UNIVERSITY OF KWAZULU-NATAL

EXPLORING THE CHALLENGES ENCOUNTERED IN MANAGING DIVERSITY AND INCLUSION IN THE TELECOMMUNICATIONS INDUSTRY BY SELECTED MULTINATIONALS IN GHANA

By

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Signature: …………….…17 August 2019

DECLARATION

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DEDICATION

Every challenging work requires self-effort and the quest to set the tone for a desirable future for the next generation. In this light, I dedicate my humble effort to my sons:

Papa Kofi Yirenkyi Appiah & Nana Kwadwo Boafo Appiah.

Acknowledgments

ABSTRACT

This study investigated the challenges encountered as well as examined the elements influencing the management of diversity and inclusion by multinationals in the telecommunications industry in Ghana. Diversity and inclusion are emerging aspects of management, which hinge on disciplines such as sociology and psychology and have been established by scholars to be a potent management tool in the globalised world. Africa and for that matter, Ghana, a West African state, has not been featured adequately in the emerging literature of diversity and inclusion. A sensitive aspect of the Ghanaian economy is the telecommunications sector. However, little is known about the challenges encountered by multinationals in the telecommunications industry regarding the management of diversity and inclusion in Ghana. Secondly, the elements influencing diversity and inclusion management is relatively unknown. Thus, the study was necessitated by the country's diversity, a vibrant economy in the last decades with telecommunications as one of its main drivers and enhanced democratic credentials. Further, the situation attracts individuals and organisations from other nations deepening the already diverse nature of the country. A qualitative (case study approach) approach was employed to answer the research questions and realise the objectives. In line with the tenets of the chosen methodology, which requires data absoluteness, the interviewees and focus group members were purposively selected through expert and maximum variation sampling respectively. There were three in-depth interviews and two focus group discussions conducted in the selected organisations, being the two market leaders in the telecommunication industry (MTN-Ghana and Vodafone–Ghana) in Ghana. Coding and thematic analysis were employed to identify the challenges and elements influencing the management of diversity and inclusion in the selected organisations. Challenges in managing diversity and inclusion regarding demographics, socio-cognitive and organisational diversities were identified. In addition, challenges associated with the economic condition, historical context, government, corporate and organisational policies as well as elements (ethnicity, corporate and government policies) influencing the management of diversity and inclusion in the organisations under study were identified, contributing to theory in this regard. In practice, the findings point to the fact that corporate policies or strategies are not adequately aligned to the societal context. The study further shows that an individual's social construct influences his or her sense of belonging. A proposed framework was created out of the findings of the study, aiming at mitigating the identified challenges, leading to a deeper understanding of the phenomenon. Arising from the findings of the study, it was recommended that further studies are needed to make the socio-cultural dynamics more explicit and align it to corporate strategies. In addition, the study needs to be broadened

by employing mixed-method and include the entire number of organisations in the industry to obtain a conclusive result. More importantly, further studies are needed to highlight the impact of diversity and inclusion management on the bottom-line of organisations. The appreciation of the impact of diversity and inclusion on organisations will increase its significance as a management tool.

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ACRONYMS AND ABBREVIATIONS

AA   Affirmative Action

ACIB   Australian Centre for international Business

AfCFTA   African Continental Free Trade Agreement

APA   American Psychological Association

ATIAS   Attitudes towards Inclusive Education in Africa Scale

AUT   Auckland University of Technology

CIPD   Chartered Institute of Personnel and Development.

D&I   Diversity and Inclusion

EE   Employment Equity

EEA   Employment Equity Act

EEO   Equal Employment Opportunity.

EEOC   Equal Employment Opportunity Commission

EOC   Equal Opportunities Commission.

ESKOM   Electricity Supply Commission

GDP   Gross Domestic Product

GESI   Gender, Social Inclusion

GNA   Ghana News Agency.

HR   Human Resource

HRM   Human Resource Management

IA   Inclusion Africa

ISCRE   Ipswich and Suffolk Council for Racial Equality

LGBT   Lesbian Gay Bisexual Transgender

MIT   Massachusetts Institute of Technology.

MNC   Multinational Companies

MTN   Mobile Telecommunications Network

NPP   New Patriotic Party

NSW   New South Wales

OD   Organisational Development

OECD   Organisation for Economic Cooperation and Development

PNDC   Provisional National Defence Council

SA   South Africa

SWOT   Strength Weakness Opportunities and Threats

UKZN	University of KWAZULU-NATAL
UNDP	United Nation Development Program
UPE	Universal Primary Education
US	United States

CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Diversity and inclusion have evolved to be a strategic management tool with emphasis on emerging markets, the creation of effective as well as efficient teams which are global and the proper management of the organisational image. Diversity can broadly be seen through the lens of 'similarities and differences' coupled with its associated tensions and complexities and constitute a mixture that takes the shape or form of any nature (Thomas, 2010: 106,111). Diversity has been a major topic in management discourse for the past couple of decades and researchers such as Cox (1991), Taylor (1995) and Richard (2000) have highlighted the benefit of managing this effectively. The importance of effectively managing diversity and inclusion is evident in its associated socio-economic implications in regions such as sub-Sahara Africa (Appiah, Arko-Achemfuor & Adeyeye, 2018).

This concept is evolving rapidly along with rapid technological advancement, demand for knowledge and skill, globalisation, immigration and a workforce which is aging in most of the world. It is now an effective tool that has a positive impact on the bottom-line. Hence, a profit-driven initiative and a major component of an organisational strategic vision. As the global business environment is changing rapidly, multiculturalism with its associate diversity in organisations is increasingly being accepted as a critical management issue regarding international business and this has gained currency due to the impact of globalisation on all departments of the national economy (DeLancey, 2013). Subsequently, diversity and inclusion management are now accepted as prominent areas for management research and important elements in human resource policies in companies (Nkomo & Hoobler, 2014). In consistence with the above, studies have emphatically underscored the need for an all-inclusive, instead of an isolated approach regarding diversity management to ensure that organisations derive full benefit and realize the goals of an inclusive work environment (Scot, Heathcot & Gruman 2011).

Diversity and inclusion are fields of academic study, spanning disciplines such as management, psychology, and sociology (Farndale, Biron, Briscoe & Raghuram, 2015). Its management has now been proven to be an important aspect of global business and a well-managed diverse workforce holds a potential competitive advantage and adds value to the organisation. This makes it imperative for organisations to respond to this trend, with valuing diversity approach (Cox & Blake, 1991). This has been put aptly by Mor Barak (2015:8) as "diversity makes business sense." It has further been revealed that diversity in work groups is a tool for making quality decisions as well as producing superior

creativity (Cunningham, 2007; Phillips, Mannix, Neale & Gruenfeld, 2004; Gruenfeld, Mannix, Williams & Neale, 1996).

Dunavant & Heiss (2005) buttressed this finding with a survey of global companies which confirmed that each of them appreciated the need for a sound diversity and inclusion management. Directors of Fortune 500 corporations further affirmed their support for the business case of diversity and did so by articulating it clearly (Embrick, 2011). In this regard, countries such as the United States, have enacted legislation and policies geared towards the creation of a work environment which is equitable (Mor Barak, 2014). Further, governments of various nations have also embraced legal frameworks regarding equality and diversity because of the competitive advantage it could derive from a highly-participated labour market (Sharma, 2016).

Although, diversity and inclusion are now viable initiatives which drive organisational efficiency and profitability, there are notable challenges which need attention to fully obtain their benefits. Empirical evidence revealed in various studies highlights the challenges encountered in managing diversity and equality in organisations. These challenges are evident in sectors such as health (Ali, Burns & Grant, 2013; Hunt, 2007), sports (Spracklen, Hylton & Long, 2006), local councils (Senyucel & Phillpott, 2011), hospitality (Gröschl, 2011), public (Harrisr & Foster, 2010), and as well as private sectors (Colgan, 2011; Hvidman & Andersen, 2013; Lee Cooke & Saini, 2012). Ample evidence found in research also indicates a negative aspect of diversity which is attributed to organisations and groups who drive away individuals who differ from the majority (Milliken & Martins, 1996). Thus, the inability of organisations to combat the situation by employing appropriate measures to mitigate the challenge will be detrimental, since performance, creativity and the quality of solutions will be negatively affected.

This suggests that these challenges may still be implicit in certain contexts and need to be made explicit to find a remedy. It may be concluded at this point that organisations need to be prudent when managing their workforce due to the rapid change in the work environment (Ghosh, 2016). The researcher, therefore, explores the challenges encountered by multinationals in the telecommunications industry in Ghana and develops an antidote for the problem through the formulation of a framework which will guide management to realise the full benefit of diversity and inclusion.

Subsequently, the study seeks to gain a deeper insight into the phenomenon which will help in reducing the complexities associated in managing diversity and inclusion within the chosen societal context. Further, the organisational and, institutional distance which is the difference between an institutional profile of the home country and the country of operation are investigated. The country

institutional profile provides indicators for regulatory, normative and the cognitive institution of a nation (Ferner, Almond & Colling, 2005). This is very important since it goes a long way to determine the success of diversity strategies.

To this end, in explaining workplace diversity which is relatively relevant to a different cultural context, Mor Barak (2014:136) puts it as "; the segmentation of employees into various groups that are of similar characteristics regarding national or cultural setting". This suggests that it can negatively or positively affect employment opportunities, the satisfaction of employees and career development, regardless of the skills needed for a task and level of training. Inclusion, on the other hand, is aptly described by April, Katoma & Peters (2009) and Giovanni (2004) as the appreciation and usage of the differences found among employees so that the employee feels involved and the individuals' potential is unleashed. Dwelling on the individual sense of belongingness, inclusion can also be defined as the employee's degree of being an integral part of the organisation in both formal and informal aspects (Mor Barak, 2014). In this regard, in achieving equity in employment, regarding managing diversity and inclusion, organisations should embrace and utilise the differences found in the workforce (Daya, 2014). The narration above supports the assertion by Shore, Randel, Chung, Dean, and Ehrhart (2011:270) assertion which states that; for an individual to be fully part of a workgroup, two scenarios should be present: "belongingness and uniqueness."

Further, despite the benefits of diversity, it has been pointed out by April and Blass (2010) that companies' greatest challenge in the coming years will be the management of diversity and inclusion. This is mainly due to technological advancement that has made the workplace more global. Similarly, the development in the social-political environment and the advent of emerging markets, which is gradually eroding national boundaries, compounds the situation. This has widened the net of stakeholders (such as employees and, customers) for organisations, but unfortunately, progress in academic research in this area lags (April & Blass, 2010).

One of the challenges facing the management of diversity is the lack of data on workforce composition, especially in countries where it is forbidden to collect racial and ethnic data, e.g. Germany. The lack of an empirical link between diversity and productivity also poses a significant challenge when it comes to its appreciation. This further makes it difficult for advocates to use quotas, which raises the issue of reverse discrimination against individuals from the mainstream (April & Blass, 2010; Society for Human Resource Management [SHRM], 2009). In this regard, an organisation can be said to be truly inclusive when marginalised groups are integrated fully into the system by valuing and safeguarding their interest (Ozturk & Tatli, 2016). Challenges regarding diversity are

normally unique in various contexts. It may, therefore, be important to define the parameters for the study, as diversity means 'different things' in various contexts. A typical example is the case of the United States where a diverse group is mainly made up of different race, ethnicity or gender (Thomas, 2010:5, 31). However, a race may not be a major factor in the Ghanaian context; in this regard. The study will be much focused on gender, ethnicity, economic, religious, political and legal inclinations regarding the challenges militating against its interplay to form inclusive organisations.

In as much as diversity management is geared towards ensuring fairness, acceptance of differences and discourage discrimination, this study, further investigates convergence and divergence in the management of diversity within the multinational organisations under study. The development of this study is premised on the following paradigms and theory:

1.1.1 Discrimination and fairness paradigm

Diversity is normally seen through the lens of equal opportunity, fair treatment, recruitment, and compliance with the requirement of equal employment opportunity. The underlying logic of the paradigm can be expressed as follows:

Certain demographic groups have been kept out of the organisation due to prejudice. In ensuring fairness and compliance with the rules, the organisation needs to reconstitute its makeup to reflect the diversity in the larger society. In this case, organisations need a managerial approach that ensures equal treatment of the employees to prevent others from enjoying an unfair advantage (Thomas & Ely, 1996).

Almost all nations consist of cultural, ethnic, racial, linguistic, and religious diversity (Banks, 2009b), this creates a precedent for discrimination and the underpinning logic seeks to mitigate this situation. In ensuring the feasibility of the underlying logic, it has been suggested that a balance of diversity and unity is needed in any democratic nation (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephen, 2001). Inclusion or unity which is the desired products of diversity is an essential component when societies approach diversity (Banks, 2009a). However, a significant challenge that nations encounter in their quest to create an inclusive and unified society, is how to provide opportunities for minority or marginalised groups without altering vital aspects of their culture. This may be realised when minority groups are protected and values such as justice and equality are upheld (Gutmann, 2004).

1.1.2 Access and legitimacy paradigm

This notable paradigm is predicated on the acknowledgment and appreciation of differences. The motive driving this paradigm is expressed by Thomas and Ely (1996) as follows:

As society becomes more multicultural and ethnic groups increasingly gaining consumer power, organisations need a more diverse demographic workforce to properly serve this differentiated segment. Employees with multilingual skills are needed to serve customers better and have a legitimate relationship with them. It is therefore inherent that, diversity goes beyond just being fair, but also a viable business strategy.

The above elaboration underpins the key business case for diversity put forward by Knoppers, Claringbould, & Dortants (2015), affirming that when social differences are present and accepted, they contribute to organisational efficiency and productivity which translates into equality (Verboom & Ranzijn, 2004; Wrench, 2001).

1.1.3 Learning and effectiveness paradigm

This is the third of the organisational diversification paradigm put forward by Ely & Thomas (1996), which focuses on a learning approach which aligns work and employee perspectives. This urges identity groups to appreciate the importance of structural, environmental and task changes in diversity management. Further, it promotes efficiency and productivity through empowering employees and ensures flexibility in diversity. Understandably, this approach underscores the importance of learning opportunities and underlines the view that an employee should be appreciated regarding in terms of output or performance and not identity (Caproni, 2005; Omanovic, 2002). Subsequently, employees feel belonged when their capabilities are being fully utilised and move on to become assets which are not easily replaceable (Cornelius, Gooch & Todd, 2001; Ely & Thomas, 2001; Dass & Parker, 1999).

