible). In this way, TFL increases its production at lower cost. TFL has effective and speedy communication policy and procedures to avoid delays, misunderstandings, confusion or distortions of
facts for reports, comments, grievances and suggestions of employees to their supervisors or managers. Since TFL is a large organization it faces difficulty in keeping everyone informed, and yet they inform every one because they believe communication is essential in TFL to meet its business strategic goal.

4.8 Diversity and Conflict Management in TFL
Organization that is rich in diversity has the potential for exceptional creativity and productivity, and it also has the potential for bitter, destructive, disruptive and costly conflict. According to Dr. Dana, "the differences that make us unique individuals are also sources of potential conflict between us". Getting the most out of diversity means often-contradictory values, perspectives and opinions. Conflict in an organization is inevitable and is often called a good or bad conflict. Conflict is good, for example, good teams go through a "form, storm, norm and perform" period and the outcome is a win-win resolution. These strengthen the relationship between the people in the good conflict. Good conflict is often needed to raise and address problems, it energizes work to be on the most appropriate issues, motivates employees to participate, and helps employees to learn how. But bad conflict can have a devastating effect on the attitudes of everyone involved. The result is low employee morale, a dramatic drop in productivity, more and continued conflicts and inappropriate behaviours. Hence a bad conflict has an overall negative impact on the organization as a whole.

There are many reasons for conflict in an organization but the most common ones are leadership problems, poor communications, stress from working with insufficient/inadequate resources and poor Personal chemistry includes conflicting values or actions among managers and employees. It is believed that an organization that does not provide the core competencies for managing conflict amongst employees in the workplace is paying a high financial cost. TFL executive officers also agree to this. According to TFL’s executive officers TFL has a laid down procedures to deal with any conflict that arises to ensure that conflicts are resolved quickly, fairly and consistently. Proactive measures are usually taken in conflict management: employees are encouraged to discuss issues of concern or suspected cases of misconduct with their line manager, or Human

http://www.mediationworks.com/pubs/bookcr.htm
Resources department. All the conflict in TFL is given full attention, whether it is major or minor. Team leaders and managers in TFL are trained and equipped with skills and knowledge to manage conflict and in most cases inter or intra-group conflicts are solved by the line managers.

4.9 Diversity and Remuneration
Good remuneration systems improve employee performance by rewarding those who have made a contribution to the organization’s performance. This ensures that there is a direct relationship between effort and reward. Thus, a performance-based pay system is viewed as being effective when the process of providing measurable rewards is appropriately linked to the individual or group performance. This is achieved within an agreed framework of planned goals, objectives and standards. An effective pay system is the backbone of all policies concerning the acquisition and utilization of human resources. The key outcome of an effective performance-based pay system is to improve an organization’s overall performance (D’Netto and Sohal, 1999).

According to Lowery et al. (1996) the key aim of a pay system is to retain the most valuable employees by distributing the rewards in such a way that these employees are left with a feeling of satisfaction. An effective performance-based pay system should sustain high levels of performance from the organization’s human resources, lead to employee satisfaction and increase organizational commitment. Thus, performance-based pay systems can help to reduce wage disparities amongst a diverse workforce, since there is a direct relationship between pay and performance. On the other hand Rosen and Lovelace (1991) and Schreiber et al. (1993) state that another method of reducing inequalities in income for a diverse workforce is by giving good performers challenging assignments, that will prepare employees for promotion to more senior positions in the organization. However, Jackson et al., (1992) and Grace (1994) believe that the main problems that affect culturally diverse employees are inequality in income and bonuses, job recognition, promotions and assignment of responsibilities.

In addition, Morrison et al. (1992) state that many traditional managers still prefer to give non-traditional employees responsibilities on a “trial” period before they become
permanent. This creates mistrust, lowers morale, and de-motivates the non-traditional workforce. According to Cabezas and Kawaguchi (1988) an income gap exists between white managers and minority groups for the same amount of work and qualifications. This gap was attributed to barriers that created some discrepancies in recognition. Prejudice, for instance, contributes to an unwillingness to pay higher salaries, grant benefits, or give minorities freedom to do their jobs without constant monitoring. On the other hand studies by Goldin (1990) and Gerhart and Rynes (1991) revealed that there is still reluctance to give non-traditional managers the same authority and rewards that go to their white male counterparts. Differences in rewards for similar performance result in loss of motivation and lower job satisfaction (D’Netto and Sohal, 1999).

According to TFL executive officers all employees are treated with equality in-terms of remuneration. This means there is no income gap existing amongst the employees because of their race, gender or age. For the same amount of work and qualifications, all the employees of TFL get the same pay out and pay rise across the board. Though the organization at present is not practising a performance based pay system, it is gradually moving towards it. However, the employees are rewarded with the bonus on individual, team and department level performance. TFL executives believe that an effective performance-based pay system will sustain high levels of performance from employees, leading to employee satisfaction, increased organizational performance, and customer and stakeholder satisfaction.

### 4.10 Diversity and Employee Performance in TFL

It has long been recognized, both in theory and practice, that excessively homogeneous groups can have a negative impact on organizational performance (e.g. Janis, 1972; Belbin, 1980 as cited in Moore 1999). However, there are many claims in the literature, not only urging that introduction and support of diversity is the right thing to do, but also that it can have a positive impact on a wide range of individual and organizational outcomes. Apart from the legal and ethical responsibilities that organizations have in the area of equal opportunity, it has been argued that organizations that learn to accommodate and manage diversity can reap a variety of benefits. According to Cox (1991) the successful management of diversity can have a positive impact on both
tangible measures of organizational effectiveness (such as costs and resource acquisition) and intangible dimensions (such as creativity and problem solving capacities). Similarly, Robinson and Dechant (1997) have stated that making room for diversity is not only politically correct or ethically commendable, but also that it is possible to build a compellingly rational case for the effective accommodation of diversity at work. Researchers argue that organizations that are more accepting, accommodative and realistic about dimensions of diversity are more likely to achieve cost savings, to attract an appropriate range of competent employees and to drive business growth.

The relationship between diversity and performance in organizations is not as simple or straightforward as some of the literature suggests. Research has pointed to examples where poorly integrated heterogeneous groups can be at least as damaging for organizations as excessively integrated homogeneous ones. While diverse groups may face particular difficulties, there is a strong rationale for the latter option. On one hand, this may require more initial effort, investment and intervention primarily in the form of organizational development and effective diversity training while on the other, there is plenty of robust evidence to suggest that diverse groups with the skills and support systems to integrate effectively are likely to be significantly more effective than non-diverse or homogeneous groups involved in the same activities (McCleod and Lobe, 1992; Maznevski, 1994). So while the link between diversity and performance is not automatic, there is enough well established evidence suggesting that given an appropriate organizational context (Neck et al., 1997) and an effective range of integrating skills (Maznevski, 1994) diverse groups can enhance their performance to a level that exceeds that associated with homogeneous groups.

However, according to Pitts (2005) understanding the impact of diversity on performance is important for organizations formulating a strategy to manage diversity. If diversity results in increased organizational performance, then an organization may wish to enact policies that encourage continued diversity and make it desirable for employees of different demographics to remain in the organization. If diversity results in decreased performance, then an organization will wish to understand how policies and practices might be put into place to manage the diversity present and make it productive. In either
case, the organization needs to understand how diversity is affecting performance. The logical next step, then, is to develop practices and policies that retain the positive impact of the diversity or attempt to mitigate the negative impacts.

One of these polices could be pragmatic management policies that seek to enhance employee job satisfaction and retention. Such policies could include part-time work, flexible time, generous family leave, or other arrangements that accommodate employees who are not able to conform to a rigid schedule (Kellough & Naff, 2004; Saltzstein et al., 2001). Maintaining such policies permits the organization to recruit from a larger pool of potential employees and to some degree, perhaps, have more or better options. Moreover, providing an environment in which one’s needs are valued not only could lead to increased retention and preservation of organizational knowledge but also enhance individual and organizational performance.

According to a TFL executive, previously all the staff members across the board were given a pay rise or bonus whether they were performing up to the required standard or not. However this concept is changing where performance assessment is done on a group or individual basis depending on the nature of work. If the work is to be done by a group, emphasis is to have a heterogeneous rather than homogeneous. According to the executive, TFL achieves a high-performing workforce by enabling goal alignment and execution, talent development and planning, coaching and mentoring, and pay-for-performance initiatives. The HR department in conjunction with managers and supervisors identifies the knowledge, skills, and abilities that employees need to develop for continued career success and archiving organizational goals. Based on that an in-house training program is developed and executed.