In this regard, the paradigm supports the integration of diversity and equality at the informal and structural levels which leads to multiculturalism (Cox, 1993; Cornelius et al., 2001; Dass & Parker, 1999; Gagnon & Cornelius, 2002). Scholars have highlighted the efficacy of this paradigm regarding its ability to provide learning opportunities which creates a suitable environment for growth through enabling systems (Cornelius & Bassett-Jones, 2002) as well as enhancing policies regarding diversity (Kirton & Greene, 2005). To this end, the paradigm promotes proactive human resource management practices which are devoid of any biasedness and equitable (Heneman, Waldeck, & Cushnie, 1996; Wilson,1996; Cox, 1993; Kirton, 2003; Gooch & Blackburn, 2002; Australian Centre for International Business, 2001).

1.1.4 Balance theory

The inability of teams to achieve set goals is normally attributed to a lack of commitment coupled with the failure of members to identify with team goals. Thus, multicultural groups encounter the challenge of social integration leading to communication breakdown in many instances (Lau & Murnighan, 1998). Consequently, social differentiation is a topical issue regarding population which are very diverse (O'Reilly, Tsui & Egan, 1992) and reduces interaction within groups characterised by demographic dissimilarity. In this regard, Lau and Murnighan (1998) suggest that fault- lines which divide groups hypothetically should be taken into consideration during its formation.

A balance theory of group formation (Litwak & Meyer, 1966) is a valuable approach when assessing an organisation's degree of openness or flexibility and how it is balanced on the scale of homogeneity and heterogeneity. This theory argues that there should be a balance between the chaos and the bureaucratic traps to ensure organisational competitiveness. Brown & Eisenhardt (1998) assert that extensive flexibility can be chaotic and lead to a lack of competitive advantage in organisations. Identifying points where factors within the organisation converge and diverge are critical elements, needed when applying balance theory. It is, therefore, appropriate to assess the degree of divergence and convergence within the chosen organisation concerning the characteristics of diversity.

Convergence and divergence have been a major issue in human resource management within multinational companies, it has been posited in certain instances that organisations are becoming more similar due to the diminishing effect of culture and national institutions, giving credence to the hypothesis of convergence (Chen, Lawler & Bae, 2005). Invariably, the argument supporting divergence asserts that practices regarding management will mirror differences found in nations (Hollingsworth & Streeck, 1994). Similarly, differences in management practice are rooted in the interplay of cultural values found in the society and factors within the organisation (Aycan, 2005). This study employs the balance theory to investigate the challenges associated with the level of convergence and divergence in diversity within the chosen multinational organisations and how it is moderated to ensure efficiency and productivity.

 Furthermore, to explore in detail, the challenges militating against organisations to create the conditions in which every employee can express all the relevant characteristics of oneself, the research analyses the following schools of thought within the chosen context:

• Moral-Ethical Perspective: This focuses on the social inequality in organisations and favours a more socially just environment in which the available responsibilities are distributed more evenly

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among all groups (Janssens & Steyaert, 2003). Similarly, the purpose of this approach identifies discriminatory practices in an organisation. For instance, the glass -ceiling effect (Cox & Nkomo, 1990; Wirth, 2001), wage differences (Ashraf, 1996; Blau & Beller, 1988) and segregation (Anker, 1998; Ibarra, 1995). This is important to analyse since inequalities in organisations persist in recent times (Block & Noumair, 2015), although organisations spend a large number of resources on diversity training (Rainey, 2010).

- Organisational and economical perspective: This is centred on the effects of diversity on work-related results and favours the need for good diversity management in organisations (Janssens & Steyaert, 2003). The arguments relating to this perspective highlight the costs organisations risk in mismanaging diversity. Gilbert & Ivancevich (2000) suggest that the proper management of diversity enhances the firm's competitive advantage compared to others which are pluralistic. Most pluralistic organisations treat diversity management as a public- relations exercise and not a central component of the organisation's management. High labour turnover, conflicts among groups and low job satisfaction are some of the negative consequences associated with poor diversity management (Cox, 1991). Conversely, proper management of diversity will attract people, enhance creativity, and improve productivity.

1.2 BACKGROUND OF THE STUDY

The concept of diversity and inclusion is still a new phenomenon; few companies are focusing on compliance and representation in terms of diversity. Others are concentrating on creating an environment which is conducive to diversity in the company. Diversity and inclusion reflect the societal values of the workplace and create an opportunity for growth in the organisation. Creativity and innovation are enhanced through cultural collaboration and exchange of ideas in a diverse environment. This has become a great asset for organisations and a tool for sustaining their competitive position (SHRM, 2008).

It has also been affirmed that diversity has become an accepted concept which is deeply rooted in organisations worldwide with varied interpretation and approaches employed to realise this goal in different regions. Further, the link between diversity and inclusion is becoming very significant with inclusion ensuring the contribution, retention and flourishing of employees with a diverse background in an organisation (SHRM, 2009). However, diversity in the workforce remains a challenge; irrespective of its strategic benefit, a considerable number of models do not consider the differences between employees (Alcázar, Romero-Fernández & Sanchez-Gardey, 2013). Therefore, the management of a diverse workforce calls for a complete overhaul of human resource approach in the

workplace (Bleijenbergh, Peters & Poutsma, 2010; Shen, Chanda, D'Netto & Monga, 2009; Tatli, 2011).

Although diversity has been accepted worldwide, Cox and Blake (1991) argue that further research is needed to make diversity issues explicit to benefit organisations in the years to come. April and Blass (2010) also suggest that psychometric measures should be further developed by increasing research in diversity and inclusion to deepen the scales which will lead to the expansion of the index. The argument above is consistent with the position of Mor Barak (2015) that although women and minority groups are relatively being represented in the workforce, a lot more needs to be done to ensure an inclusive work environment.

It has been affirmed by Nishii & Özbligin (2007) that, as much as there is an increased interest in research on diversity management, there are challenges encountered in the management of global diversity. They further accept the fact that diversity management poses a great challenge to researchers who seek to establish a link between globalisation and diversity management. Furthermore, Nishii & Özbligin (2007) admonish scholars to desist from adopting the notion that findings from research within a specific context or environment can be generalised. The outcome of research by Alcázar et al. (2013) indicates that most studies are universalistic, considering only suitable practices and turning a blind eye to context-specific influences, thus supporting the conclusions above.

To break through the stagnation in diversity management, Ahonen, Tienari, Meriläinen, & Pullen (2013) indicate the need to highlight the effect of context and power to prevent the negative effect of the taken-for-granted beliefs associated with diversity. Stretching it further, studies have revealed that different approaches in diversity management can be synchronised; in other words, they can be employed concurrently to achieve the set goals (Oswick & Noon, 2014). This highlights the need to investigate the challenges associated with institutional distance in the case of multinationals. To properly align various strategies, it is essential to investigate each phenomenon contextually. The importance of this exercise can be seen in the literature depicting a different process of conducting appraisals and the sharp difference in employees' perception of appraisal in various regions (Sharma, 2016). This suggests that research in every unique environment is needed to avoid generalization and it is important to look at Ghana whose socio-economic environment is poised to attract global businesses.

The following research highlights aspects of the challenges and practice of diversity and inclusion in Ghana:

Table1-1: Challenges and practices of diversity and inclusion in Ghana.

Agar-kwabi (2013)	Gender and social inclusion. Prioritising gender equality and promoting of girl child education. A person with a disability.
Agbenyega (2007)	Teachers' concerns and attitude towards the inclusive education of students with disability in Ghana. Although this research is not directly related to organisational inclusion but will be used to gain insight into organisational inclusion in Ghana due to the lack of adequate literature. This is in consonance with the underpinning logic of discrimination and fairness paradigm which advocates a workforce that mirrors the diversity in the larger society (Thomas & Ely, 1996).
Dei (2005)	Locally innovative practice of education that deals specifically with inclusiveness. Information which is ethnographic and promotes equal education to all stakeholders.

The literature only addresses few aspects of the diversity and inclusion context, so the current research seeks further clarification in this regard. Literature that informs the occurrence of diversity and inclusion events and its associated challenges, especially on work environments is not readily available. This needs to be investigated to understand the phenomenon. Subsequently, it will lead to a suitable approach towards managing diversity and inclusion in the societal context under investigation.

1.3 CHALLENGES IN MANAGING DIVERSITY AND INCLUSION

1.3.1 Global Challenges

The development of strategic and robust programmes for managing a diverse workforce is increasingly becoming a great challenge because of globalisation. One of the challenges associated with diversity is to provide opportunities for various groups while maintaining aspects of their cultures and creating a nation in which these groups are systematically included and feel that they belong (Banks, 2009a). Similarly, defining diversity and inclusion within a specific context and linking it to human resource management remains a challenge. This can be seen in the number of studies trying to unearth the cause of inequalities in organisational settings (Block & Noumair, 2015).

To mitigate this challenge, organisations incur high costs in training programmes (Rainey, 2010) but they do not yield the needed results (Kalev, Dobbin & Kelly, 2006). Consequently, a context-specific

study on diversity and inclusion will be needed to analyse and interpret outcomes (Farndale, Biron, Briscoe & Raghuram, 2015). For example, as asserted by Strydom & Erwee (1998) in Syed and Özbilgin (2009:2447-2448), South Africa requires a context-specific strategy in managing diversity; that is, an approach which aligns with the socio-cultural, political and historical texture of the country. This has also been indicated by Brewster & Mayrhofer (2012) that context-specific research which ensures a deeper insight into a phenomenon and eschews universalistic assumptions is a suitable approach. Also, emphasis needs to be placed on employee-level perspectives to understand perceptions and behaviours towards various aspects of diversity and inclusion across national contexts (Farndale et al., 2015). In as much as a contextual specific approach is required, De Cieri, Cox & Fenwick (2007) favour a broader view of diversity and encourage researchers not only to concentrate on expatriates but rather to look at it on a wider spectrum (e.g. diasporas, migrants, exiles and nomads). Another teething challenge is the underrepresentation of women in management positions, although diversity policies are now an integral component of many organisational management structures. This signals a paradox as diversity is being accepted by managers as an enabler for positive outcomes, but companies tend to keep top management teams homogeneous (Knoppers et al., 2015).

The lack of the conceptualisation of diversity and inclusion has also been identified as a challenge by Farndale et al. (2015). In their view, it is important to explore diversity and inclusion practices in various nations by assessing divergent and convergent practices based on institutional or cultural influences. Furthermore, they assert that the link between diversity and inclusion and organisation performance has still not been empirically established, especially regarding the importance of national context. Finally, they suggest that it is essential to expand the knowledge of diversity and inclusion by investigating practices that are being employed by organisations in other parts of the world, where to date, little is known about it.

This gives credence to questions such as: what is the significance of diversity and inclusion to nations with institutional discrimination? Countries such as India and Malaysia have enshrined positive discrimination in their constitution while France and Sweden have policies that encourage the integration of migrants into society (Klarsfeld, Combs, Susaeta & Belizon, 2012). This requires the investigation of each phenomenon within its natural context to prevent universalisation. Diversity and inclusion management remains a relatively new field with few tools compared to other organisational sciences. Although there is sufficient evidence regarding the reliability and credibility of these tools (Mor Barak, 2015), further research is needed to make the concept more relevant to the socio-economic dispensation (Nishii & Ozibilgin, 2007).

Therefore, April & Blass (2010) concluded that the past three decades have shown that companies work towards the creation of a diverse and inclusive environment, but most employees do not enjoy the sense of belongingness. This is because their socio-cultural identities are not fully integrated into the organisational culture. To this end, addressing the "irrational and unconscious forces" that underpin work practices will go a long way to help organisations obtain control in solving the issue of inequality and ensure a sustainable diverse and inclusive work environment (Block & Noumair, 2015:7). Subsequently, the rapid demographic changes in the workplace led Block & Noumair (2015) to highlight the need for organisational change leaders to fully engage everyone to ensure inclusion. They further indicated that this requires a deeper understanding of the dynamics of diversity in various contexts and how they impact on both organisational and individual performance.

A very important challenge in the broadest sense is the absence of a systematic investigation into social inequality which emanates from diversity, which keeps the dynamics relating to privilege and power implicit. Consequently, this indicates that a lot more is hidden and many needs to be investigated (Block, 2014; Noumair, 2004). This makes research into diversity and inclusion management very important, especially in economies where substantial growth has been realised and attracts global businesses.

1.3.2 African Challenges

The diverse nature of Africa calls for a sound approach towards diversity and inclusion in the workplace, but literature in this respect is limited (April & Blass, 2010; Roberson, 2006; Pelled, Ledford & Mohrman, 1999). Furthermore, the African context is characterised by uncertainty (Munene,1991; Ugwuegbu, 2001; Zoogah & Nkomo, 2012) and this creates a challenge in managing diversity. A project was undertaken by Kaggwa, Dikgale, Zamudio & Haji (2013) confirmed that the phenomenon of diversity and inclusion management is not widespread on the continent, although most African countries are signatories to United Nations conventions in this regard. This can be found in the declaration of human rights by the United Nations (UN, 1948:73-76) which states that: "These are inherent rights to be enjoyed by all human beings of the global village—men, women, and children, as well as by any group of society, disadvantaged or not and not to be withdrawn, withheld or granted at someone's whim or will".

This is enshrined in the following UN articles (UN, 1948:73-76):

- Articles 7 and 23, talks about the inclusion of children with disability in society.
- Article 19, talks about living independently and being included in the community.

- Article 31, emphasise the right to relax, play and join in a wide range of cultural and artistic activities.

The discussion above is an indication that diversity and inclusion management in the workplace may encounter various challenges.

1.3.3 Ghanaian Challenges

The global and African challenge concerning diversity and inclusion management is also peculiar to Ghana. The literature of Ghana in this regard, so far as diversity is concerned is very limited, with few concentrating on gender, social inclusion and education, consequently leaving out what pertains to the workplace (Agyare-Kwabi, 2013; Agbenyega, 2007; Dei, 2005). Although diversity and inclusion management are relatively new phenomena in Ghana, it has been adopted by a sizable number of organisations as part of their core management practice, notable among these organisations are Ecobank (Ghana), Shell (Ghana), IFC, Ashesi University College, and Vodafone (Ghana). It, therefore, suggests the unavailability of a suitable approach and a low appreciation of the phenomenon by a larger portion of corporate Ghana. Consequently, it is imperative to obtain deeper insight into diversity and inclusion in Ghana to pave a way for the formulation of a suitable context-specific approach.