As one of the executives placed more emphasis on individual accountability than group, as he believes it gives a clearer picture about individual performance. This not only identifies employees for pay rises or bonuses but also for future leadership roles in the organization. Staff at TFL have a performance assessment every quarter where the staff can receive up to 50% bonus per quarter of their fortnightly pay (equivalent to a week’s pay) if they and the company are meeting their financial targets. This means that staff
can receive up to 200% bonus (equivalent to a month’s pay) per year. The bonuses payment is dependent on the financial performance of the company. Apart from bonus there are other rewards that TFL gives to its employees, including salary increases, promotions, telephone allowance, and so on that are related to performance. TFL trusts these rewards to create an environment where all employees feel that they are supported and valued and a clear message is sent to its employees that performance does matter. This also makes employees feel that their work has an impact, and they are seen as contributors. This motivates employees and they are more committed to their work.

4.11 Diversity Management and TFL’s Performance
Diversity management is a strategy to promote the perception, acknowledgement and implementation of diversity in organizations and institutions. In organizations diversity management is based on the idea that diversity opens up alternative ways of perceiving, thinking and acting and thus enriches the life of the employees and organizations. According to Kellough & Naff (2004) diversity management includes ensuring management accountability; examining organizational structure, culture, and management systems; paying attention to representation; providing training; developing mentoring programs; promoting internal advocacy groups; and emphasizing shared values among stakeholders. However, according to Cox and Blake (1994) managing diversity means planning and implementing organizational systems and practices to manage people so that the potential advantages of diversity are maximized while its potential disadvantages are minimized.

On the other hand Aiello (2004) and Jackson et al. (1992) state that organizations can succeed at diversity if the initiative to create, manage and value the diverse workforce has the full support of the top management. With this, other steps must be considered to value diversity, which are as follows:

- The organization should link concerns for diversity to human resource management decisions around recruitment, selection, placement, succession planning, performance management, and rewards.
• The organization should create such a working environment as will increase the motivation, satisfaction, and commitment of diverse people.
• Performance standards must be clearly and objectively established, effectively communicated, and used on objective criteria without any bias.
• Identify desirable and undesirable behaviours that must be based upon performance feedback discussions involving a diverse workforce.
• The strategy (diversity or otherwise) must be based on the will of the human resources, strength, and culture of the organization.
• Managers must understand their firm’s culture first and then implement diversity strategies according to that culture.

Diversity management focuses on managing the differences within a company’s workforce, capitalizing on the benefits of diversity and minimizing workplace challenges. The main ways diversity management produces the diversity dividend are:

• Improving the efficiency of HRM functions;
• Fostering superior decision-making, problem-solving, creativity, and innovation; key factors in the creation of knowledge companies;
• Developing cross-cultural capabilities that facilitate operations in culturally complex environments at home and abroad; and
• Implementing new product/service developments and new sales/marketing strategies for diverse customer bases.

According to TFL executives, diversity management at TFL means creating and maintaining a work environment that: provides all employees with good and safe workplaces, competitive remuneration and equal opportunities; promotes development and best use of human talent and recognizes merit, performance and alignment to the corporate vision, mission and values as the basis of advancement; and ensures that all employees treat each other with dignity and respect. This has great impact on TFL’s performance. It has improved TFL’s effectiveness through increased organizational creativity and innovation; enhanced employee relation reduced the cost of labour; improved workforce quality and performance in terms of diverse skills, creativity, problem-solving and decision-making through employee commitment, engagement and
pride; had a positive impact on customer relations, and increased market share through continuous development of products and services that offer values to customers; and improved financial performance of the organization.

The financial performance and customer penetration of TFL for five years is exhibited in figure 4.1 and 4.2. The net profit for year 2005 shows a huge decline. Reasons for this include the restructuring in which staff were offered redundancy packages, at a cost to TFL of 20.5 million dollars; and tariff rebalancing, whereby the commerce commission announced its determination on telecommunication prices causing TFL’s earnings before interest and tax to fall by approximately 10 million dollars. However, by 2007 TFL managed to level the profit to where it had been in 2004. This is due to the increase in operations profit, sales revenue and increased rates for bank term deposits. Note that the profit figure is the consolidated figure of TFL and its direct subsidiaries.

Figure 4.1

![Net Profit After Tax](chart.png)

Source: TFL 2007 Annual Report

However, for the telephone penetration rate there is a decline in 2006, due to economic recession, which was caused by the December 5th 2006 coup. By 2007 the telephone penetration rate was on the same level as in 2005, that is 12.5 phones per 100 head of population of the country, and TFL executives have stated that this year it has increased to 14 phones per 100 people.
4.12 Conclusion
The concept of diversity management in TFL has been sparse and has not adequately assessed the extent to which diversity practices identified in the literature are being used by organizations in the USA. This is because TFL do not have any corporate diversity strategy. However they do practice diversity management naturally. Earnest and Shawnta (2003) stated that an organization that lacks a corporate diversity strategy quite likely to inhibit managing diversity from becoming systemic to the organization’s culture and its way of doing business, thus prohibiting the potential benefits of diversity from being maximized. Ensuring that the potential of managing diversity is realized will require senior management commitment in TFL. Such commitment can be applied, for example, in developing formal managing diversity policies and linking these to the organization’s Vision, Mission and Values statements, which will signal to employees, and customers alike the importance the organization attaches to diversity. Both the theory and practice of managing diversity suggests that a managing diversity approach is essentially a function of the need for organizations to remain competitive through service quality in the face of changing labour and customer markets. With further, more express development, managing diversity could therefore be said with some authority to offer a significant and emerging service quality opportunity for TFL.
Chapter 5

Employees’ Perception of Diversity Management in TFL

This chapter starts with an overview concerning the survey via questionnaires. The received data from the completed questionnaires are presented related to different criteria such as workforce demography, knowledge and development concerning the diversity management concept in TFL. The questions are first presented in general and then they are analyzed. Furthermore, the results are directly discussed, connected to the research questions, to the conjectures of the author of this study, the theoretical framework (see chapter 2) and the proposition. Finally, the chapter will conclude with the reflections on the analysis performed.

Since this chapter is based on the analysis of the questionnaire that was filled by the TFL employees, the reliability of the questionnaire will be analyzed and discussed before going into in-depth analysis. According to Thomas (2004) the reliability of a questionnaire is the ability of the questionnaire to give the same results when filled out by like-minded people in similar circumstances, or to give the same results if it is used repeatedly with the same group. Reliability is usually expressed on a numerical scale from zero (very unreliable) to one (extremely reliable). She further stated that in the reliability test of the questionnaire the correlation coefficient should be in the upper end of the range (0.07 or higher) for the questionnaire to be considered reliable. After analyzing the reliability test on the questionnaire using SPSS, it can be concluded that the questionnaire of this research is quite reliable as the alpha for 59 items in the survey questionnaire is 0.851.

The questionnaire is divided into four sections. The first section consists of a workforce profile, the second covers individual factors, the third, is about work group factors and the final one, about organizational factors.
5.1 Diversity of TFL Employees

The first part of the questionnaire was related to the information for the general profile of the workforce. Questions used were of quantitative nature. The purpose of this part was to produce a demographic profile of the sample.

Table 5.1 Diversity of TFL Employees, N = 106

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<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
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<td>Marketing</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Human Resources</td>
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<td>8.5</td>
</tr>
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<td>Training &amp; Development</td>
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<td>2.8</td>
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<tr>
<td>Administration/Accounting</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Customer Service/Sales</td>
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<tr>
<td>Information Technology/engineering</td>
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<td>8.5</td>
</tr>
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<tr>
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<td>54</td>
<td>50.9</td>
</tr>
<tr>
<td>Female</td>
<td>52</td>
<td>49.1</td>
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<tr>
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<td>106</td>
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<table>
<thead>
<tr>
<th>Age Group</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>18-25 years</td>
<td>18</td>
<td>17.0</td>
</tr>
<tr>
<td>26-33 years</td>
<td>46</td>
<td>43.4</td>
</tr>
<tr>
<td>34-41 years</td>
<td>19</td>
<td>17.9</td>
</tr>
<tr>
<td>42-49 years</td>
<td>22</td>
<td>20.8</td>
</tr>
<tr>
<td>50-60 years</td>
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<td>.9</td>
</tr>
<tr>
<td>Total</td>
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<table>
<thead>
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<th>Religion</th>
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<tbody>
<tr>
<td>Christianity</td>
<td>71</td>
<td>67.0</td>
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<tr>
<td>Hinduism</td>
<td>27</td>
<td>25.5</td>
</tr>
<tr>
<td>Islam</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Others please specify</td>
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<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Secondary School</td>
<td>18</td>
<td>17.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>40</td>
<td>37.7</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>8</td>
<td>7.5</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>15</td>
<td>14.2</td>
</tr>
<tr>
<td>Trade/Technical Certificate</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td>Other Certificate</td>
<td>10</td>
<td>9.4</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Looking at the results summarized in Table 5.1 it can concluded that the highest number of the respondent (i.e. 66 respondents out of 106 or 62.3 percent) work in customers’ service and sales department. Most of them (43.4 percent) are between the ages of 26 to 33 years. All of the respondents are Fiji citizens and 67 percent are Christians followed by 25.5 percent Hindus, 4.7 percent Islam and 2.7 percent others. In-terms of education 37.7 percent respondent have diploma, 17 percent have high school education, where as 14 percent have graduate diploma and none of the respondent have any sort of disabilities. Looking at the respondent on the gender issue it can be concluded that TFL has diverse work force. However one should be aware that these results show only the gender of the respondent who has answered the questionnaire. It does not reflect the composition of the whole work force within TFL.