Inadequate insight in this respect makes it difficult for multinational organisations to appreciate and approach it with the needed accuracy. This situation requires the exploration of the challenges that multinational companies encounter in managing diversity in Ghana to have an insight into the phenomenon. Currently, the lack of adequate literature in sub-Saharan Africa makes it difficult for multinationals to approach diversity and inclusion management. This retards progress and deprives the countries of the full benefit of diverse and inclusive work environments. Nishii & Özbilgin (2007) maintain that most multinational companies replicate their home strategies in the regions in which they operate. This is because only half of the surveyed firms had global stakeholders in mind when formulating their diversity programmes.

Hence, diversity and inclusion programmes that are run by multinational companies in the telecommunications industry in Ghana may not necessarily be designed to run in this country but have been employed because of the absence of local alternatives. Nishii & Özbilgin (2007) vigorously affirmed that this has been proven to be problematic. They further suggest that local frameworks or models should be developed which will ensure the creation of a diverse and inclusive environment in every region. Most diversity and inclusion programmes applied in other regions have not yielded the

needed results since companies do not normally incorporate diversity and inclusion management strategies in their programmes when they venture abroad (Dunavant & Heiss, 2005).

The challenge can largely be attributed to the absence of a deeper understanding of the phenomenon and the lack of a local framework in the regions in which they operate. To accomplish this objective, the researcher conducted an in-depth analysis of diversity and inclusion practices to come up with a comprehensive description of the situation and challenges. This led to the formulation of a framework that could be useful in managing diversity and inclusion in the telecommunications industry in Ghana.

1.4 THE NEED TO STUDY AFRICA

In as much as research in management has made strides in globalising its coverage, most African organisations remain uncovered (Zoogah, Peng & Woldu, 2015). The globalisation of management research can be seen in the reduction of the skews towards Western advanced economies. This is evident in the increase in research in geographical areas such as Asia (Bruton & Lau, 2008; Carney, 2013; Peng, 2007), Central and Eastern Europe (Woldu, Budhwar & Parkes, 2006; Meyer & Peng, 2005), Latin America (Martinez & Kalliny, 2012; Vassolo, De Castro & Gomez-Mejia, 2011) and Middle East (Zahra, 2011). These geographical areas feature prominently in management journals with Africa conspicuously missing from the mix (Jackson, 2004).

This places Africa in obscurity, because it is home for over a billion people, consisting of 54 countries and vibrant economies found in countries like Botswana, Ghana, Mauritius, Rwanda, and South Africa (Hoskisson et al., 2013; Kehl, 2007; Roxburgh, Dorr, Leke, Taze-Riffi, van Wamelen, Lund, Chironga, Alatovik, Atkins, Terfous & Zeino-Mahmalat, 2010). Further, statistics reveal a significant average in GDP growth of 4.7%, which translated into an impressive purchasing power of $860 billion in 2008. This outstripped India by 35% and more than what the Russians spent that is $821 billion (Mckinsey Global Institute, 2010). A renowned journal, The Economist, in the year 2005, 2011 and 2013 revealed that there are numerous opportunities in areas such as agriculture, retail, banking, infrastructure, natural resources, and telecommunications (Zoogah et al., 2015; Chironga, Leke, Lund, & van Wamelen, 2011). More importantly, the enactment of the African Continental Free Trade Agreement (AfCFTA), which has come into force (Hartzenberg & Erasmus, 2019) deepens the already existing diversity due to the movement of goods, services and individuals within the region. It further makes Africa one of the largest single markets in the world and therefore a robust approach is needed to manage diversity and inclusion since it is the basis for integration. The latest development on the continent predicts by the Economist Group in the year 2013, that Africa will be the home of the 20

fastest growing economies in the world in the next five years a foregone conclusion (Zoogah et al., 2015).

The above discussion makes it imperative to investigate diversity and inclusion management on the continent. Similarly, the positive image of Africa, which is evident in publications focusing on the growth and viability of African economies (Roxburgh, et al., 2010) and the exponential growth of African markets (Chironga et al., 2011) makes the continent attractive to global businesses which deepens the diverse nature of the continent. Furthermore, most global businesses are attracted to Africa due to the continent's ability to meet investors' expectations in terms of returns. This has motivated multinationals such as Unilever and Nokia to increase its footprint on the continent (Chironga et al., 2011). This development calls for the exploration of the situation and challenges about diversity and inclusion management on the continent.

Concerning diversity, Africa has more than 1 000 ethnic groups, which makes it the continent with the most diverse groups of people (Awedoba, 2005; Collier, 2007). In this regard, diversity strategies employed by multinationals in Africa may not align with the ethnic beliefs regarding traditional or tribal practices on the continent (Mbiti ,1999; Ugwuegbu, 2001). This requires an investigation into the management of diversity and inclusion to unravel the complexities.

As the gap between the African continent and the world becomes narrower through telecommunication, it is imperative to investigate the industry to gain a deeper insight into the phenomenon. The viability of the telecommunications industry in Africa is evident in the expansion in Sub-Sahara Africa, bridging the gap between the continent and the industrialised countries. Further, in 2004, there were more people using telecommunications in Africa than entire North America (Parker, 2005). This makes telecommunications an important sector of African economies and needs to be studied in this regard.

Consequently, the continent could take full advantage of the attention being enjoyed by the international community by reaping the full benefit of diversity and inclusion when the phenomenon is fully understood. Investigating the challenges could lead to the formulation of a framework or model as a road map to its practice. Sound practices are therefore crucial in this regard to ensure the survival of multinational companies.

1.5 JUSTIFICATION FOR CHOOSING GHANA

The need to take a critical look at the case of Ghana is very important due to its vibrant economy (Hoskisson et al., 2013; Kehl, 2007; Roxburgh et al., 2010) and current ability to attract global

businesses. The country's stable political environment, a vibrant democracy and the discovery of oil and gas in commercial quantities account for its economic growth in the past decade. Consequently, the economy was therefore projected to grow by approximately 6% in the year 2016 and over 8% in 2017 (Okudzeto, Lal & Sedegah, 2016).

Ghana has the typical characteristics of Africa regarding diversity. The country is multi-ethnic, multi-religious and multicultural and it is estimated to have over 90 ethnic groups (Asante & Gyimah-Boadi, 2004). This indicates a complex situation when it comes to managing diversity and it is worthwhile investigating the phenomenon. Various studies have underscored the importance of a nation's socio-cultural and political background regarding the management of diversity and inclusion since it defines the phenomenon (Calas, Smircich & Holgersson, 2009; Nishii & Özbilgin, 2007; Sye & Özbilgin, 2009). This fits squarely into the dynamics within the Ghanaian society concerning the various regimes and a wide spectrum of ethnic groups.

A unique characteristic of the Ghanaian society is that there is no homogeneity regarding ethnicity in any part of the country. Similarly, a very significant feature is the ethnically polarised nature of the north and southern regions, where the south has a competitive advantage regarding politics and economics. This culminated into ethno-regional inequalities found in the country (Asante & Gyimah-Boadi, 2004). Past regimes worked around the clock, enacting policies to bridge the economic and political gap (Osei-Amponsah, Kwabena & Addo, 2006). Notable among these policies meant to address the imbalance are the centralisation of resource distribution by government, and regional balance regarding key government appointees and political power (Gyimah-Boadi, 2003; Gyimah-Boadi & Daddieh, 1999). Further, the erstwhile Provisional National Defence Council (PNDC) regime tried to level the playing field by promoting the Ewe ethnic group in the government and public sector, but this was halted by the New Patriotic Party (NPP) government (Gyimah-Boadi, 2003).

Ghana has approximately 92 ethnic groups (Gyimah-Boadi, 2004). This diversity is further intensified by globalisation where other nationals find their way into the country. The major ethnic groups are Akans (49.1%), Mole Dogbane (8.0%), Guan (4.4%), Gurma (3.9%), Grusi (2.8%), Mande-Busanga (1.1%) and others (1.5%) (Ghana Statistical Service, 2000). This needs to be considered in defining a suitable approach in managing diversity and inclusion in society. The interplay of ethnic and national identity is very important in the management of diversity and inclusion since it indicates how differences are appreciated to foster inclusion. As indicate by the Afrobarometer (Zoogah, 2016), 23% of Ghanaians identify themselves with only national identity, 4% exclusively identify themselves with their ethnic background, 8% identify themselves with national identity more than ethnicity, 6%

identify themselves with ethnic identity over nationality and 59% identify themselves equally with both nationality and ethnicity.

It is important to investigate this phenomenon to assess how it impacts diversity and inclusion management since the 4% who claim to see themselves through the ethnic lens has been disputed by Zoogah (2016), indicating that more hidden attributes need to be investigated. This gives a pointer to the fact that diversity in Ghana is pervasive and the influx of multinational companies in the country due to the nation's enhanced democratic credentials creates a fertile ground for complexities regarding diversity and inclusion and needs to be deeply understood.

Although there is a substantial number of multinationals in Ghana, economic and socio-political developments will give rise to the expansion of existing ones or attract more. In this case, the workforce will become more diverse and a suitable approach will be needed to address the challenges associated with it.

1.6 JUSTIFICATION FOR STUDYING THE TELECOMMUNICATIONS INDUSTRY

A study by Hardy (1980) and Norton (1992) indicates that the growth of telecommunications investment has a positive correlation with economic gains. Similarly, the telecommunications industry is an important sector of an economy as it helps in realising the macroeconomic goals of economic growth and advancement in nations. As a consequence, most African countries in recent times have paid attention to the telecommunications industry to ensure efficiency and productivity since it has a ripple effect on other sectors of the economy (Salisu & Ibrahim, 2014). Further, Salisu & Ibrahim (2014) argue that investment flow in the telecommunications industry is directly proportional to economic performance. Consequently, an efficient and productive telecommunications industry in emerging markets is a prerequisite for any nation to effectively participate globally and attract investments (Jacobsen, 2003). This underscores the outcome of a study by Sridhar and Sridhar (2007) that there is a positive link between telecommunications and national output in developing countries.

In the case of Ghana, a study conducted by Price Water House Coopers on behalf of the Ghana Chamber of Telecommunications, indicated a 5.4% and 6.9% contribution to government revenue in the year 2013 and 2014 respectively, creating 5 000 direct and 1.5 million indirect jobs This makes the telecommunications industry in Ghana one of the main economic sectors and worthwhile investigating.

1.7 PROBLEM STATEMENT

Diversity and inclusion are a critical aspect of global business in the 21st century. Organisations encounter challenges when they venture into other societies which have a different approach in managing diversity. This normally impacts negatively on the operations of the organisation and its effectiveness. Notable challenges identified by researchers in this field are as follows:

- The failure of diversity strategies applied in the different region due to the absence of a local framework and universalistic assumptions (Brewster & Mayrhofer, 2012; Dunavant & Heiss, 2005).
- The lack of adequate literature to help understand the phenomenon and the generalization of strategies (Farndale et al., 2015; Mor Barak, 2015; Nishii & Özbilgin, 2007).
- Employees do not feel that they belong since their socio-cultural values are not appreciated by organisations (April & Blass, 2010; Block & Noumair, 2015).
- Organisations struggle to appreciate the dynamics within diversity, either implicit or explicit and this ambiguity needs to be investigated (Thomas, 2010).
- Diversity and inclusion, as a phenomenon, is not widespread in Africa coupled with high uncertainty of the African context (Kaggwa, Dikgale, Zamudio & Haji, 2013; Munene, 1991; Ugwuegbu, 2001; Zoogah & Nkomo, 2012).

These challenges can be as harmful as any other issue affecting organisations but are less likely to be detected by the management. Yet, to date, there has been little, if any, formal identification and evaluation of the challenges encountered in managing diversity and inclusion by multinationals in the telecommunications industry in Ghana. To understand the complexity of the challenges, a qualitative multiple case study of the multinational companies is needed to identify the challenges concerning the socio-cultural, political and economic environment and to determine its impact on the telecommunications industry's wellbeing. Furthermore, this study proposes an antidote by presenting a framework to mitigate identified challenges encountered within a diverse work environment. The proposed framework seeks to ensure inclusion and foster enhanced performance in an organisation.

1.8 RESEARCH OBJECTIVES

The objectives are to:

1. establish the challenges encountered by multinationals in the telecommunications industry in Ghana regarding, demographic, socio-cognitive and organisational diversity and inclusion concerning the socio-cultural, political and economic environment.

2. establish the convergence and divergence in diversity and inclusion management in the multinationals in the telecommunications industry within the socio-cultural, political and economic environment in Ghana.

3. ascertain the current situation regarding the management of diversity and inclusion of the multinational companies in the telecommunications industry in Ghana.

4. investigate the strategies in place to mitigate the challenges and suggest appropriate measures as a remedy.

5. identify the similarities and differences between multinational companies in the telecommunications industry in Ghana, regarding the challenges in diversity management and how it compares to global practice.

1.9 Research question

In line with the problem statement, the central research question of this study is as follows:

What are the demographics, socio-cognitive and organisational challenges encountered by multinationals in managing diversity and inclusion in the telecommunications industry regarding the socio-cultural, political and economic environment in Ghana?

1.9.1 Sub-questions

1. How are diversity and inclusion managed presently in the telecommunications industry in Ghana?

2. What is the convergence and divergence in the management of diversity and inclusion in the multinational organisations in the telecommunications industry in Ghana and the global practice?

3. What is the current situation of diversity and inclusion management and the effectiveness of the strategies employed in mitigating the challenges in the telecommunications industry in Ghana?

4. What are the similarities and differences between the multinational companies in the telecommunications industry in Ghana concerning challenges in managing diversity and inclusion?

5. How do the challenges in managing diversity and inclusion in multinational companies in the telecommunications industry in Ghana compare to that of global practice?