5.2 Diversity and Working Environment of TFL Employees

The working environment of the respondents is exhibited in Table 5.2. A TFL executive believes that their employees’ performance can only flourish in a sound work environment. That is why executive is committed to supporting its leadership culture through systems and policies that foster open communication, treat employees with dignity and respect, provide equal opportunities for training and career development, encourage loyalty by giving better pay and other incentives, maintain employee privacy, and assure employee health and safety. The respondents also confirm this. The analysis of results reveals that 94.3 percent of the respondents agree that they are treated with respect and dignity at work, 84.9 percent disagree that they personally experience harassment (i.e. offensive or racist remarks), bullying or any other discrimination at work, 85.8 percent of the respondents agree that TFL encourages employee involvement that helps to determine the needs of the work place and implements action, whereas 84 percent of the respondents agree that managers and team leaders include all the members of the group in solving problems and 95.3 percent of the respondents agree that TFL maintains good working conditions.

In addition 83.9 percent of the respondents agree that TFL provides equal opportunities for training and career development and 86.7 percent of the respondents agree that senior
management show practical support for equal opportunity, anti-discrimination and
diversity management policies. As far as communication is concerned, 66.1 percent of
the respondents disagree that they experience communication problems because of racial
or other differences; however, 29.2 percent agree that they do experience communication
problems because of racial or other differences.

Table 5.2 Staff perception of Working Environment of TFL Employees, N = 106

<table>
<thead>
<tr>
<th>Treated with respect and dignity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Don't Know</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>54.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>42</td>
<td>39.6</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personally experience harassment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>53</td>
<td>50.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>37</td>
<td>34.9</td>
</tr>
<tr>
<td>Don't Know</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>7.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employees maintain good working environment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Don't Know</td>
<td>10</td>
<td>9.4</td>
</tr>
<tr>
<td>Agree</td>
<td>56</td>
<td>52.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>35</td>
<td>33.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Managers include everyone in team in solving problems</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>10.4</td>
</tr>
<tr>
<td>Don't Know</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Agree</td>
<td>75</td>
<td>70.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TFL maintains good working conditions.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
<td>15.1</td>
</tr>
<tr>
<td>Usually</td>
<td>42</td>
<td>39.6</td>
</tr>
<tr>
<td>Always</td>
<td>43</td>
<td>40.6</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equal opportunities for training and career development</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>8.5</td>
</tr>
<tr>
<td>Don't Know</td>
<td>8</td>
<td>7.5</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>48.1</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>38</td>
<td>35.8</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
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</tr>
</tbody>
</table>

**Senior management support for Equal Opportunity**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24</td>
<td>22.6</td>
</tr>
<tr>
<td>Usually</td>
<td>44</td>
<td>41.5</td>
</tr>
<tr>
<td>Always</td>
<td>24</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Experience communication problems**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>34</td>
<td>32.1</td>
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<tr>
<td>Disagree</td>
<td>36</td>
<td>34.0</td>
</tr>
<tr>
<td>Don't Know</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>24.5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These respondents are mostly from technical and customer service departments, mostly belonging to the 26-33 years age group, and have reached on education level of either secondary school or diploma. Most of these employees are of Fijian origin. With regard to remuneration for the same work, views of respondents vary on the basis of other variables. 62.3 percent of the respondents disagree that remuneration varies for the same work whereas 27.3 percent agree that remuneration varies. These respondents are mostly from technical and customer service departments, aged between 26 and 33 years, and have an education level of either diploma or trade certificate, and 14.2 percent are of Fijian origin, and 12.3 percent are Indian. According to a TFL executive the company encourages loyalty by giving better pay and other incentives; 64.2 percent of the respondents agreed to this viewpoint, whereas 21.7 percent disagreed. These respondents are mostly from technical and customer service department, with the age between 26-49 years, and have reached an education level of either secondary school or diploma, and 12.3 percent are of Fijian origin, and 6.6 percent are Indian.

### 5.3 Knowledge of the Diversity and Diversity Management Concept in TFL

This section provides an overview about the respondents’ knowledge of the diversity and diversity management concept in TFL. This also evaluates how far the development of diversity management has come forth in the organization.
The result of the analysis on respondents, Knowledge of the Diversity is exhibited in Table 5.3.1. The result reveals that 82.1 percent of the respondents have the knowledge of the Diversity, as they feel positive about diversity in TFL, 72.6 percent of the respondents agree that TFL have corporate diversity strategies and 81.1 percent of the respondents agree that TFL executives and senior management usually communicate corporate vision statement and diversity policies with them. The definitions of diversity and corporate diversity strategies were inserted in the questionnaire to give respondents better understanding of the subject before answering the questions.

### Table 5.3.1 Knowledge about Diversity

<table>
<thead>
<tr>
<th>Feel positive about diversity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>13</td>
<td>12.3</td>
</tr>
<tr>
<td>Agree</td>
<td>57</td>
<td>53.8</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>30</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
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</tr>
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</table>

**TFL has diversity strategies**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Don't Know</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>54.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>17.9</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Senior management communicate about diversity policies**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>6</td>
<td>5.7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>Agree</td>
<td>60</td>
<td>56.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>26</td>
<td>24.5</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Knowledge about the diversity management concept in TFL is exhibited in Table 5.3.2. 54.7 percent of the respondents are of the view that they have heard or have some idea about the concept of diversity management; whereas 45.3 percent of the respondents have no idea at all. It can be noted here that definitions of diversity management were inserted in the questionnaire to give respondents better understanding of the concept before answering the question. The respondents who have no idea about the concept of diversity management are mostly from technical and customer service department (37 percent) belonging to age group of 18-33 years, and having an education level of either secondary school or diploma, and 24.5 percent are of Fijian origin, and 18 percent are Indian. 96.2 percent of the respondents believe that it is important for an organization to practice diversity management, and 86.7 percent of the respondents have stated that senior management shows practical support for equal opportunity, anti-discrimination and diversity management policies and 81.1 percent of the respondents state that they are always encouraged to talk openly with managers about concerns relating to issues of diversity management in the organization.

In addition 73.5 percent of the respondents agreed that TFL practices diversity management in recruitment and selection processes or has a diversity-hiring action plan and 83 percent of the respondents agreed that TFL practises diversity management in training. It can be noted here that a definition of a diversity hiring action plan was inserted in the questionnaire to give respondents better understanding of the concept before answering the question.
Table 5.3.2 Knowledge of the Diversity Management Concept

<table>
<thead>
<tr>
<th>Knowledge of diversity management</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>41</td>
<td>38.7</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14</td>
<td>13.2</td>
</tr>
<tr>
<td>Usually</td>
<td>26</td>
<td>24.5</td>
</tr>
<tr>
<td>Always</td>
<td>18</td>
<td>17.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Organization should practise diversity management**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>21</td>
<td>19.8</td>
</tr>
<tr>
<td>Usually</td>
<td>38</td>
<td>35.8</td>
</tr>
<tr>
<td>Always</td>
<td>43</td>
<td>40.6</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Senior management support diversity management**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24</td>
<td>22.6</td>
</tr>
<tr>
<td>Usually</td>
<td>44</td>
<td>41.5</td>
</tr>
<tr>
<td>Always</td>
<td>24</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

**Encourage communication on diversity management issues**

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>16</td>
<td>15.1</td>
</tr>
<tr>
<td>Sometimes</td>
<td>21</td>
<td>19.8</td>
</tr>
<tr>
<td>Usually</td>
<td>31</td>
<td>29.2</td>
</tr>
<tr>
<td>Always</td>
<td>34</td>
<td>32.1</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**TFL practises diversity management in recruitment processes**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>6.6</td>
</tr>
<tr>
<td>Don't Know</td>
<td>18</td>
<td>17.0</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>50.9</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>22.6</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
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</tbody>
</table>

**TFL practises diversity management in training**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>5.7</td>
</tr>
<tr>
<td>Don't Know</td>
<td>12</td>
<td>11.3</td>
</tr>
<tr>
<td>Agree</td>
<td>60</td>
<td>56.6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>26.4</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>
5.4 TFL’s Diversity Strategy

One of the objectives was to investigate whether TFL has any corporate diversity strategy. Looking at the frequency Table 5.4, it can be concluded that TFL have a corporate diversity strategy, as 72.6 of the respondents agree, while 3.7 percent of the respondents disagree and 23.6 percent of the respondents have no idea at all. It may be noted that according to TFL executives they do not have any corporate diversity strategies through they have laid down procedures under human resources to manage the work force. The graphical representation of the frequency gives the clear picture of the respondents with a mean of 3.86 and the standard deviation of 0.774. The definitions of corporate diversity strategies were inserted in the questionnaire to give respondents a better understanding of the subject before answering the questions.