1.10 MOTIVATION FOR STUDY AND ENVISAGED SIGNIFICANCE

The increasing nature of globalisation has necessitated the interaction of individuals from all walks of life with diverse beliefs, cultures and social backgrounds. Individuals do not work and live in isolation; everyone is now part of the global village where competition emanates from every nook and cranny of the universe. Consequently, it may be concluded that organisations are susceptible to change and need to be flexible. Taking advantage of a diverse workforce is now a crucial element in management. For this reason, management needs to acquire the expertise suitable for a diverse work environment (Green, López, Wysocki & Kepner, 2002). This suggests that an extensive study is needed to obtain deeper insight of the construct of inclusion which is the reason for managing diversity (Mor Barak, 2015), although most organisations aspire to create an inclusive work environment which is evident on their websites and the hiring of diversity officers (Anderson & Billings-Harris, 2010).

The quest for organisations to achieve an inclusive environment is met with challenges militating against its feasibility. It has been asserted by Green et al. (2002) that diversity transcends acknowledging differences in people, but rather involves appreciating the essence of differences, promoting inclusiveness and fighting discrimination. Similarly, Mor Barak (2015) averred that is not about visible differences found among employees that establishes their uniqueness but being part of a group that differs from the mainstream in society constitutes a diverse workforce. These challenges may degenerate into the loss of personnel as well as productivity due to discrimination, prejudice, complaint and legal actions against the organisation (Devoe, 1999). Esty, Griffin, and Schorr-Hirsh (1995) also identified negative attitudes and behaviours that hinder the creation of an inclusive organisation in a diverse environment. This makes it necessary to investigate the challenges and find an antidote to it.

Therefore, management is confronted with the issue of ensuring an inclusive work environment due to the increasingly diverse nature of the workforce. To tap into the wide spectrum of skill, attract and retain personnel, strategies need to be put in place to make this a reality. Appreciable studies have been done on diversity and inclusion; however, not much has been written on diversity and inclusion in the telecommunications industry in Ghana, although some organisations are taking steps to manage diversity effectively, e.g. Vodafone-Ghana. As indicated by Kreitner and Kinicki (2001), for employees to perform to their maximum potential, organisations should purposefully concentrate on creating changes. This leads to diversity management and creates awareness in this regard, making it worth investigating.

Nations such as Israel have demonstrated that valuing diversity can be an asset which is useful to the organisation (Blommaert & Verschueren, 1998). The differences associated with diversity have been noted to be a challenge and need to be managed effectively and converted into an asset (Esty et al., 1995). As diversity management has become a vital management tool for achieving competitive advantage (Thomas & Ely, 1996), challenges associated with it need to be identified to serve as the basis for the formulation of a model or framework to aid its management. Scholars are battling with the issue of unravelling the impact of diversity as a component of social systems on work-related behaviour and results (Cox, 1995). This is because diversity has both a positive and negative impact on organisations' goals. In most instances, research focuses on exploiting the situation where the advantage of diversity can be realised while minimising the negative aspects (Dike, 2013).

The researcher intends to investigate the challenges associated with diversity management. This approach will facilitate the formulation of a framework or model to minimise the complexities in managing diversity in the telecommunications industry in Ghana. The researcher looks at the impact of the challenges on the operations of the organisation. Further, conclusions are made based on the qualitative data analysis as to the degree of impact of the challenges associated with diversity management have on the creation of an inclusive work environment.

To this end, the undergirding motive driving this study is evident in the discussion above and further enforced by the following:

- Previous research relating to diversity concentrates on discrimination, bias, affirmative action as well as tokenism (Shore, Chung, Dean, Ehrhart, Jung, Randel & Singh, 2009). Jackson and Joshi (2011) indicate that research has brought to fore numerous informative and meaningful theories.
- Consequently, the evolution of the diversity field has compelled researchers to focus on strategies which will make work processes and organisational mechanisms effective and highlight the value in diversity (Gonzalez & DeNisi, 2009; Homan, Hollenbeck, Humphrey, van Knippenberg, Ilgen & Van Kleef, 2008).
- Similarly, regarding multicultural organisations, it has become the focus of researchers to seek ways of creating an inclusive work environment with a diverse workforce (Cox, 1991; Thomas & Ely, 1996).
- Although many studies have highlighted the need to value diversity (Ely & Thomas, 2001), much progress has not been made in gaining insight and advancing inclusion in the workplace (Dike, 2013). This calls for exploring the phenomenon and establishing the challenges which will lead to gaining an in-depth understanding.

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To this end, the significance of the study is found in:

- Establishing the need to properly manage diversity and inclusion and how it influences the overall wellbeing of the organisation.
- Identifying the challenges and formulating a suitable framework as a remedy deepens the relevance of the study.
- Highlighting the advantages of identifying the contextual differences among the multinationals.
- Comparing it to global practice to equip actors in the field with the knowledge needed in approaching the management of diversity in the telecommunications industry in Ghana.

The four-pronged approach makes the study very relevant in the diversity discourse, contributing to the body of literature and providing a practical approach to addressing the problem.

1.11 CONTRIBUTION TO KNOWLEDGE AND RELEVANCE TO PRACTICE

As it has been asserted by Kasper, Helsidigen & de Vries (1999), the essence of a study is the key issue for managers when they are confronted with the situation of whether to carry out a research or not. This study aims at providing the basis for a roadmap to assist management in developing strategies to mitigate the challenges encountered in managing diversity and inclusion with minimal complications. Eventually, management would be equipped with a framework to apply to approaching diversity and inclusion management.

To realise the above, it is imperative that the body of knowledge on diversity management is at par with the present reality. In this regard, one cannot gloss over the phenomenal impact of globalisation in the 21st century. This is evident in the fluidity of national borders and the continuous changes in workforce composition which is characterised by intense diversity. Consequently, this may affect organisations negatively when the phenomenon is improperly understood. In this vein, the study intellectually contributes to the in-depth understanding of the phenomenon and challenges encountered by multinational companies in the telecommunications industry in Ghana regarding diversity and inclusion. Similarly, it provides context-specific information that prevents the application of inappropriate strategies regarding the management of diversity and inclusion. More importantly, the quality of theoretical reasoning will be improved regarding the societal context; that is an intimate connection between the conceptual ideas generated and existing theories will be established. This will pave the way for subsequent studies to generate theories out of the findings, captioned by Yin (2009)

as "theoretical generalization" and Mitchell (1993) as "analytical generalization" in Bryman (2012:71). Furthermore, having a deeper understanding or knowledge will aid stakeholders in the industry to mitigate the challenges associated with demographic, socio-cognitive and organisational diversities. Therefore, this will then transform the organisation into an inclusive work environment and ensure the availability of knowledge or literature which speaks to the complexity of the phenomenon.

Subsequently, the research positively influences diversity and inclusion practice in the telecommunications industry in Ghana by identifying challenges and concepts of the observed phenomenon which are relatively unknown. To this end, the study contributes to gaining deeper insight into the phenomenon by understanding the current situation regarding managing diversity and inclusion. To accomplish this the study highlights the challenges and investigates the measures in place to contain them. In addition, the study brings to fore the difference in practice between the telecommunications industry in Ghana and what pertains on the global front.

The value and contribution to knowledge by the study will not be fully realised if a practical bottom line is not achieved. As a practical contribution, a framework or model formulated through the analysis of the qualitative data obtained enhances the management of diversity and inclusion. Subsequently, as an antidote to the problems identified, appropriate measures are suggested to mitigate the challenges encountered by multinational companies in the telecommunications industry in Ghana. Finally, multinational organisations operating and those who seek to venture into the societal context under investigation will now have a framework or model as a guide in managing diversity and inclusion. In a nutshell, this study lays a foundation for the formulation of suitable strategies that could alleviate the complexities associated with managing diversity and inclusion within the context of a developing economy or an emerging market.

1.12 RESEARCH PROCEDURE

An extensive library and internet search were conducted to collect information from the theories that have already been put forward by other authors in the field of study. This formed the basis for the literature review and conceptual framework. Books on diversity and inclusion as well as peer-reviewed articles were consulted and referenced to ascertain how the strategies put in place to mitigate the challenges relate to the existing theory. Other published materials in the field of management were also used to explain issues relating to the topic. Theories available were used in explaining the paradigm on which the research is predicated and how the prevailing issue relates to the literature.

Secondly, the study focused on primary data collection. The qualitative method was employed in this approach by using semi-structured interviews and focus groups. In total, three in-depth interviews were conducted in addition to two focus group discussions. Data collected were analysed using both manual and computer-aided (NVivo) systems. Further, strict adherence to the standards for trustworthiness was observed. Apart from the data collected, archival materials were also used to investigate the above-mentioned challenges in the phenomena.

1.13 ETHICAL CONSIDERATIONS

Gateway permission was sought from the selected organisations (Appendix 3 & 4) and participants were required to participate voluntarily. Forms were given to participants to confirm their consent (Appendix 5) (Heaton, 2004).

Further, the researcher thoroughly observed academic research standards and all acceptable conventions as put forward by Mouton (2001). The following conventions below were strictly adhered to:

- Professional confidentiality;
- Recognised methods for citing quotations;
- Acknowledgment of resources;
- Correct referencing;
- Interviewees were accorded the right to privacy;
- Matters of confidentiality were treated with the utmost care by all parties concerned; and
- Academic confidentiality was observed and information that could harm the organisations' image or operations and participants' integrity was not disclosed.

1.14 LIMITATION AND SCOPE

The researcher focused on the demographic, socio-cognitive and organisational, challenges encountered by the multinational organisations in the telecommunications industry in Ghana.

The lack of adequate prior research in the context (telecommunications industry in Ghana) in which the study is been conducted hampers the understanding of the phenomenon under study. As much as an appropriate method has been employed to answer the research question and achieve the objectives, the omission of relevant research instruments may be realised after the interpretation of data is complete.

Similarly, data were taken at face value. Although the providers of the data were selected based on their appreciable knowledge in the field of study under investigation, the data may not portray reality.

The qualitative data analysis was confined to obtaining an in-depth and comprehensive understanding of the challenges and how to mitigate them. The researcher limited himself to using purposive and maximum variation sampling in the interviews and focus groups respectively.

Although subjectivity was minimised, the world view of the researcher cannot be eradicated and that could be evident in the following areas as put forward by Aguinis & Edwards (2014), Brutus, Aguinis & Wassmer (2013) and Senunyeme (2013):

- Selective memory: this is where the researcher may remember or not remember some experiences and events that occurred.
- Exaggeration: this is where the researcher may represent findings or embellish occurrences as more profound than the data suggest.
- Attributing: the situation where findings and occurrences are credited to the researcher's agency and the negative ones associated with external forces.
- Telescoping: in this case, the researcher may recall events at a time as if the same event occurred at another time.

Due to time and financial constraints, the researcher focused on the telecommunications industry which has a profound impact on the economy. A notable limitation was the inability to generalise the results of the research. The results are context-specific and cannot be generalised to the larger population since the research did not use statistical sampling methods.

The scope of the research is within Ghana due to the country's vibrant business environment and relative involvement of international businesses compared to other African countries. The literature reviewed was mainly related to the challenges mentioned and the impact on the organisational performance. Reviewing this literature ensured the realisation of the objectives of the research and answered the questions adequately. The population studied was purposively selected since the results were not meant to be generalised. A qualitative multiple case study approach was employed since the research sought to obtain an in-depth understanding of a phenomenon.

1.15 STRUCTURE OF STUDY

The study is divided into seven chapters as follows;

This chapter has given the background of the study as well as the motivation for the research. It has also indicated the paradigm that drives the study and other schools of thought. The value of the study envisaged significance and the methodology have been briefly discussed. Finally, the research problem, question, design, limitations and ethical considerations have been clearly outlined.

Chapter 2 situates the study in literature by outlining the evolution of diversity and the relevant literature which has a direct bearing on the topic as well as the research objectives and question.

Chapter 3 provides the conceptual framework and discusses the relationship between concepts and the phenomenon being studied. It justifies the selected research methods and helps in explaining them in detail.

Chapter 4 clearly outlines the methods, strategy, and design that are employed to answer the research questions and how the objectives of the research will be realised.

Chapter 5 Presents the data and interprets them to indicate the outcome of the study. The interpretation highlighted the results of the study and revealed the pointers which are used to answer the research question and achieve the objectives. The results are presented by reporting key findings concerning each main theme, employing verbatim quotes from participants to depict the outcomes.

Chapter 6 is the discussion session where the findings of the study are analysed and aligned to what is known in the literature of the field of knowledge under investigation, indicating the study's contribution to theory. In addition, the relevance of the study to practice is presented in the form of a framework which will aid the management of diversity and inclusion and enhance performance in the telecommunications industry in Ghana.

Chapter 7 is the final section of the study and provides the limitation, summary, conclusion and lastly recommendation for further study.

1.16 CHAPTER SUMMARY

Having outlined the framework of the study, the chapter presented the basis for seeking an in-depth understanding of the challenges encountered in managing diversity and inclusion in the telecommunications industry in Ghana. Furthermore, it highlighted the need for organisations to pay attention to the management of diversity since it has a direct impact on the organisational wellbeing. The next chapter situates the study in literature by reviewing relevant contributions by authors in the field regarding the topic, objectives and research question.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Globalisation has brought in its wake diversity in the workforce of organisations and the need for the management of the various elements of diversity to ensure employee inclusion at the workplace. This is evident in the quest for numerous organisations to effectively manage diversity; however, little is known regarding the knowhow to unleash the potential of a workforce within a diverse environment (Rojo & Beauregard, 2017). In this regard, investigating the challenges in managing diversity is inherent since it will assist in fashioning out robust strategies. This chapter presents a thematic review of literature on the management of diversity and inclusion at multinational companies globally, and the challenges encountered. Emphasis is placed on demographic, socio-cognitive and organisational diversity in organisations which is the focus of this research paper.

The themes discussed are the history of the evolution of global diversity and inclusion management; global diversity management and inclusion. As a country on the continent, spearheading the management of diversity and inclusion, South Africa's experience is reviewed as a notable example. Further, diversity and inclusion management in Ghana is also thoroughly scrutinised. It also touches on national policies regarding the creation of an equitable society in Ghana, especially where there is little or no literature concerning the management of diversity and inclusion. National issues such as gender and social policies which mirror what happens in the workplace will help in gaining insight into diversity and inclusion management in organisations. It will further help in painting a picture of the present state of diversity and inclusion management in the telecommunications industry in Ghana. Finally, the advantages and challenges of diversity and inclusion management, as well as the relevance of the concepts discussed, are also explored.