Table 5.4 Employee Perception of Diversity Strategy in TFL

<table>
<thead>
<tr>
<th>TFL have corporate diversity strategy</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>2.8</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>25</td>
<td>23.6</td>
</tr>
<tr>
<td>Agree</td>
<td>58</td>
<td>54.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>17.9</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: 1 = strongly disagree through 5 = strongly agree
5.5 Human Resources Diversity Management Practices in TFL

The results of the study exhibited in Table 5.5 indicated that Human Resources Diversity management practices in TFL are \"average\". The overall variable for all HR diversity management practices had a mean of 3.28 and the standard deviation of 1.06. The overall performance of TFL in each of the six human resources areas is also indicated in the table.

In order to assess whether TFL have effective diversity practices in the area of recruitment, the mean score for the combined recruitment variables was calculated (see Table 6). The results of the mean scores for the overall recruitment function revealed that the overall use of diversity practices for the recruitment function in TFL is slightly above average. The mean score for the overall recruitment variable was 3.4. This indicates that the current recruitment practices do not adequately meet the needs of a more diverse population. However, TFL do practice diversity in recruitment and selection processes and senior management supports this as well. Senior management shows practical support for diversity in recruitment by having equal opportunity and anti-discrimination policies. Additional recruitment variables were correlated with workforce diversity variables measure the impact of procedures on workforce diversity. The result is -0.257; so there is negative correlation between procedure of recruitment and workforce diversity and has significant impact at the 0.01 level (2-tailed).

Table 5.5 Human Resources Diversity Management Practices

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All HR diversity practices</td>
<td>3.28</td>
<td>1.06</td>
</tr>
<tr>
<td>Recruitment</td>
<td>3.40</td>
<td>0.948</td>
</tr>
<tr>
<td>Training and development</td>
<td>4.08</td>
<td>0.828</td>
</tr>
<tr>
<td>Communication</td>
<td>2.36</td>
<td>1.289</td>
</tr>
<tr>
<td>Individual Performance</td>
<td>3.94</td>
<td>0.910</td>
</tr>
<tr>
<td>Remuneration</td>
<td>2.42</td>
<td>1.145</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>3.47</td>
<td>1.210</td>
</tr>
</tbody>
</table>

Note: 1 = strongly disagree through 5 = strongly agree

In the area of training and development TFL appear to have good diversity management practices as the mean is 4.08, indicating that the overall response is well above average. It appears that TFL have adequate diversity policies and programs in the area of training and development. The results indicate that TFL provides equal opportunity for training
and career development, by conducting in-house training or through supporting staff for taking up educational programs at tertiary and vocational centres. This enhances individual performance of the employee in TFL, and leads to internal and external customer satisfaction. TFL also provides fast track advancement through training programs to prepare individuals for management positions.

The results of the mean scores for communication show that the use of diversity practices for communication only amongst employees in TFL is below average. The mean score for communication is 2.6, indicating that employees of TFL experience communication problems because of racial or other differences. This problem is only amongst employees on an individual basis and not top-down or amongst the team, as 81.1 percent of the respondents agree that TFL executive and senior management usually communicate corporate vision statement and diversity policies to them. In addition, 85.8 percent of the respondents agree that they have been involved in key decision-making areas (e.g. employee involvement that helps to determine the needs of the work place and implements action). Furthermore 84 percent of the respondents agree that they don’t have any communication problem in teamwork as they all feel they are part of the team while solving problems.

In the area of individual performance, TFL appear to have good diversity management practices. This is because the overall mean score for individual performance is 3.94. Respondents stated that objective criteria and fair practices were used for everyone while assessing ratings for individual's performance. In addition 97.2 percent of the respondents agree that good diversity management practices in the area of individual performance have increased TFL’s efficiency, creativity, innovation, productivity, employees’ motivation and have enhanced TFL's image and met customers’ expectation. 96.2 percent of the respondents agree that it has facilitated improved marketing practices and implementation of strategies, and contributed to development of knowledge-management.

The mean score in Table 6 for the remuneration at 2.42, is below average. This indicates that the current remuneration practices do not adequately meet the needs of TFL employees and it varies for the same work on the basis of ethnicity/nationality/gender/age
etc. Yet 63.2 percent of the respondents disagree that remuneration for the same work varies. TFL also provides other incentives in addition to remuneration to its employees to encourage loyalty and commitment to work.

In the area of conflict management the mean score is 3.47, indicating that the overall response is slightly above average. It appears that TFL have adequate diversity policies and programs in the area of conflict management (e.g. TFL have a speedy redress system for inter and intra group conflicts). 81.1 percent of the respondents agree that TFL executives and managers encourage employees to talk openly with them about issues relating to any form of conflict in the organization and 78.3 percent of the respondents agree that managers in TFL visibly challenge any incidents of racism, sexism, discrimination or any other forms of conflict.

5.6 Evaluate Impact on Performance
The main aim of this study is to explore how Telecom Fiji Limited manages workforce diversity and the impact of diversity management on the performance of TFL and its employees. The step in the facilitation of a performance focused diversity management intervention is the evaluation of work force diversity, diversity management and its impact on TLF’s performance. Work force diversity is the composition of personal characteristics, secondary characteristics and organizational characteristics and diversity management is the composition of individual factors, workforce factors, and organizational factors. Performance is a composition of work force diversity and diversity management. In order to test the relationship between independent variables (work force diversity, diversity management) and its impact on performance, the researcher uses three different measures of performance as dependent variables. Initially the researcher tests the correlation between workforce diversity, and performance and diversity management, and performance using the following models.

\[
WD = \frac{(P + S + O)}{3}
\]

\[
DM = \frac{(I + W + O)}{3}
\]

Where \( P \) = Personal characteristics  
Where \( I \) = Individual Factors  
\( S \) = Secondary characteristics  
\( W \) = Workforce Factors
Secondly, the researcher tests the regression to measure the impact on organizational performance using workforce diversity, and diversity management as independent variable and performance level as dependent variable using the following model.

\[
Pl = WD + DM
\]

Where \( Pl \) = Performance level

### Table 5.6 Impact of Workforce Diversity and Diversity management on Performance

<table>
<thead>
<tr>
<th>Model Summary (b)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>R</td>
<td>R Square</td>
<td>Adjusted R Square</td>
<td>Std. Error of the Estimate</td>
</tr>
<tr>
<td>1</td>
<td>0.965(a)</td>
<td>0.931</td>
<td>0.929</td>
<td>0.27438</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANOVA (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>Regression</td>
</tr>
<tr>
<td>Residual</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coefficients (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unstandardized Coefficients</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>-9.184</td>
</tr>
<tr>
<td>1.997</td>
</tr>
<tr>
<td>1.907</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), DM, WD
b Dependent Variable: Performance Level

The results exhibited in Table 5.6 for correlation between workforce diversity, and performance and diversity management, and performance indicate that there is a positive correlation, significant at the 0.01 level (1-tailed). Additionally both independent variables (DM and WD) together explain 93.1 percent of the variance (R Square) in organizational performance, which is highly significant, as indicated by the F-value of
626.969. An examination of the t-value indicates that both independent variables, workforce diversity and diversity management, have an impact on organizational performance. The normal plot of regression standardized residuals for the dependent variable indicates a relatively normal distribution and the scatter plot of residuals against predicted values indicates that there is a clear relationship between residuals and the predicted values, consistent with the assumption of linearity as exhibited in figures 5.2 and 5.3.

Figure 5.2 Normal P-P Plot of Regression Standardized Residual

![Figure 5.2](image-url)
The Chi-Square test was also run to analyze the relationship between the independent variables (workforce diversity, diversity management) and the dependent variable (performance).

### Table 5.6.1 Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Asymp. Std. Error&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Approx. T&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Approx. Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval by Interval</td>
<td>Pearson's R</td>
<td>0.580</td>
<td>.086</td>
<td>7.231</td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>Spearman Correlation</td>
<td>.567</td>
<td>.081</td>
<td>6.981</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval by Interval</td>
<td>Pearson's R</td>
<td>.675</td>
<td>.052</td>
<td>9.290</td>
</tr>
<tr>
<td>Ordinal by Ordinal</td>
<td>Spearman Correlation</td>
<td>.656</td>
<td>.064</td>
<td>8.825</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>105</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Not assuming the null hypothesis.