2.2 Historical antecedent of diversity and inclusion management

Diversity can be seen in two dimensions: differences and social justice, although they can be viewed separately, they are inseparable since they constitute the sides of one coin and has a rich advantage to the society when properly managed (Miller, 1995). Diversity management traces its root to protest found in the society, liberation movement and civil right from the 1950s to 70s. Further, it was fuelled by judicial ruling, equal opportunity legislation within the period of the 1950s and 60s as well as the federal civil right (Plummer, 2003).

According to Agocs & Burr (1996), Jain & Verma (1996), Teicher and Spearitt (1996) and Liff (1997), the United States is the originator of diversity management which later spread throughout the

industrialised world. However, although some occurrences predate the famous 1964 Civil Rights Act, it has not been given the credence as the beginning of diversity movement. Notable among these incidents is the migration of Europeans, Chinese and Japanese into the United States. Diversity gradually became entrenched in the American society when the African-Americans were integrated into the workforce during World War II and an executive order 8802 in 1941 which forbade discrimination in the workplace by companies contracted by the United States government (Nkomo & Hobbler, 2014) points to the fact that diversity practices proceed the period identified by most scholars. Further, the institutionalisation of diversity management predates the promulgation of the Civil Rights Act in prestigious institutions such as Harvard, Yale, MIT (Delton, 2007), underlining the fact that diversity has been an indispensable management tool for many years, although it was not highlighted until the early 1960s.

Syed & Özbilgin (2009) indicate that diversity management was built on what pertains within the socio-cultural, demographics and the economic environment of the United States and other Western industrialised nations. Due to its US-centric approach, concerns have been raised as to its feasibility in other contexts especially in socio-economic, legislation, culture and demographics (Jones, Pringle & Shepherd, 2000; Syed, 2008a).

This challenge was further highlighted by Syed & Kramer (2007) when they criticised the "narrow capitalistic emphases" on the positive outcomes of diversity management in businesses which have not been able to provide balanced employment benefits in Syed & Ozbilgin (2009:2435). Further studies have also queried the meaning of diversity management in terms of how it can boost morale and ensure productivity (Jenner, 1994; Nkomo & Cox, 1996, Thomas & Ely, 1996) and its underlying patterns, postulations, and motives. Litvin (1997) asserts that the use of different kinds of individuals (e.g., women, men, ethnic minorities or majorities, the aged) as a basis for differences does not ensure inclusion because it is divisive. Blommaert & Verschueren (1998) counter the argument by indicating that it is not exclusively about the management of diversity; rather, it involves managing the negative effects of diversity such as racism and discrimination.

McDonald (2010) affirms that diversity management is now an established concept in academics as well as most management literature in the Western world, especially in the United States. A major topic that can be found throughout the literature is the relationship between diversity and management approach. He goes on to indicate that diversity management is a relatively new concept in corporate America, but its roots can be traced to the Equal Employment Opportunity (EEO) and Affirmative Action (AA) movement, which then gave birth to the issue of valuing differences. He also indicates

that the concept of diversity management evolved from a wide range of social and historical developments which led to the creation of theoretical models linked to the realities of the field. Furthermore, he states that deliberations and theorising diversity management increased the literature and has now created a platform where diversity management can be traced and critiqued in new directions and contexts.

The evolution of diversity management is nevertheless associated with various challenges. April & Shockley (2007) affirm that in the 20th century; women's rights and civil rights were the two main issues on which diversity management was anchored. Women's rights and civil rights issues were geared towards preventing sexism and racism respectively, and this was done with the minorities in mind. Various stakeholders such as government, civil society, and the private sector had to adhere to laws that ensured the needed rights were accorded the citizenry. They further mention that situations in certain countries have necessitated a narrow view of diversity management; for example, in post-Apartheid South Africa wherein addressing the imbalances of the past, laws have been enacted which focus only on the previously disadvantaged (i.e. Black Africans, Indians, Asians and the Coloured population, and women). Similarly, the same scenario was cited in Malaysia when the Bumiputras assumed the reigns of governance; New Zealand towed the same path with respect to the Maoris; and finally, the United States' affirmative action drive, which was also seen in the same light, gave birth to leaders such as Collin Powell, the first African-American appointed as the U.S. Secretary of State. April & Shockley (2007) assert that this trend produces tension and creates an incentive for people to be non-compliant.

April & Shockley (2007) also note, however, that after the implementation of the laws for a while, organisations begin to complain because of the running costs involved, and those who were not affirmed lose their sense of belonging which creates a condition for reverse discrimination and reduces efficiency and profitability. The reversal has seen an unintended consequence where those affirmed need to go the extra mile to be credible and this made them feel responsible for the group which was not affirmed. It is, therefore, inherent that as much as diversity management is a revelation in management science, especially with the advent of globalisation, there will be teething challenges associated with it which will need attention.

2.3 Factors responsible for the evolution of diversity management

As stated above, the evolution of diversity management can be traced from the United States literature and this is evident in the EEO and AA approaches. The discussion of inclusion concerning EEO and AA was linked to diversity in the workplace by scholars, beginning in the late 1980s. A report

published in 1987 by Hudson Institute titled, "Workforce 2000" (Johnson & Packer, 1987), revealed that by the year 2000, the increase in the number of women and other groups such as Hispanics, African Americans, and other minorities would prevent the white male from being the majority in the workforce in the United States. Consequently, this "… intensified concern for the effective utilisation of an increasingly diverse workforce" (Gottfredson, 1992:292).

A large volume of literature was generated afterward relating to understanding differences, valuing differences, understanding diversity, valuing diversity and multiculturalism (Thomas, 1995). McDonald (2010) posited that most of this literature traced the roots of diversity in the workplace to EEO/AA. It further goes on to assess the impact of the laws that prevent discrimination against African-Americans in the workplace, and legislation that enforced the hiring of African-Americans by companies and ensuring that they occupied higher positions.

Thomas (1990, 1991, 1995) was a pioneer in the promulgation of diversity management. Drawing on his works, the stages of evolution are as follows: EEO and AA, then valuing differences and finally managing diversity, which became popularised among scholars as diversity management. A more recent aspect is the global diversity management which was made popular by Özbilgin & Tatli (2008). McDonald (2010) asserts that the stages depict main actors, social forces and motives that drive the evolution of diversity management by organisations and society. This can be found in Figure 2-1 below.
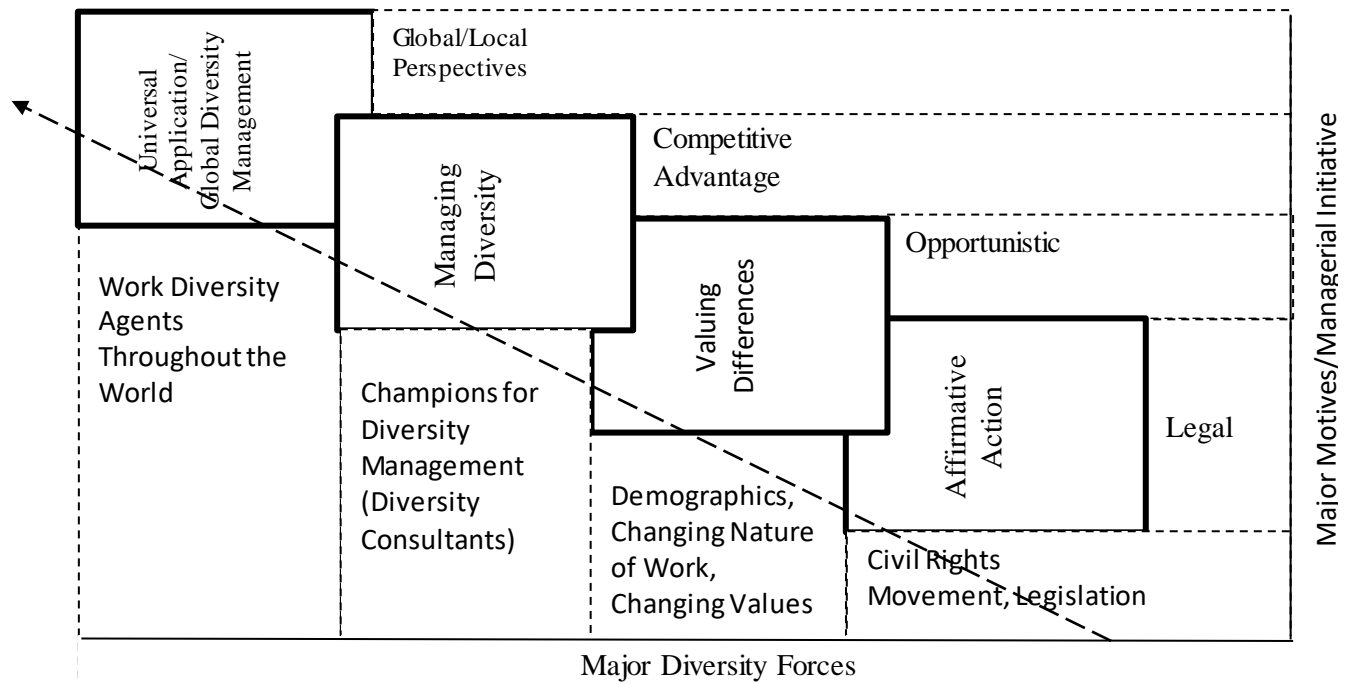
Figure 2-1: Major forces and motives influencing the evolution of diversity management
Source: Thomas (1991:28).

2.3.1 Equal employment opportunity and affirmative action

The Civil Rights Movement was born out of EEO and AA. There were periods in the 1950s when African-Americans organised events to seek "… political equality and the betterment of social and economic conditions" (Button, 1989:3).

Organisations were legally compelled to ensure diversity in recruitment, and equal rights and opportunities to all regarding "… terms and conditions of employment …. all matters affecting an employee's job status, including promotion, benefits and layoffs" (Wolkinson & Block, 1996:13). In another breath, the Civil Rights Movement fostered the emergence of a "…new, recognised sense of African-American dignity and pride" (Button, 1989:49). This new sense of image triggered a change of mentality in other minority groups as "… being much more comfortable with being different" (Thomas, 1995:247).

Although the Civil Rights Movement sought to create an environment to help the African-American advance in society, the response from the organisations was just to comply with the regulations to avoid coming into conflict with the law. This also was not without challenges since management could not deal effectively with the different shades of opinions from a diverse environment in which legal issues increased exponentially (McDonald, 2010).

2.3.2 Valuing differences

The Civil Rights Movement impacted positively on the legal and social framework in the workplace and much attention was paid to the dynamics of demographics in the workforce, as well as the evolving nature of work description and the drifting values from the organisation itself towards globalisation and its impact on work. The literature on valuing differences is now focusing on the shift from organisations dwelling on legalities to ensuring an inclusive work environment which translates into a competitive business advantage (McDonald, 2010). This is highlighted in the publication by Hudson Institute (Johnson & Parker, 1987) on the demographic variation in the pattern of the United States workforce in the run-up to the year 2000. It was observed that the management of organisations was focused on how to harness the positives of the increase in a diverse workforce. The figures were significant enough to project that, the majority of white male workers in 1987 would become a minority, making up only a third of the workforce by 2005, when Hispanics, women and minority groups would increase their numerical strength on the labour market (Boyett & Boyett, 1996).

Literature concerning work also focused on how the trends were diversified to mitigate the challenges and react to the varied requirements of consumers (Carnevale, 1995). The nature of work itself was also changing and the literature made note of this. Work styles and arrangements were diversifying to counter and respond to the diversified needs and want of consumers (Carnevale, 1995). Each employee is expected to be multidimensional in approach to work and flexible enough to undertake any task assigned to him or her in the team (Boyett & Boyett, 1996). As documented by Whyte (1956) in McDonald (2010:6), as an attitudinal change towards the organisation and work was on the rise, on the other hand, the impact of the "organisation man" or the "economic man" was dwindling. The ties established by employees outside their work zone also became inversely proportional to the loyalty towards the organisation (Leinberger & Tucker, 1991).

Zedeck and Mosier (as explained in Phelps, Kirk, Rogg, Downey & Knight, 1994) in McDonald (2010:6) conducted a survey and documented employees who were ensuring a work-life balance. These employees deemed it important to have a quality life, leisure, and self-fulfilment, and these became the benchmark for success. Cross & White (1996) assert that to satisfy the needed skill for the job market that was continuously expanding globally, one needs to look beyond national boundaries and venture into other nations to meet the requirements of the organisation concerning workforce. Further, they state that management is ensuring that employees are also comfortable outside the workplace by getting involved in their commitments; for example, by ensuring good family life.

This also confirmed the replacement of the 'organisation man' by the "multidimensional employee" indicated earlier by Whyte (1956) in McDonald (2010:6). This is an indication of the fact that getting a suitable workforce demands to cast one's net wide regarding recruitment, to tap into the larger pool of skilled workers around the world. This has a diversity implication and needs appropriate management to ensure inclusion. Management appreciates the need to use valuing differences as a tool to motivate and increase the benefits derived from the differences in the employees of an organisation (Thomas, 1991). When the various skills and expertise are managed properly, a deeply diverse workforce is a very profitable asset to a company. This is also buttressed by Fernandez & Barr (1993) who assert that a heterogeneous workforce holds the key to varied strategies and solutions than a homogeneous one.

Cox (1993) looked at valuing differences from a marketing perspective and came up with a profound revelation that a diverse workforce creates a platform for different segments of the market and gives the organisation the competitive advantage to reach out to its various target markets by meeting their needs easily. Consequently, Broadnex (1991, cited in McDonald, 2010:7) wrote:

"… differences, when accepted as legitimate, can keep us from becoming smug. Creating a situation where everyone is considered with dignity and treated with respect empowers more people in the workplace. More people empowered translates into a more powerful workforce."

This proactive approach by management in managing differences among employees is a remedy for conflicts, and organisations that appreciate differences promote the needed respect among employees. Thomas (1991) argues that management should focus on interpersonal relationships as well as celebrate and appreciate differences.

2.3.3 Managing diversity

This is where management at the highest level focuses on using diversity in the workforce as a core competence. This is evident in the literature on the application of strategic approaches to derive competitive advantage by involving all the organisational structures and processes, highlighting the differences between employees (Cox & Beale, 1997). It is a more proactive approach by management than the social demands indicated in the previous section. This does not negate the viability of the increase in diversity among employees (McDonald, 2010) because this is what compels management to embrace diversity management as one of its cardinal pillars of ensuring inclusion in the workforce. It goes further to make what appeared to be an independent effort to harness and appreciate the need to celebrate diversity an integral part of the organisation's operations.

In support of the above, Thomas (1991) argues that management should work assiduously to change the organisational culture which needs a new approach to leadership and thus alter the organisational structures to ensure the feasibility of diversity management in creating an inclusive work environment. The challenge bedevilling this process is that literature is characterised by models instead of empirical evidence. Furthermore, the number of diversity management consultants is not proportional to the literature in the field, in terms of growth (Hansen, 2003).

2.3.4 Global diversity/universal application of diversity management

The concept of diversity management and its application outside the borders of the United States and other Western nations is relatively at its infant stage. There is inadequate literature empirically that paints the exact picture of diversity management in the corporate world around the globe. However, corporate managers in the various nations are working assiduously to manage diversity within their local contexts to ensure suitability. Multinationals are also battling with the issue of implementing global diversity strategies in the local context, especially the organisations which originate from the West. This confirms what Ozbiligin & Tatli (2008:12) assert, namely, "… the urgent need of attention

to concerns of diversity and equality beyond the narrow considerations at the national, organisational and intergroup levels".

Ozbligin & Tatli (2008, cited in McDonald, 2010:8) went further to elaborate that "… the conception of global, in the context of global diversity management, embraces both international aspects of diversity management from cross-national perspectives as well as domestic diversity management practices which increasingly operate within the international workforce".

Thus, deeper research in this direction will increase the literature and give better insight into the development of diversity and inclusion globally, and further show if there is any convergence or divergence (McDonald, 2010). Diversity management has gone through considerable change over the years. In the United States, McDonald (2010) asserts that people's major object of interest and corporate decisions have helped shape the process. This brought about theories and models to manage the challenges associated with the evolution of the work environment. Diversity and inclusion is now a global practice which should be within the tenets of the local context in which it is being implemented and must be broken down to suit the people of the society. He further explains that implementing the United States or the Western approach in other nations or societies will not yield the needed results and the repercussions will be detrimental to those it was intended to help. In this case, avoiding the situation of taking diversity and inclusion management for granted will help in dealing with all the issues that create discomfort among employees and ensure the welfare of a diverse workforce.

2.4 Global diversity and inclusion management

Over 50 years ago, a novel was written by Sloan Wilson entitled, The Man in the Grey Funnel Suit (Wilson, 1955) painted a picture which by inference made diversity management very important to the corporate world today. The novel tells a story of empire builders of homogenous background who reasoned along similar lines, resulting in a near catastrophe in the executive suite. Such an environment is fast fizzling out and giving way to a more heterogeneous one. As indicated by SHRM (2009), national boundaries are now very fluid and eradicating cultural and gender hurdle in the work environment. The SHRM indicates further that diversity and inclusion are no longer abstract ideas but a reality and have become an integral part of everyday life, especially in the developed world.

This has become necessary due to the shortage of talent and the competition for a more diverse market. It is also evident that organisations are spreading their net for recruitment outside their home borders to other minority groups. It has been realised that in societies where they are much diverse, the majority groups are favoured in many respects over the minority, and diversity management is still in its early

days. In other countries, diversity management at the workplace is now being introduced due to cultural barriers or the lack of significant diverse groups. SHRM (2009) continues to explain that members of a diverse workforce have different thinking styles, and this should be understood by all stakeholders to make the integration of new entrants feasible. Alder (1980) stresses the need for cultural synergy as a viable approach in the management of a diverse workforce. This leads to the integration that will foster inclusiveness in the workplace.

SHRM (2009) further posits that diversity and inclusion have become a topical issue in the integrated global business circles due to the inadequate talents in a diverse market place. These are the two main factors driving the process and the underpinning reasons for this development are morality and profitability. This process is mostly led by the human resource department with the core responsibility of increasing diversity and ensuring inclusion. The differences in approach to diversity and inclusion vary geographically; for example, in Western Europe and North America, emphasis is on attracting, retaining and promoting women. In Europe, organisations use the lobbying and persuasive style; American companies use the hands-on approach to attain goals; while the Asians employ the laissez-faire approach. Most multinationals are of the view that diversity should be tailored to fit the local context since the set of best practices that have evolved is culturally driven. The approach looks similar in the various regions, setting the tone at the top of the organisation. However, the survey by SHRM (2009) depicts unique profiles for each region with North America accepting the change that comes with increased diversity and Western Europe focusing on retaining female employees than other minority groups. Asian companies are increasing the number of women employed and the rate of retention while Arab and Middle East organisations are giving nationals who are in the minority an opportunity to be in management positions. Given this SHRM (2009:5) wrote: "Global diversity and inclusion look at the advantages that diversity and inclusion bring to a company, as well as the challenges inherent in creating and managing an integrated workforce".

However, to date, there is relatively little research into the challenges encountered by organisations in Africa concerning diversity and inclusion management. The eroding national, cultural and demographic borders necessitate research into the challenges encountered by multinationals in Ghana which will lead to the formulation of strategies to respond accordingly.

As diversity management has been identified as a potent organisational practice that ensures success, it has been advocated by practitioners that it is a skill that all stakeholders should be very conversant with (Anand & Winters, 2008). This goes a long way to creating an inclusive work environment. However, diversity management is quite concerned about the challenges in recent programmes which

are rolled out without considering the importance of the right scope (Holladay, Day, Anderson & Welsh-Skiffington, 2010). Bleijenberg et al. (2010) posit that the fundamental problem associated with the management of diversity is that it is not always aligned with the concept of equity and equality within a specific national and local context. They further indicate that diversity management faces not only major challenges but practical ones as well, such as diversity management in a firm.

Secondly, it is weakly related to traditional human resources management, and the lack of it in the mainstream creates bureaucracy and a barrier to its implementation. There are other specific issues which ought to be addressed regarding diversity and inclusion management, and these are anchored in each nation's historical and cultural background. For example, the United States diversity programs race a prominent factor, while in Germany organisations are not allowed collecting racial data and shunning any discussion of such nature. In France, riots emanating from racial conflicts sparked the debate for the collection of data concerning race, although it is not allowed in the country. In South Africa, statistics on race are collected (for example, in workplace skills plans or Broad-Based Black Economic Empowerment audits), to determine the extent of transformation in the workplace (Goodman-Bhyat, 2018).

However, data collection has deep legal implications and differs from one nation to the other. Some European countries have it expressly captured in their laws that it is prohibited to collect racial and ethnic data as it brings back bad memories of persecution during the period of conflict. On the contrary, the United States laws have no qualms in that respect. It has also been noted that the organisational culture also poses a challenge to diversity and inclusion management in the sense that diversity programmes will naturally alter the hiring, promoting and integrating employees, and this challenge is prevalent in middle management echelons where departmental assignment takes place (SHRM, 2009).

Although organisations have implemented diversity programmes, the challenge associated with them is that companies do not examine their importance or evaluate their effectiveness which has prevented organisations from becoming inclusive (Allen & Montgomery, 2001). Given these challenges, diversity management is now seen as a process to create good working relationships as well as an important business skill that employees need to acquire to ensure the feasibility of an inclusive work environment (Anand & Winters, 2008). Furthermore, due to the challenges associated with diversity management, Allen & Montgomery (2001) propose various changes to mitigate the challenges identified which will enhance inclusion throughout an organisation.

However, there is an upsurge in research on ways to address the challenges associated with the management of diversity and inclusion in organisations. Some of the deficiencies in the existing research are identified as the absence of effective measurement tools; lack of analysis pertaining to the importance of diversity and inclusion management; lack of justification for diversity initiative; and the lack of significant evidence to prove the effectiveness of diversity and inclusion management (Anand & Winters, 2008; Kochan, Bezrukova, Ely, Jackson, Joshi, Jehn, Leonard, Dahm, Willems, Ivancevich & Graves, 2009; Hite & McDonald, 2006; Kalev et al., 2006; Levine & Thomas, 2003; Wise & Tschirhart, 2000).

A notable challenge concerning competitive advantage is the inability of organisations to make appropriate adjustments to retain employees from different backgrounds (Cox & Blake, 1991). Despite the deficiencies and negative outcomes associated with programmes, there are positive by-products in diversity, such as creativity, innovation and improved decision-making in organisations and societies (Ancona & Caldwell, 1992a; Homan, Knippenberg, Van Kleef & De Dreu, 2007). In as much as some success has been achieved, when challenges are not identified and managed, diversity programmes will not yield the needed result (Hobman, Bordia & Gallois, 2003).

Although diversity and inclusion have been accepted by global organisations as very useful (Dunavant & Heiss, 2005), there are also practical challenges in its implementation. Focus on diversity management has been on the rise lately within the international circles because of the ripple effect of national and international policies geared towards the prevention of discrimination of any form to reduce the litigation against global organisations. The challenge associated with this approach has been the different interpretations given to discrimination in various countries as well as the application of the laws which govern equal opportunities concerning labour (Özbilgin, 2002). Given this, Nishi and Özbilgin (2007) assert that global diversity management is quite complicated and approaches for many multinationals remain ambiguous.

It may be concluded that most of the challenges associated with diversity management are due to cross-cultural differences and researchers need to focus on this aspect. This led Nishi & Özbilgin (2007:1893) to state:

"The field of global diversity management, with its unique set of tensions involving transfer versus emergence, centralization versus decentralization, and globalisation versus localization of its prescriptions, offers a new challenge to scholars and practitioners who explore the nexus of globalisation and diversity management."

They further suggest that researchers should explain significant differences in contexts and refrain from making findings from a context applicable to others. This indicates the need to have an insight into each context to identify the challenges and formulate a suitable strategy for its response. Other impediments identified are the absence of appreciation of diversity management throughout the organisation; a lack of valuing diversity; the inability to measure and evaluate change; the inability to create a tailor-made approach for organisations; and the lack of training of employees in diversity management (Allen & Montgomery, 2001; Cavanaugh, 1997; Wentling, 2004). Goodman (2013:180) summarises the challenges as:

> "….. in an ideal world, you (and your management) understand that designing one global D&I strategy and then simply rolling it out as is throughout the world will not only be ineffective but will create a new world of problems. Companies that simply universally apply myopic approaches will fail and will create more problems than they solve. ….. rolling out corporate diversity initiatives onto a global stage are entering a high-risk zone if they fail to make sure that they know what they do not know about the varied approaches to diversity around the world".

Onerous issues are militating against the management of diversity and inclusion in organisations. Bleijenbergh et al. (2010) also emphasise the need for research into the effectiveness of diversity management in different contexts.

2.5 Diversity and inclusion in Africa

Africa is one of the most diverse continents on earth, with numerous ethnic and cultural groups. However, studies have revealed that diversity management is not widespread (Kaggwa et al., 2013). Invariably, on the African continent, it is worthwhile mentioning that South Africa portrays the diverse nature of Africa and is relatively ahead in diversity management. For this study, South Africa is used to portray diversity on the African continent due to the country's relatively substantial body of research in this regard. Reviewing the literature on South Africa highlights some of the pertinent issues regarding diversity on the African continent.

The country has a chequered history in the sense that its past governance structure built a well-developed infrastructure but failed in creating an inclusive environment. Since the collapse of apartheid, the country has attempted to create an environment in which everyone feels that they belong. Nevertheless, there are still challenges militating against the nation to fully realise this dream.

The country's willingness to ensuring an inclusive environment can be seen in its position on the global diversity readiness index, where out of 47 countries South Africa is at the 25th position with an

overall score of 51.5 (SHRM, 2009). More importantly, the new motto of the nation "IKEE: /XARRA/IKE" in the Khoisan language means, 'diverse people unite'. This reinforces the country's approach regarding diversity and inclusion. Last but not least, the Employment Equity Act (EEA) 75 of 1997 which was signed into law in 1998 arose from the country's 1996 constitution. This crystallises the country's commitment to creating an inclusive society in a nation which is very diverse.

The EEA seeks to achieve equity in the workplace by:

- Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;
- Addressing the discrimination in employment experienced by designated groups through the implementation of affirmative measures, to ensure their equitable representation in all occupational categories and levels in the workforce.

This has been touted as one of the best diversity practices (Booysen & Nkomo, 2010). Diversity management is relatively new in South Africa as compared to thirty years of evolution in the United States (Allard, 2002; Booysen, 2007a). Issues concerning diversity found itself in the academic discourse after the first-ever all-inclusive democratic election and this change has been able to relatively integrate the workforce within 15 years. The management of diversity in South Africa is moving away from the melting pot idea of the United States where everyone is absorbed into the dominant culture, to appreciating differences with the aid of the employment equity legislation. Further, a sizable number of organisations are making progress in the management of diversity although research is at its youthful stage; e.g., SA Miller Breweries, Shell SA and First National Bank (Booysen & Nkomo, 2010). As much as South Africa has a peculiar form of diversity, the approach employed has been influenced by the international evolution of diversity management which is evident in the EEA (Nkomo & Stewart, 2006). Booysen & Nkomo (2010) further explain that the core aims of the EEA, unlike in the United States, is geared towards the empowerment of the majority who were disadvantaged during the era of apartheid.

However, there are challenges identified as most organisations do not have detailed diversity practices other than quotas with regards to hiring or isolated cases such as sexual harassment (Allard, 2002; Booysen & Ngambi, 2004). It has also been found that although South African organisations are relatively employing best practices concerning diversity management, some are still in a dilemma concerning assimilation and differentiation approaches (Ely & Thomas, 2001; Ocholla, 2002; Van der Wal & Ramotsehoa, 2001).

Drawing further on the negative impact of apartheid, Daya (2014) indicates that the workforce does not represent the demographic population of South Africa and even with the enactment of an EEA to cater for the inequality, the previously dominant group (whites), which is the minority, still have the edge when it comes to most positions at the workplace, with males having the better part of the exchanges. Daya (2014) also states that white women have enjoyed many benefits from the EEA, but there has not been enough progress since it was rolled out (Booysen & Nkomo, 2006; Horwitz, Jain & Mbabane, 2005; Selby & Sutherland, 2006; Thomas, 2004).