<sup>b</sup> Using the asymptotic standard error assuming the null hypothesis.

<sup>c</sup> Based on normal approximation.
The result exhibited in Table 5.6.1, No 1 shows that there is an association and a strong relationship between the two variables (diversity management and performance) and the same for variables (workforce diversity and performance) denoted by No 2. The result of Chi-Square tests in Table 5.6.2 shows the error of 0.080, which means 92 percent confidence that there is a statistically significant relationship between the two variables (performance and diversity management) and the error between the two variables (performance and workforce diversity) is 0.155 which means 84.5 percent confidence that there is a statistically significant relationship between the two variables.

<table>
<thead>
<tr>
<th>Table 5.6.2 Chi-Square Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
</tr>
<tr>
<td>N of Valid Cases</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Pearson Chi-Square</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
</tr>
<tr>
<td>N of Valid Cases</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

5.7 Theoretical Underpinning of Diversity Management is Reflected in TFL

Academic debate suggests that diversity management in an organization is based on the idea that diversity opens up alternative ways of perceiving, thinking and acting and thus enriches the life of the employees and organizations. This not only improves organization’s performance but maximizes employees’ performance. Researchers have stated the proactive management of diverse human resources will aid organizations in gaining and sustaining a competitive advantage in today's dynamic global marketplace. A number of studies has identified the critical areas of successful strategies to lead
today’s diverse workforce. The identified areas for strategy formulation and implementation are recruitment, selection, communications, training, and career development, including mentoring; and compensation and benefits including rewards and recognition (Diamente and Giglio, 1994; Clark, 2000; Stovell and Schnack, 2001; Kluttz, 2002; Compilation: McBride and Bostian, 1998; Diversity Inc., 2002; Kluttz, 2002 as cited in McCuiston et al., 2004; Earnest and Shawnta, 2003). Hence this section studies the ways in which the academic debate on managing diversity is reflected in TFL. For this study three factors (individual factors, workgroup factors and organizational factors) will be analyzed and discussed.

Table 5.7 Individual Factors

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You are treated with respect and dignity at work.</td>
<td>106</td>
<td>4.30</td>
<td>.745</td>
<td>.072</td>
</tr>
<tr>
<td>2</td>
<td>TFL provides you equal opportunities for training and career development</td>
<td>106</td>
<td>4.11</td>
<td>.876</td>
<td>.085</td>
</tr>
<tr>
<td>3</td>
<td>Training and career development programs organized by TFL have enhanced your performance</td>
<td>106</td>
<td>4.25</td>
<td>.677</td>
<td>.066</td>
</tr>
<tr>
<td>4</td>
<td>You experience communication problems because of racial or other difference</td>
<td>106</td>
<td>2.36</td>
<td>1.289</td>
<td>.125</td>
</tr>
<tr>
<td>5</td>
<td>Remuneration for the same work varies on the basis of ethnicity/nationality/gender/age etc</td>
<td>106</td>
<td>2.42</td>
<td>1.145</td>
<td>.111</td>
</tr>
<tr>
<td>6</td>
<td>TFL encourages loyalty by giving better pay and other incentives</td>
<td>106</td>
<td>3.46</td>
<td>1.079</td>
<td>.105</td>
</tr>
<tr>
<td>7</td>
<td>You feel positive about diversity in this workplace.</td>
<td>106</td>
<td>4.05</td>
<td>.797</td>
<td>.077</td>
</tr>
<tr>
<td>8</td>
<td>TFL have corporate diversity strategies??</td>
<td>106</td>
<td>3.86</td>
<td>.774</td>
<td>.075</td>
</tr>
<tr>
<td>9</td>
<td>Executive and senior management usually communicate corporate vision statement and diversity policies</td>
<td>106</td>
<td>4.00</td>
<td>.781</td>
<td>.076</td>
</tr>
<tr>
<td>10</td>
<td>TFL supports educational assistance programs</td>
<td>106</td>
<td>4.08</td>
<td>.739</td>
<td>.072</td>
</tr>
<tr>
<td>11</td>
<td>TFL practices diversity in recruitment and selection processes or has a diversity-hiring action plan</td>
<td>106</td>
<td>3.84</td>
<td>.948</td>
<td>.092</td>
</tr>
<tr>
<td>12</td>
<td>TFL practises diversity in training</td>
<td>106</td>
<td>4.04</td>
<td>.780</td>
<td>.076</td>
</tr>
<tr>
<td>13</td>
<td>TFL have fast track advancement programs for targeted individuals</td>
<td>106</td>
<td>3.84</td>
<td>.948</td>
<td>.092</td>
</tr>
<tr>
<td>14</td>
<td>TFL supports and promotes performance-oriented culture</td>
<td>106</td>
<td>3.96</td>
<td>.883</td>
<td>.086</td>
</tr>
<tr>
<td>15</td>
<td>TFL encourages employee involvement that helps to determine the needs of the work place and implements action</td>
<td>106</td>
<td>4.13</td>
<td>.806</td>
<td>.078</td>
</tr>
</tbody>
</table>
The results exhibited in Table 5.7 for individual factors indicate that the mean is above 3 for numbers 1 to 3, and 6 to 15 indicating that most respondents agree except for numbers 4 and 5. The standard error mean is less than 10 percent indicating there is less error except for numbers 4 to 6. Therefore it can be concluded that TFL actually practice Diversity management for individual factors as academic debate.

The results exhibited in Table 5.7.1 for work group factors the mean is above 3 for numbers 1 to 4 and indicates that most respondent agrees except for number 5. The standard error mean is less than 10 percent indicating there is less error except for numbers 5 and 6. There for it can be concluded that TFL actually practise diversity management for work group factors as academic debate.

Table 5.7.1 Work Group Factors

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your managers and team leaders include all the members of the group in solving problems.</td>
<td>106</td>
<td>3.83</td>
<td>.856</td>
<td>.083</td>
</tr>
<tr>
<td>2</td>
<td>Your team shows that it understands the different needs and expectations of all types of customers.</td>
<td>106</td>
<td>4.06</td>
<td>.674</td>
<td>.065</td>
</tr>
<tr>
<td>3</td>
<td>Training you receive at work helps you deal with the diversity of your workforce and your customers.</td>
<td>106</td>
<td>4.22</td>
<td>.569</td>
<td>.055</td>
</tr>
<tr>
<td>4</td>
<td>You always feel included by your work group</td>
<td>106</td>
<td>4.06</td>
<td>.715</td>
<td>.069</td>
</tr>
<tr>
<td>5</td>
<td>Work group conflict are caused by difference on the basis of ethnicity/nationality/gender/age etc.</td>
<td>106</td>
<td>2.63</td>
<td>1.206</td>
<td>.117</td>
</tr>
<tr>
<td>6</td>
<td>You have speedy redressell system for inter group and intra group conflicts</td>
<td>106</td>
<td>3.22</td>
<td>1.242</td>
<td>.121</td>
</tr>
</tbody>
</table>

The results exhibited in Table 5.7.2 for organizational factors show that the mean is above 3 indicating that the entire respondent agrees. The standard error mean is less than 10 percent indicating there is less error, except for numbers 18 and 19. Therefore it can be concluded that TFL actually practise diversity management for organizational factors as academic debate.
Table 5.7.2 Organizational Factors

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Your manager treats all employees with respect, regardless of differences in race or positions</td>
<td>106</td>
<td>3.90</td>
<td>1.041</td>
<td>.101</td>
</tr>
<tr>
<td>2</td>
<td>Senior management show practical support for Equal Opportunity, Anti-Discrimination and Diversity Management policies</td>
<td>106</td>
<td>3.67</td>
<td>1.102</td>
<td>.107</td>
</tr>
<tr>
<td>3</td>
<td>You think it is important for an organization to have Diversity Management</td>
<td>106</td>
<td>4.12</td>
<td>.891</td>
<td>.087</td>
</tr>
<tr>
<td>4</td>
<td>You experience potential impact of diversity management training programs</td>
<td>106</td>
<td>3.67</td>
<td>.973</td>
<td>.095</td>
</tr>
<tr>
<td>5</td>
<td>Diversity management training programs enhance TFL's performance</td>
<td>106</td>
<td>4.01</td>
<td>.834</td>
<td>.081</td>
</tr>
<tr>
<td>6</td>
<td>Diversity management maintains a high standard of business and personal ethics including discretion and confidentiality</td>
<td>105</td>
<td>4.22</td>
<td>.707</td>
<td>.069</td>
</tr>
<tr>
<td>7</td>
<td>TFL's diversity management practices support your career path planning</td>
<td>106</td>
<td>3.88</td>
<td>.923</td>
<td>.090</td>
</tr>
<tr>
<td>8</td>
<td>TFL's diversity management practices engage and utilize the full talent and skills of the workforce</td>
<td>106</td>
<td>3.99</td>
<td>.900</td>
<td>.087</td>
</tr>
<tr>
<td>9</td>
<td>TFL sets an example for excellence by continuously reviewing and improving processes and services to reinforce the organization's mission</td>
<td>106</td>
<td>4.14</td>
<td>.810</td>
<td>.079</td>
</tr>
<tr>
<td>10</td>
<td>TFL is open to change</td>
<td>106</td>
<td>4.31</td>
<td>.809</td>
<td>.079</td>
</tr>
<tr>
<td>11</td>
<td>TFL maintains good working conditions</td>
<td>106</td>
<td>4.15</td>
<td>.881</td>
<td>.086</td>
</tr>
<tr>
<td>12</td>
<td>Diversity management increases TFL’s efficiency, creativity, innovation, productivity, and employees’ motivation</td>
<td>106</td>
<td>4.18</td>
<td>.802</td>
<td>.078</td>
</tr>
<tr>
<td>13</td>
<td>Implementing diversity management has contributed to the reduction of different costs in the organization</td>
<td>106</td>
<td>4.01</td>
<td>.811</td>
<td>.079</td>
</tr>
<tr>
<td>14</td>
<td>Diversity management has facilitated improved marketing practices and implementation of strategies</td>
<td>106</td>
<td>4.01</td>
<td>.811</td>
<td>.079</td>
</tr>
<tr>
<td>15</td>
<td>Diversity management has contributed to development of knowledge-management.</td>
<td>106</td>
<td>4.20</td>
<td>.798</td>
<td>.077</td>
</tr>
<tr>
<td>16</td>
<td>Diversity management has resulted in speedy problem solving</td>
<td>106</td>
<td>4.01</td>
<td>.811</td>
<td>.079</td>
</tr>
<tr>
<td>17</td>
<td>Diversity management enhances TFL's image and meets customer needs</td>
<td>106</td>
<td>4.17</td>
<td>.723</td>
<td>.070</td>
</tr>
<tr>
<td>18</td>
<td>You are always encouraged to talk openly with managers about concerns relating to issues of diversity in the organization</td>
<td>106</td>
<td>3.71</td>
<td>1.179</td>
<td>.115</td>
</tr>
<tr>
<td>19</td>
<td>Managers visibly challenge any incidents of racism, sexism or other forms of discrimination</td>
<td>106</td>
<td>3.55</td>
<td>1.281</td>
<td>.124</td>
</tr>
</tbody>
</table>
5.8 Conclusion

Holmes (2005) stated that according to a study facilitated by the Society for Human Resource Management (SHRM) and Fortune magazine (2001), more than 75% of surveyed organizations have engaged in some type of diversity activity or initiative. Whether it is diversity recruitment, training and education, communication, or diversity-related career development, more organizations than ever emphasize diversity as a core element in their business practices.

Looking at the demographic of TFL’s workforce it can be concluded that TFL has a diverse workforce and maintains a healthy working environment. The employees also have knowledge of diversity and the diversity management concept and agree that the organization has diversity management strategies. This is contradictory to what the TFL executive says, but good human resources practices are incorporated in the organizations mission statement and the executive naturally practices diversity management. This is the reason for the employees to say that there is a diversity management strategy in TFL.

In the area of human resource management TFL practise effective diversity management except in the case of communication and remuneration, where the mean is below average. The main object of this study was to analyze the impact of workforce diversity and diversity management on the performance in TFL and the overall results indicate that it has indeed had an impact. Finally, it can be concluded the TFL actually reflects diversity management as debated by the academics, that is to say that diversity management includes creating an environment where all differences are valued. Ensuring management accountability, examining organizational structure, culture, and management systems so that an organization gets the most from its employees. Providing training, developing mentoring programs, promoting internal advocacy groups so that the potential advantages of diversity are maximized while its potential disadvantages are minimized and emphasizing shared values among stakeholders.
6.1 Achievement of the Purpose and Objectives of the Research

Every individual is different, not only in terms of colour, race and ethnicity but also in terms of appearance and personality. These differences have been there since the existence of mankind. When a child is born into a specific culture, he or she is taught the norms of that culture, which includes appropriate ways to behave and adaptations to the environment. However, from the organization’s perspective individuals differ not only in terms of personal characteristics (i.e. colour, race, ethnicity, appearance and personality) but also in terms secondary characteristics (i.e. values, beliefs, etc) and organizational characteristics (i.e. position, tenure and technical skills). The composition of these characteristics makes for a diverse workforce in an organization. To gain the maximum benefit from a diverse workforce, organizations practise diversity management using tools and techniques such as leadership commitment, research and measurement, education, training and development, changers in culture and management system. As Kandola and Fullerton (1998) believe ‘the basic concept of managing diversity accepts that the workforce consists of a diverse population of people consisting of visible and non-visible differences including factors such as sex, age, race, ethnicity, values, beliefs, personality and work style and is founded on the premise that harnessing these differences will create a productive environment in which everyone feels valued, where all talents are fully utilized and organizational goals are met’.

The main purpose of this research was to explore how TFL manages workforce diversity and to analyze and measure the impact of diversity management on the performance of employees and TFL. To measure the impact on TFL’s performance a survey was
conducted as delineated in chapter 3. This research achieved its objectives, which is presented in chapter 4 (executive perspectives) and chapter 5 (employees perspectives). Both the executives and the employees agree that having a diverse workforce and good diversity management practices enhances customer relations and increases market share, enhances employee relations and reduces the cost of labour, and improves workforce quality and performance in terms of diverse skills, creativity, problem-solving and flexibility. This is also the view of many academics, as presented in chapter 2.

6.2 Recommendations in Relation to Organizational Aspect

6.2.1 Diversity Strategy

Despite mixed results regarding the impact of diversity on organizations, research and theory clearly indicate that the outcomes of diversity strategies depend heavily on how the diversity strategy is managed. Empirical research, theory, and the best practices of organizations with well-defined diversity strategies offer specific steps organizations can take to reap the benefits of a diverse workforce. In the case of TFL, the study has revealed that TFL do not in fact have any diversity strategies. An organization must view strategies for developing and managing its employees as a part of its overarching corporate-level strategy if it desires to have highly differentiated and efficient human capital in today’s competitive, global environment.

According to Thomas (1991) organizations “wishing to create an environment that enables all employees to reach their full potential will have to change organizational practices as necessary”. However, prior to changing any organizational practice, a comprehensive strategy for how to accomplish that change should be devised based on an in-depth understanding of relevant organizational dynamics (including such things as culture, structure, financial position and strategic initiatives). Theoretically, a strategy should precede the structure of an organization. Consequently, a corporate diversity strategy should be devised to align with the organization’s corporate strategy before diversity initiatives are structured. Organizations that have elevated their diversity strategist to executive-level management are likely to have an overarching corporate diversity strategy in place.
For TFL to realize the maximum benefit from having a diversified workforce it should have a corporate diversity strategy that is aligned with the company’s overall strategic positioning. TFL’s corporate diversity strategy should include corporate diversity mission statement, vision, and goals that should articulate the purpose diversity initiatives will serve within TFL and the desired outcomes to be achieved from such initiatives. The delineated desired outcome should be designed to facilitate systematic management of diversity.

According to Bandura, 1997 (as cited in Earnest & Shawnta, 2003) social learning theory is offered as the theoretical framework for incorporating four major principals that is motivation, attention, retention, and reproduction. These principles are reflected in the eight steps exposure, experience, knowledge, understanding, appreciation, respect, modified attitudes and behaviour, and healthy interaction. The movement through each of the eight steps requires individuals progressively to develop appropriate skills to enable them to manage how they deal with individuals whom they consider different from themselves. Therefore, executing the eight steps in the managing diversity process serves as the necessary movement required to progress from acknowledging and valuing diversity to managing diversity. Additionally, in an effort to truly manage diversity, a change in the attitudes and behaviours of individuals, and in organizations’ systemic and institutional ways of doing business is required. Therefore, it is believed that utilizing the principles of social learning theory can aid in the acquisition of the learning that is necessary for organizations to maximize the inputs of all of their diverse members.

TFL should conduct internal and external assessments in devising corporate diversity strategy. An internal assessment will allow TFL’s diversity strategist to decide how to position diversity strategies and initiatives within TFL’s structure, and to align them with all of the organization’s policies, procedures, and systems. To assess the external environment, TFL’s diversity strategist should use environmental scanning tools to extract best practices based on benchmarked diversity strategies and initiatives in other leading organizations. Through the internal assessment, TFL’s diversity strategist should become familiar with the organization’s values, vision, mission, strategies, goals, and
initiatives, all of which constitute a sound basis for understanding the organization’s culture, policies, procedures, systems, and overall strategic positioning.