The situation persists and can be seen in recent reports of the Commission for Employment Equity for the years 2014, 2015 and 2016. Previous reports of the commission mentioned earlier by other researchers such as Bennet (2001), Kilian, Hukai & McCarty (2005), Sadler and Erasmus (2003), Selby & Sutherland (2006), Temkin (2003) and Thomas (2004) mirrors the current ones, indicating insignificant change over the period. These studies indicate that the retention of the majority group (blacks) is not appreciating. This is a major challenge facing South African organisations as it is becoming increasingly difficult to recruit and retain suitable members of the majority group who were formally deprived, to ensure an inclusive workforce as well as achieve organisational goals (Horwitz, Browning, Jain & Steenkamp, 2002; Horwitz et al., 2005; Sadler & Erasmus, 2003; Selby & Sutherland, 2006; Thomas, 2004). Major aspects of the challenges mirror what pertains on the African continent and make it worthwhile investigating it in other countries.

2.6 Diversity and inclusion management in Ghana

Unlike South Africa, Ghana lags in research regarding diversity and inclusion management in the workplace but has substantial literature on gender, social and inclusive education. This is relied on extensively in this study to gain insight into what happens in the work environment so far as diversity and inclusion management is concerned. Gender, social and inclusive education mirrors what happens in the corporate sector since it has been asserted that Ghanaian, and to a large extent African education, historically ensures national development (Dei, 2005). This has also been stretched further by other researchers who have established the link between educational reform and social development and change (Banya & Elu, 1997; Jones, 1997; Psacharopoulos, 1990). This, therefore, makes it credible to use the literature on gender, social and inclusive education to gain insight into the phenomena of diversity and inclusion in the workplace.

Ghana has successfully launched the national gender policy with the main objective of ensuring that gender equality is one of the cardinal points in the national development agenda. It further seeks to improve the economic, political, social, civic, legal and socio-cultural conditions of Ghanaians. The

vulnerable groups (women, children, persons with disabilities and the marginalised) in society are empowered by this policy. This was necessitated by the 'socio-cultural factors' which remain the main determinants of gender-based discrimination in both formal and informal sectors of the economy (African Development Fund, 2008). A current study by April & Singh (2018) indicate that women are not given the needed support in organisations and are treated as the inferior and weaker gender, affirming gender-based discrimination within the African context. However, the national gender policy of Ghana affirms the country's commitment to creating a stable, united, inclusive and prosperous country with opportunities for all (Gahan News Agency [GNA], 2015). It has also been reported by GNA (2015) that an action plan is underway to ensure that the full benefit of the policy is realised. Currently, the absence of an action plan is a challenge militating against the feasibility of the policy.

Other national policies which seek to ensure inclusion in the AA policy which can be found in article 35 (6) (b) of the 1992 Ghanaian constitution (Constitution of Ghana, 1992 amended, 1996). This constitutional provision requires the state to take the needed steps to achieve a relatively regional and gender-balanced recruitment and appointment of public officers. The government issued a policy guideline after the Beijing conference to ensure 40% representation of women at all levels in governance. The government in 2002 increased the quota of women at the district assembly level to 50% from 30% but could not meet the 50% target. Further, the Ministry of Gender, Children and Social Protection is mandated to ensure gender equality and social inclusion in Ghana. It has the protection of children, domestic and sexual-based violence as its priority. Despite this vision, Ghana still struggles with the issue of disability. The country has close to 2.5 million people who are disabled, and, unfortunately, institutions discriminate against these people which constitute a huge challenge in managing diversity (Agyare-Kwabi, 2013).

Agyare-Kwabi (2013) further indicates that the socio-cultural beliefs and attitudes in Ghana lead to unbalanced gender roles which have implications for the learning outcomes of both male and female children. Agyare-Kwabi emphasises that the beliefs and practices often force women and girls to work for longer hours than their male counterparts, preventing them from taking advantage of opportunities such as education and this normally includes practices which are discriminatory against women and girls. She states that as much as parents are now willing to take their girl children to school, the challenge remains that returns on that investment are zero since they will leave home when they get married, hampering the desired inclusiveness.

As enshrined in article 17 (4)(a) of the 1992 Constitution of Ghana, the tone has been set for the rollout of policies and programmes geared towards addressing social, economic and educational imbalances in

the society (Constitution of Ghana,1992 amended, 1996). Conversely, the readiness of the country concerning diversity and inclusion is not very encouraging, with an overall score of 40 and it is ranked at the 35th position out of 47 countries on the Global Diversity Readiness Index (SHRM, 2009). There are many challenges identified in ensuring the full benefit of an inclusive society. Notable setbacks are related to gender, social inclusion and education in Ghana (Agyare-Kwabi, 2013). Many girls and persons with disability do not have any form of education as revealed by Agyare-Kwabi (2013). She further affirms that making education accessible to the entire society does not guarantee an inclusive society. However, she indicates that the elimination of gender inequalities in all aspects of life as well as education is the solution. She also suggested that a broad-based approach may not be the way forward to reach the vulnerable group; instead, a more targeted approach will be needed. It is obvious that there are challenges in managing diversity and inclusion on a wide spectrum in Ghana and there is the need to understand the phenomenon to have a suitable approach towards its effective management. Still dwelling on education, inclusion in education is described as "full inclusion of children with diverse abilities in all aspects of schooling that other children can access and enjoy" (Loreman, Deppeler & Harvey, 2005:2).

Dei (2005:268) also defines inclusive education as "education that responds to the concerns, aspirations, and interests of a diverse body politic, and draws on the accumulated knowledge, creativity and resourcefulness of local peoples".

Dei posits that the needed areas that overlap in Ghana include ethnicity, culture, and politics. He indicates that the culture and language of the largest ethnic group (Akans) have a strong presence in almost all sectors of society but there is no historical evidence that this group imposes homogeneity on the other groups. On the contrary, he said the Akan ethnic group enjoyed privileges such as the establishment of schools in the south while other regions suffer, and this creates inequalities in the distribution of goods and services. This means that diversity is significant in society and will be associated with challenges when inclusion is approached. He went on to indicate, although arguably, that challenges facing inclusive education in Ghana can be identified in two main areas. First, studies do not examine the present phenomenon that excludes minorities and a suitable approach should be devised which will appeal to a diverse schooling environment. Second, the knowledge provided by schools to the students does not contribute to a framework that will ensure inclusiveness. Dei (2005:269) raises another intriguing point by saying:

"The adoption of western/colonial discourse of Ghanaian (racial) sameness has allowed educators to suppress differences. The goal of preserving unity as defined in 'peace and harmony' instead of

discussing ethnic, class, religious, gender, and other differences, detracts from key issues such as power differentials and social exclusions."

He also observes that education in Ghana has a basic objective of contributing to nation-building. He further agrees with Bloch, Beoku-Betts & Tabachnick (1998) and Foster (1965) that reforms in education have not yielded the needed results in line with resolving issues relating to gender, ethnic, religious, linguistic and cultural differences. As much as this objective is laudable, there is an inherent challenge when individuals of diverse backgrounds are not appreciated but instead, integration is imposed on them. This hampers the needed inclusiveness which will foster national development.

As it was observed by Fanon (1963), decolonising a nation with the colonial structures still intact destroys the heterogeneity of the people and portrays differences as problematic. This situation has arisen due to the quest to ensure national integration and is evident in post-colonial education in Ghana. Dei (2005) made a profound assertion that, despite the challenges, the people of Ghana still recognise the need for inclusion which will translate into nation-building and the emphasis should be on similarities that are found among the diverse people than the differences. Several studies have been conducted on class, gender, regional and sectoral imbalances by Adeyinka & Ndwapi (2002), Hansen (2002) and Stroud (2003) among others. However, there are no significant studies concerning majority and minority relationships, and little effort is made to make stakeholders understand diversity and inclusion (Dei 2005). This further deepens the challenges in managing diversity and inclusion in Ghana.

2.7 Demographic, socio-cognitive and organisational diversity

Although diversity goes beyond employee differences concerning nationality and ethnicity (Shin & Park, 2013), for this study, the focus will be on demographic, socio-cognitive and organisational diversity which is an integral component regarding the complexity of human capital.

2.7.1 Demographic diversity

Researchers in recent times have explored elements of demographic diversity such as age, disability, religion and belief, social class and sexual orientation (Clair, Beatty & MacLean, 2005; Creed, DeJordy & Lok, 2010; Ghumman & Ryan, 2013). Subsequently, demographic shifts have become essential considerations in the recruiting and retaining of a suitable workforce. The developing world is seeing an astronomical increase in economic growth with inadequate skilled manpower, creating an increase in labour turnover. On the other hand, the labour force in the developed world is aging, necessitating a more flexible approach to maintaining a suitable workforce. This challenge calls for a

complete overhaul of the traditional way of recruiting and retaining employees with a suitable way is to place more emphasis on diversity and inclusion (Lahiri, 2008). Demographic diversity which is considered as age, gender, ethnicity, and nationality are elements that are easily detectable (Shin & Park, 2013) and play a major role in ensuring inclusiveness in a diverse work environment. However, demographic diversity has been identified to be invisible in some instances, such as membership of various departments in an organisation, making it inherent to manage it both personal and organisational levels (Daya & April, 2014).

2.7.1.1 Gender

Gender, which is one of the major elements in demographics, plays a major role in workforce composition. Notable elements of gender such as personality, women in top management, gender-based job descriptions, the impact of groups, the image of organisations on websites regarding diversity and recruitment strategies suggest an impact on organisational output (Bilimoria, 2006; Sawyerr, Strauss & Yan, 2005; Singh & Point, 2006). Ferndale et al. (2015) assert that the central argument driving the gender diversity discourse is the search for a suitable organisational practice that will ensure gender inclusion. That is how to increase female employment in organisations and male-dominated professions. They further state that it is imperative to consider national contexts as a basis for an appropriate strategy in this regard. The increase in women and minorities in organisations is changing the face of the workforce composition (Smith, 1994; Wooldridge, 1994). Keles & Aycan (2011) suggest that management perceptions regarding employees' nature and conduct are deeply rooted in the cultural context. This underscores the cross-cultural perspective that explains the variation in human resource management in various countries. This variation can further be attributed to aspects of cultural reasoning which are more connected to diversity and inclusion. Particularly, gender roles are more clearly defined in some contexts than those with a high degree of fluidity in this respect (Ferndale et al., 2015). A study of national culture termed it 'gender egalitarianism', defined as "The degree to which an organisation or society minimises gender role differences while promoting gender equality" (House, Hanges, Javidan, Dorfman, & Gupta, 2004:12).

Countries that rank high in gender egalitarianism are Hungary, Russia and Poland and the low-ranking ones are South Korea, Kuwait and Egypt (House et al., 2004), will have equal opportunity and relatively unequal opportunity in the workplace respectively. Aycan (2008) indicates that in a highly egalitarian society, roles are divided between sexes equally at home and the workplace respectively. Similarly, Klasen (2006) argues that in assessing the level of egalitarianism in a society, one should measure the extent to which women and men are involved in both economic and political decisions.

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The situation of men and women in teams in diverse cultural contexts is a solid ground for innovation. Invariably, there is a tendency for conflict and misunderstanding (Ferndale et al., 2015). Consequently, the effective management of gender diversity depends on how organisations appreciate pluralism by valuing contributions from both sexes with equal measure (Cox, 1991).

2.7.1.2 Age

The workforce composition also mirrors the average age and education of a country's population (Besl & Kale, 1996). Given this, Pfeffer (1981) posits that it is important for researchers to examine the demographic composition of organisations to unravel the fundamental demographic attributes; for example, race, gender, age, tenure, and education. This should be done in both inter and intra organisations as well as in the subunits. From the onset, demographic research was mainly an analysis of organisations or groups which can be seen in a study by South, Bonjean, Markham & Corder (1982) within and across gender in the workplace concerning their relationships. Dwelling on age, it has been revealed by studies that aging has a relationship with the values, motivations, and performance of workers (Armstrong-Stassen, 2008; Lyons & Kuron, 2014; Kooij, Jansen, Dikkers & De Lange, 2009). Consequently, it is possible to conclude that suitable human resource management practices should be employed to retain older and skilled workers which will have a positive impact on the entire society (Kooij et al., 2009).

This is necessary because when age is conceptualised, it has a concrete correlation with output such as "work-related attitudes" (Farndale et al., 2015:681). Furthermore, Cleveland & Shore (1992) indicate that employees' 'chronological age' (arranged in the order of date), 'subjective age' (how one perceives him or herself), 'social age' (how others perceive him or her) and 'relative age' (the relationship between employee and his or her workgroup), indicate involvement of the employee at the workplace, satisfaction of the employee and the commitment of the organisation. The lacuna in this situation is that it is not known whether age diversity is similar in different settings regarding culture and institutions (Ferndale et al., 2015). To close this gap, there is a need to investigate the national institutional factors impacting employment relationships. The environment which underpins the employment relationship consists of the following entities: government, legislation, trade union, labour market, education systems and professional bodies (Whitly, 1999). This highlights the point that "systematic interdependent configurations" (Jackson & Deeg, 2008:545) could provide sufficient explanation regarding the differences in human resource management in different contexts.

Diversity regarding age in the developed world is evolving rapidly due to institutional factors. Recent workforce composition consists of four generations (traditionalists, baby boomers, generation X, and

generation Y or millennial), this situation portrays a unique pattern (Lyons & Kuron, 2014). Kulik, Ryan, Harper & George (2014) assert that the birth rate is declining and citizens who are of retirement age are on the ascendancy in countries such as the USA and UK. These demographics have an impact on the workplace as employees are staying on longer than usual and nations are increasing the retirement age to reduce the burden on pension schemes (Ferndale et al., 2015). Figures released by OECD (2015) indicate that retirement age ranges from 57 years to 72 years, although these countries have an official retiring age of 65 years. This aging workforce has a different motivation for working than younger employees (Lyons & Kuron, 2014) and organisations need to devise a different approach to meet the needs of older workers (Kulik et al., 2014). A notable challenge can be found in teams consisting of old and young workers since different communication and information strategies are needed to suit both the young and old (Wong, Gardiner, Lang & Coulon, 2008).

2.7.1.3 Culture

Ferndale et al. (2015) aver that national culture is another element that explains the perspectives on age diversity and inclusion. This is evident in cases when one aligns with age 'cohort' and this has the potential to impede inclusion 'across generations' (House, Hanges, Javidan, Dorfman & Gupta, 2004). This is because communication approaches and standards of formal and informality differ across 'cultures and generations' (Ferndale et al., 2015). This is significant in cultures where "power distance" is high, thus societies which embrace unequal distribution of power (Hofstede, 1980a:45). In such societies, there is strong respect for seniority which makes it difficult for the younger ones to interact with older people freely. The situation in a high-power distance culture may not be appreciated in a lower distance environment since it will be seen to be unfair and will prevent inclusion (Ferndale et al., 2015).