TFL’s diversity strategist should become equally familiar with the benefits and shortfalls of various diversity initiatives. The strategist should conduct an analysis to determine the most appropriate linkages between the organization’s overall strategic positioning, policies, procedures, systems, and its diversity strategies. Before proceeding, the diversity strategist should recognize and effectively articulate a clear strategic fit and alignment amongst the organization’s overall strategic positioning, policies, procedures, systems, and diversity. In order to realize the maximum benefits from diversity, TFL’s corporate diversity strategy needs to be properly executed, evaluated and maintained to ensure that the stated goals are being met, and that TFL’s culture and members are moving toward and sustaining the desired state of systemically managing diversity.

6.2.2 Top Leadership Commitment

Top management commitment is a fundamental element in the implementation of diversity management strategy, similarly should be in TFL. According to the literature, leaders and managers within organizations are primarily responsible for the success of diversity management because they provide the visibility and commit the time and necessary resources. In TFL, executives should be committed formulation and implementation of diversity strategies. They should communicate the organization's support for diversity in policy statements, speeches, meetings, etc. Communication of this commitment from senior management throughout the organization will send a clear message to its employees about the seriousness and business relevance of diversity management.

By frequently discussing the importance of diversity to employees, TFL executives will create a more unified culture that moves beyond the feeling that at TFL, they are only employees of TFL with the focus of achieving organizational objectives and then the rest. An example of strategy would be for executives to develop a policy on equal employment opportunity and diversity management that offer opportunities for all persons to develop to their full potential in the pursuit and support of TFL’s mission statement, with
diversity management integrated into all aspects of TFL. Another would be to make appointments from diverse groups to leadership positions. Finally, TFL’s senior executives can foster fairness and diversity by protecting the rights of all employees, providing a fair dispute resolution system, and working to prevent discrimination through equality of employment and opportunity.

6.2.3 Accountability

In an organization managers are accountable for contributing to the achievement of the organization's strategic goals through performance management and the rewards systems. According to diversity management literature, accountability is also a key element for organizations to ensure the success of a diversity management effort by providing a means for ensuring that managers at all levels are made responsible for diversity in their organizations and evaluated on their progress toward achieving their diversity goals and their ability to manage a diverse group of employees. Similarly executives in TFL should be accountable for contributing to the achievement of not only organization's strategic goals but diversity strategies as well.

TFL should have performance appraisal criteria for executives. The executives should be informed that success and a positive evaluation will include an assessment of how that executive contributes to TFL’s diversity strategies program. By emphasizing to managers and supervisors that equality of opportunity is essential to attract, develop, and retain the most qualified workforce, with such a workforce being essential to ensure TFL’s achievement of its strategic mission. Recognizing that TFL’s employees are vital assets and employees achieve organizational goals and results, therefore it is important for TFL to call for performance appraisal of executives using measures that balance organizational results with employee perspectives. Performance expectations of TFL executives may include executives taking steps to implement equal employment opportunity requirements, ensure that all subordinate managers and supervisors to receive diversity awareness training, and establish a zero tolerance standard for discrimination, harassment, and hostile work environments.
6.3 Recommendations in Relation to Human Resource Aspects

Humans are an organization's greatest assets; without them, organizations, functions can not be completed. Humans and the potential they possess drive an organization. Human resource management works to ensure that employees are able to meet the organization's goals. Human resource management is responsible for bringing people into the organization, helping them perform their work, compensating them for their labours, and solving problems that arise" (Cherrington, 1995). TFL can achieve this through the best diversity program in the key human resource functions of recruitment and selection, training and development, good communication, performance appraisal, remuneration, and conflict management, TFL can effectively manage workforce diversity.

6.3.1 Recruitment and Selection

Successful organizations can benefit from workforce diversity. In order for TFL to be successful it should create an environment or build a reputation for being diversity friendly so that the company is seen as one that offers real opportunities to diverse employees, where all employees are treated with respect and where line/senior management is composed of a mix of a people. This will attract people from diverse labour markets. TFL should recruit and retain a diverse workforce to avoid costly turnover in terms of employees. Since TFL often resort to internal promotions to fill vacancies, recruiting a diverse workforce at critical entry points will ensure TFL that a diverse pool of talent is available for promotion. TFL should base its recruitment and selection processes on organizational and job relevant criteria. TFL should introduce a certified recruiters’ course for all personnel officers, who thereby would become even more skilled at finding the appropriate talents. The objectives of the course should ensure that the right people are attracted and employed and it should provide common guidelines about how TFL should be presented and how to evaluate new employees through interviews and testing. Finally TFL should build and expend its informal network, since the recruitment efforts depend upon the quality of the relationships developed with diverse individuals both inside the organization and outside in the community. This

proactive approach to recruitment will enable TFL to be more effective in achieving its goal of a productive and diverse workforce.

6.3.2 Training and Development

Diversity training is a fundamental component of a diversity initiative and represents the opportunity for organizations to inform and educate executives and employees about diversity. The purpose of training and development is not only to increase awareness of workplace diversity, but also to develop and enhance skills among employees to help them communicate more profoundly in achieving individual and organizational objectives. In TFL executives should implement diversity training with the objective that employees understand that diversity is the similarities, as well as the differences, among and between individuals at all levels of the organization, and how diversity contributes to a richness in the organization by having a variety of views, approaches, and actions to use in strategic planning, tactical planning, problem solving, and decision-making. TFL’s executives should identify the diversity training and development needs such as:

- Increasing employee awareness of equal employment opportunity laws;
- Increasing employee understanding of how diverse perspectives can improve organizational performance;
- Preventing illegal discrimination or harassment in the workplace;
- Improving workplace relations;
- Building more effective work teams;
- Improving organizational problem-solving; and
- Improving service to customers.

They need also to develop and implement diversity training programs to meet those needs by focusing on:

- Interpersonal skills - TFL employees need to provide services to work with, and manage persons and groups with similarities and differences;
- Behaviour - employees are expected to exhibit in all workplace contacts such as behaviour that respects each individual, preserves human dignity, honours personal privacy, and values individual differences as well as common characteristics; and
- The work environment and its relationship to effectiveness and efficiencies in organizational performance.
Finally, TFL should evaluate the level of training success in terms of the extent to which it meets established goals and learning objectives. Specific areas of assessment include employee satisfaction, increased employee understanding of workforce diversity issues, demonstrated interpersonal skills and appropriate workplace behaviours or improved organizational performance. TFL executives should appreciate the diversity of employees in an organization; this will help produce a confident and committed workforce. They should ensure that all diversity-training programs contribute to the overall efficiency and effectiveness of TFL.

6.3.3 Communication

Effective communication skills are essential for success in any organization, whether it is at the interpersonal, inter-group, intra-group, organizational, or external levels. The importance of communication lies in the fact that it constitutes a material and moral link between working groups, which preserves organizational solidarity. Thus, the main objective of communication is to create an atmosphere of continuous understanding and strengthen the ties among people in order to enable them to achieve their common objectives.

TFL should establish regular channels of communication among diverse workforce members to ensure that they have the tools and information necessary to be successful in disseminating information and integrating managing diversity interventions into day-to-day work. TFL’s diversity communication objectives should include the following:

- Communicate leadership commitment to diversity
- Communicate the business rationale and benefits of diversity
- Keep communications channels open among all employee groups
- Celebrate and acknowledge the importance of the contributions of all employees
- Communicate why diversity efforts are critical to the current and future success of the organization
- Demonstrate the use of strategic diversity management approaches and their impact on improving organizational climate.

Effective communication is important in TFL, because it is an essential and vital process for the success of the organization. It not only helps alleviate miscommunications and lost profits, but can also alleviate issues of morale within TFL.
6.3.4 Performance Appraisal

Performance appraisal is a system by which an employee’s job performance is measured against some expectation or standard. The primary goal of performance appraisal is to provide feedback to employees on how well they are doing in their jobs and to provide direction to future development and accomplishments. TFL should have an effective performance appraisal system that can make a major contribution towards the achievement of business objectives while maximizing the contribution of employees. The appraisal system of TFL should be designed to serve as a tool for managers in:

- Determining which employees are eligible for raises and promotions;
- Recognizing training needs for employees;
- Documenting the reasons for disciplinary action and, in some cases, assisting in the defence of actions that may be legally challenged;
- Encouraging employees to advance their job skills and knowledge; and
- Motivating employees in their jobs.

A carefully designed and administered performance appraisal system, which stresses the developmental aspect of evaluations and is seen as fair and unbiased, will provide the groundwork for improving the TFL’s employee performance more rapidly and thus ensure the increased productivity and future success of TFL.

6.3.5 Remuneration

TFL should have remuneration systems that seek to improve employee performance by rewarding those who have made a contribution to the organization’s performance. Good remuneration systems ensure that there is a direct relationship between effort and reward hence TFL should have a reward system that are aims at both motivating its employees and providing fair remuneration, with rewards linked to individual and business performance. Thus, TFL should have a performance-based pay system as it is viewed as being effective when the process of providing measurable rewards is appropriately linked to the individual or group performance. The key outcome of an effective performance-based pay system will improve TFL’s overall performance and will retain the most valuable employees by distributing the rewards in such a way that these employees are left with a feeling of satisfaction. An effective performance-based pay system will sustain
high levels of performance from the organization’s human resources, lead to employee satisfaction and increase organizational performance.

6.3.6 Conflict Management

TFL should develop highly effective integrated conflict management systems that enable the implementation of systemic responses to conflict, which promote both critical business needs and core human resource values. TFL should include the following components in their conflict management system:

- establishing conflict guidelines
- helping all employees develop conflict prevention/resolution skills
- helping all employees develop anger management skills
- stimulating/facilitating productive conflict.

TFL’s well-designed conflict management system will improve the lives of all employees in the workplace, improve productivity, and lessen unnecessary litigation and grievances. It will reach beyond employees to improve relationships with those with whom the organization interacts e.g. customers. Additionally, TFL should consider effective conflict management skills as a critically important career development skill for managers and key employees, since these are the people who manage employees in an organization.

6.4 Implications

Due to the demographic change in the diversity of workforces in organizations in Fiji there will be a need for diversity management in the future. Organizations in Fiji should be aware of the importance of this concept. A diversity management program increases individual and organization’s performance, enhances customer service and improves the organization’s bottom line, i.e. increased profit. Additionally, diversity management increases the trust and alignment of the clients and other stakeholders of the external environment through the implementation of social oriented policies. Therefore, diversity management is assumed to be good for business, because it reaches the primary goal, which is profitability for every organization.
Organizations should be willing to accept diversity management as a new concept, which is needed considering demographical changes in Fijian society. Organizations in Fiji are not familiar with this new concept. Therefore, the author of this study would recommend that they acquire knowledge about it. It is proven by both, practice and theory that the concept is already an important strategy in business and many organizations have implemented various diversity initiatives as a part of their corporate diversity strategy. Due to this fact the author of this study believes that there is a need for diversity management in the future. Nevertheless, this need is not recognized by many organizations in Fiji, even ones that have a diverse workforce. The reason would be that the organizations in Fiji are not aware of or do not yet have knowledge about the concept. However, human beings are believed to be the most valuable assets of the firm who are influencing the firm’s performance, therefore the concept of the diversity management should be realized by those organizations who have not implemented it yet.

Despite the apparent advantages one should be aware that there are difficulties in implementing diversity management. The researcher thinks that the companies should be aware that diversity management not just a "program", but it is a kind of "work life-style" and everyone within the organization has to accept and live with it. With the world going through the tremendous demographic changes and globalization processes accelerating, one should be aware of the fact that one day no organization will be able to perform without thoughtfully implementation and practicing diversity management.

6.5 Limitations

The concept of Diversity Management is extensive. There are various components of diversity, as follows:

- Diversity of ethnicity, nationality and cultures
- Diversity of demography (gender, age and experiences)
- Diversity of competencies (educational and professional backgrounds)
- Diversity of organizational functions and processes
- Diversity of networks (i.e. relationships and communications channels and/or patterns, etc.)
- Miscellaneous diversity (sexual preferences, occupational disabilities, i.e. handicap or limited physical mobility, etc.)
There are also various dimensions of ethnographic diversity. The three main dimensions are:

- Geographic (e.g. Suva City, Sigatoka, Nadi, Lautoka, Labasa, etc)
- Ethnic (e.g. Fijian, Indian, Chinese, Rotuman, etc.)
- Religious (Christianity, Hinduism, Islam, etc.)

This study only focuses on measuring the impact on the performance of the researched organization using workforce diversity, which includes some component of diversity and ethnographic workforce diversity. This survey includes only the research on the internal structure of the researched organization.

The personal interview format was a useful tool for eliciting and exploring information, reactions, and suggestions from the top-level executives. Even though the personal interview format provides for the expression of more details and subtleties, the results are not representative of the full range of opinions and practices of the entire population of top-level executives. Participants shared their own attitudes and practices, as well as their perceptions of top-level executives as a whole. The information expressed represents the opinions of the participants, but it does not necessarily represent an objective representation of the entire top-level executive population. Another problem associated with this study was that most of the employee samples were from customer service department and the result does not necessarily represent the entire workforce of the researched organization.

### 6.6 Future Research

During the process of this study some of the important issues of diversity management were left out, firstly because the concept of diversity management is new to our environment and this is the first ever study done in this country; secondly, because they were beyond the scope of this dissertation; and finally, because of the limited time frame for the research. However, it is believed that deeper study of diversity management should be performed in this country, in order to fully understand the concept. At the same time, it would be good for organizations to implement and practise diversity management in this country, as Fiji is a multiracial and multicultural society and the workforce is becoming more diverse.
The findings of this study have several implications for future research. First, this study focused only on six human resources areas. Future research can assess the use of diversity management practices in other areas such as leadership, teamwork, decision-making, etc. Second, the respondents of this study were employers and employees of one organization. This study can be replicated using “employers and employees” as a sample on telecommunication industries in Fiji. This will facilitate a comparison of “employer and employees” perceptions of the extent of diversity management practices in telecommunication industries in Fiji. Third, this study used a questionnaire for collection of data. It is believed that in-depth questionnaires should be developed and researchers can adopt “triangulation” (collecting data using three different methods), to enhance the reliability of the results of the study. For example, focus groups and interviews may actually capture other diversity issues. Finally, future researchers should try to research the same theme in the future in order to see the development of the diversity management over time and compare growth, profitability, and sustainability of the organization that practices diversity management with the ones who do not.

6.7 Conclusion
The increasingly diverse demographics, coupled with a growing global economy, are beginning to force organizations to rethink models of business success and how they will ensure organizational readiness for effectively aligning business strategies with current and future demographic and market realities to achieve growth, profitability, and sustainability. Both the theory and practice of diversity management suggest that the diversity management approach is essentially a function of the need for organizations to remain competitive through service quality in the face of changing labour and customer markets. Senior management commitment is required to ensure that the potential of diversity management is realized. Such commitment can be applied, for example, in developing formal diversity management policies and linking these to organizational objectives. Senior management needs to be proactive about learning from diversity and committed to establishing a climate of openness, equity, tolerance and, most importantly, inclusion. Senior management needs to demonstrate excellent communication,
facilitation, and team building skills. They need to possess understanding, honesty and integrity.

Commitment alone will not guarantee results. With execution of a systemic, goal oriented, business-based, measurable, implementation plan for achieving inclusion at all levels of the workforce, especially at the senior levels, and effectively aligning business strategies with current demographic and market realities, an organization can achieve growth, profitability, and sustainability. By focusing on diversity management and looking for more ways to be truly inclusive, leading organizations have recognized that diversity can contribute to the achievement of improved individual and organizational performance. According to the literature, diversity management makes good business sense that enhances productivity and innovation.

In conclusion, to meet the challenges of the new economy, TFL should develop diversity strategies that include employment policies and practices that support the company’s commitment to diversity (including performance, potential, career planning and counselling systems, training and development strategies, diverse career tracks with appropriate resources, and leading-edge flexible-benefit packages); integrate work force diversity goals with all organizational design activities; create an organizational structure to support the company’s commitment to diversity; establish a link between diversity goals and performance review and reward systems; establish shared values throughout the organization to support the company’s vision of diversity; develop a diverse mix of qualified candidates to ensure that the work force of the company mirrors the communities that it serves; provide employees with the skills needed to perform in a culturally diverse environment; create an atmosphere/culture in which all employees take ownership of the diversity problems and recognize they are part of the problem as well as the solution. The proactive management of diverse human resources will aid organizations in gaining and sustaining a competitive advantage in today’s dynamic global marketplace.
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Mr. Ian Lyons: General Manager Sales, Marketing & Business Development, TFL Group
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8.0 Appendix

Appendix 1: Research and Thesis Writing Process Flowchart

Legend:
- Constantly reviewed and improved/aligned while being written
- Basis

DM – Diversity Management
Lit - Literature
Appendix 2: Organizational Structure of TFL

All Staff either report up via the SBUs or into the 3 subsidiaries

Connect  All  Report  to the CEO
Xceed   Xceed   Xceed   Xceed
TransTel TransTel TransTel TransTel