As the examination of demography at the organisational level is relatively increasing, researchers are also coming to terms with the need to do same at the individual level (Ancona & Caldwell, 1992a; Smith, Smith, Olian, Sims, O'Bannon & Scully, 1994). This is seen to be critical due to the challenges it poses to inclusion regarding demographic dissimilarity. The degree of dissimilarity of one's demographic profile from that of other employees is directly proportional to the inclusiveness of the workplace (O'Reilly, Caldwell & Barnett, 1989). Many studies have been done in this respect such as the impact of demography with respect to communication in organisations (Hoffman, 1985); the influence of age and tenure of group heterogeneity (McCain, O'Reilly & Pfeffer, 1983; Wagner, Pfeffer & O'Reilly, 1984); and how organisational turnover is affected by tenure heterogeneity (Pfeffer

& O'Reilly, 1987). These studies reinforce the importance of demography in the management of diversity and inclusion.

2.7.1.4 Sexual orientation

Since transgender is not generally accepted in the African context compared to the Western world, it is imperative to discuss it because of globalisation. Secondly, it is a subtle force that impedes the realisation of an inclusive organisation. The need for Africa to be studied in this respect has been highlighted by Ozturk and Tatli (2016:798), due to the intense pressure on transgender employees in this region about exclusion from most employment opportunities and the mainstream economy. This led them to indicate that diversity research which consists of an "explicit societal and contextual element" is likely to be a panacea to the complexities in a diverse environment. Similarly, Ozturk & Tatli (2016) identified discrimination in various occupations and industries as a major challenge militating against transgender employees.

They further asserted that the lack of organisational support and low skills in handling the transition period exacerbate the problem. Transition is the period where transgender employees want to transform to become part of the main gender stream. The percentage of sexual minorities in the global workforce is steadily increasing and their experiences at the workplace should also be considered by researchers (McPhail, McNulty & Hutchings, 2014). Therefore, lesbians, gay, bisexual and transgender (LGBT) employees encounter challenges in both local and international workplaces, and management thus requires the skills to address the needs of a diverse workforce (Gedro, Mizzi, Rocco & van Loo, 2013; McPhail et al., 2014). Subsequently, researchers have been called upon to make LGBT employees' needs one of the central issues regarding diversity management (Bell, Özbilgin, Beauregard & Surgevil, 2011; Wilkinson et al., 2014). However, the increase in interest in this sphere of research keeps issues regarding transgender employees minimal (Ozturk & Tatli, 2016). To this end, transgender individuals have not been adequately studied and this leaves a gap in the literature both theoretically and empirically concerning the challenges they encounter (Law, Martinez, Ruggs, Hebl & Akers, 2011). This points to the fact that it is worthwhile taking a critical look at demography, especially in a diverse environment.

2.7.1.5 Summary of demographic issues

Demography has been linked to a limited set of employee behaviours and perceptions, with most research revealing that demographic dissimilarities among employees are linked to results which are not favourable in the workplace (Pelled et al., 1999). Research by Jackson, Brett, Sessa, Cooper, Julin,

& Peyronnin (1991) depicts that teammates leave the team when there is a disparity in age, have a different level of education and other specialised skills. This was buttressed by other studies which indicated that demographic dissimilarities have a negative correlation to communication in the organisation at the individual level and integration in groups at the workplace (O'Reilly et al., 1989; Zenger & Lawrence, 1989).

As it has been indicated above that dissimilarity among employees hurts results at the workplace, O'Reilly, Tsui, & Egan (1992), on the other hand, discovered that there is a mixture of outcomes concerning dissimilarities among employees. Race, gender and age have a negative correlation to the attachment of the company at the individual level, while other elements such as tenure and education have a positive correlation to the attachment. Insofar as demographic dissimilarities among employees have been identified as some of the causes of negative outcomes, other studies have also revealed that demographic differences have some positive effects. Further investigations will help identify additional variables regarding individual dissimilarities which will reveal patterns and lead to concluding positive and negative outcomes concerning the variables and the corresponding conditions (Pelled et al., 1999).

In terms of the negative effect of demographic dissimilarities among employees, Kanter's (1977) theory asserts that an unbalanced group almost always try to keep the minority group out of informal socialisation. This is due to the majority's quest to protect their culture from being adulterated by that of the minority, thereby ensuring the dominance of their culture. This situation diminishes as the size of the minority increases and the group becomes relatively balanced. Another school of thought propounded by Hogg & Abrams (1988) is the self-categorisation theory which proclaims that groups classify themselves into social categories and further stretches the stand that, demographic dissimilarity negates friendships in the work environment in sub-groupings. It further indicates that self-identity is enhanced when members of other groups are seen to be less favourable and turn to favour members of their group, based on their demographic characteristics (Tajfel, 1982). This indicates that people of similar demographics are more likely to have closer relationships than the opposite.

Pelled et al. (1999) concluded in their research that demographic dissimilarities are a disadvantage when it comes to ensuring inclusion in an organisation and becomes advantageous when the person in question has a skill which is critical to the organisation. They also found that age dissimilarity had a lesser effect on organisation inclusion than the other variables such as gender, race, and tenure. They

further indicated that race and gender have a stronger correlation to decision-making and access to information in an organisation. Pelled et al. (1999) proposed a few areas for further investigation:

- To broaden the inclusion construct such as the impact on organisation-wide programmes.
- The perception of employees' notion of the inclusion of a dissimilar person.
- To investigate the link between a diverse group and organisational inclusion.

2.7.2 Socio-cognitive diversity

The proliferation of cognitive diversity elements in various studies includes expertise, education and job description (Ancona & Caldwell, 1992b; Cronin & Weingart, 2007; Peters & Karren, 2009; Zimmerman, 2008). Further, socio-cognitive diversity embodies cultural and religious values, beliefs, knowledge levels and personality characteristics (Shin & Park, 2013). To deeply understand the phenomenon, socio-cognitive diversity explains the 'socio-structural commonality' within an environment (Bussey & Bandura, 1999). The social-cognitive theory (Bandura, 1999) employs an inclusive approach in which societal effect works through the self-system mechanism which is responsible for the characteristics of members in the society (Bussey & Bandura, 1999). Further, social cognitive theory adopts an agentic stand with regards to human development, adaptation, and change. The theory differentiates among personal agency which is performed by the individual; proxy agency where people obtain desired results when others are instigated to perform instead of them; and finally, the collective agency where individuals act in unison to achieve a common goal in future (Bandura, 2002). Culture and its associated beliefs have become more dynamic than before making it less insular. The creation of regional bodies and the effect of globalisation are responsible for the changes occurring in the economic, political and the social lifestyles in various communities and nations (Keohane, 1993; Keohane & Nye, 1977). Creativity and innovation are fuelled by diversity, as a diverse workforce has the potential to create a cognitive and social environment that impacts creativity and innovation in a manner that ensures efficiency and productively (Nelson, 2014). This situation reflects what happens in the work environment where the workforce is diverse.

Individuals live and work in a socio-cultural environment which is not like their shared values, social practices, and customs. Dissimilar cultural groupings such as individualistic and collectivist nature shield the diversity between cultural systems tag, presenting themselves as same within the distinct culture. This is a challenge since there is an assumption of homogeneity, for instance, values, customs and meanings promoted in a collectivist system have clear distinctions in their practices although they all profess communalism (Kim, Triandis, Kâgitçibasi, Choi & Yoon, 1994). This is evident in systems founded on Confucianism, Buddhism, and Marxism. The same can be said of the individualist cultures.

For instance, most of the Western nations such as the United States, United Kingdom, France, and Germany, which are individualistic, have their peculiar differences concerning culture. Dwelling on the United States context, the north-eastern individualism differs from that of the mid-west. This is an indication that there are deep-seated differences even inhomogeneous environments (Vandello & Cohen, 1999). It is therefore imperative to consider these subtle differences (e.g., culture, religion and knowledge level) in a diverse workforce when assessing diversity and inclusion management.

There is significant diversity among persons in individualistic as well as collectivist cultural settings. This is premised on the emerging traits of individualism in collective societies due to the quest for affluence in the younger generation (Matsumoto, Kudoh & Takeuchi, 1996). In as much as globalisation is driving entrepreneurs to ensure commonality in collectivist societies, the extremity of individualism is triggering the need to promote a sense of collective responsibility in individualistic societies. It has also been noticed that there are many individual differences in collective societies concerning various social interactions (Badura, 2002). Furthermore, individuals in a collective society turn to favour in-group members than those of the out-group. On the other hand, members of an individualistic society get on better without groups (Matsumoto et al., 1996). This means that members of a collective society are very instrumental in activities concerning in-group members, but members of the individualistic society reach out to out-group members more easily. However, individuals portray their cultural values or beliefs conditionally, rather than being determined by incentives (Yamagishi, 1988).

Freeman & Bordia (2001) assert that individuals in collective and individualistic societies differ concerning the type of people they associate with, that is depending on the background of the group, e.g. knowledge level, nationality or familial. As indicated above, it is, therefore, problematic to assign psychosocial characteristics to a nation and its members without taking into consideration the subtle differences that exist within the various groups (Gjerde & Onishi, 2000). However, members of a collective society are not all out-team players in the sense that they tend to perform abysmally when they are in a group which is made up of individuals of different ethnic backgrounds (Earley,1993).

Bandura (2002) indicates that there is a distinct variation between traits based on cultural ascriptions and analysis through the process. In this respect, the behaviour of human beings is related to society, context and conditionality. Further, the complicated situation described earlier demands deep analysis of the psychosocial variables and how it has been governed concerning a thorough theory which explains how human beings function. Bandura (2002) goes on to write that globalisation blurs differences and submerges socio-cognitive diversity and the differences in self-impression. He

concluded that no individual is autonomous or an island, as normally expressed in the description of an individualistic society or an exclusively dependent person in a collective culture without a sense of independence. This approach is not suitable for the development of the aspects of socio-cognitive diversity that directs the life of an individual in society.

2.7.3 Organisational diversity

The last decade of the 20th century saw an increase in the effect of globalisation with regards to cooperation in various sub-regions and cross border activities. These activities moved from being regulated by the usual legal standards to appreciating diversity, to ensure each stakeholder feels belonged (April & Blass, 2010). This trend was also seen in a couple of forward-thinking organisations, notably the multinationals. Valuing diversity has been proven to be the tool used by communities and organisations to obtain the full benefit of a diverse environment (American Psychological Association [APA], 2006). In this regard, diversity in organisations includes the context that promotes diverse perspectives of the group regarding ranking within the organisation, job descriptions of the employees and expertise (Shin & Park, 2013). It can, therefore, be referred to as any characteristic that happens to be most noticeable or important to an individual which makes him/her accept the differences identified among individuals (Williams & O'Reilly, 1997).

Concerning multinational companies which are the focal point of this study, organisations operating in various countries employ a type of recruitment that aligns with their global strategy (Bartlett & Ghoshal, 1998). This is done to ensure that activities in the subsidiaries conform to headquarters' practices (Harzing, 2001). To keep track of activities in the subsidiaries, citizens of the parent country are sent to the subsidiaries to report accurately to headquarters. This creates a diverse workforce which fosters innovation but is also a potential ground for conflict due to communication gaps resulting from linguistic and cultural differences (Ferndale et al., 2015).

Further, nationality is synonymous with gender and age hinges on self-identity (Ferndale et al. 2015), which has a bearing on social identity theory, indicating how individuals perceive themselves as a social group (Tajfel, 1981). This situation is prevalent where expatriates form groups to solicit support from each other since they go through similar challenges (Leonardelli & Toh, 2011), and this impedes communication and efficiency (Ferndale et al., 2015).

In the early 1990s, diversity management was not given much prominence. This led Cordero, Ditomaso & Farris (1996) to state emphatically that homogeneity promotes positive outcomes without mentioning diversity. This assertion has become weak due to the advent of globalisation and its

associated tendencies. Diversity management has become a topical issue in the corporate world due to globalisation, which is shrinking the homogeneity of the workforce and it has, therefore, become imperative for organisations to develop suitable strategies to respond accordingly. Practice that promotes inclusion and ensures fairness creates more inclusive, high performance in organisations (Roberson, 2006). In creating a high-performing organisational environment, employees need to be highly involved to feel that they belong and must be allowed to partake in decision-making which makes them fully integrated into the organisation (Lirio, Lee, Williams, Haugen & Kossek, 2008).

These strategies should be able to ensure the retention of employees and make them feel connected to maintain the organisation's competitive edge (Gilbert & Ivancevich, 2000; Shaw, 1993). This puts multinational organisations at the forefront in effectively managing a diverse workforce when they venture into international circles. Diversity has now become an integral part of effective management which promotes a sense of belongingness in employees, increases organisational performance, and boosts motivation and commitment (Allard, 2002). A well-accepted definition of diversity management was put forward by Kandola & Fullerton (1998:7) as follows:

"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, background, race, disability, 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 utilised and in which organisational goals are met."

To buttress the above definition, a report by the Chartered Institute of Personnel and Development (CIPD) revealed three types of workforce diversity which are relevant for organisational efficiency and productivity (Anderson & Metcalf, 2003). These are:

- The social category of diversity – linked to the relationship in the demographics of employees in the workforce.
- Informational diversity – concerned with the background of employees regarding such things as expertise or tenure factions.
- Value diversity – looks at differences concerning personality and attitudes.

These three aspects of diversity support the definition above and make it worth considering in diversity management. These aspects are linked to demographics, socio-cognitive and organisational diversity. Tatli & Özbilgin (2006) identified variables that regulate the effect of diversity in an organisation as follows:

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- The nature of work tasks: Cordero et al. (1996) affirmed that a homogenous workforce is suitable for a more monotonous task, while Dwyer, Richard & Chadwick (2003) and Jackson (1992) indicate that a more diverse workforce is suitable for complex tasks that are very technical and require high cognitive ability.

- Corporate business strategy: the corporate strategy adopted by an organisation correlates with the effect of diversity (Richard, 2000, Schuler & Jackson, 1987). Dwyer et al. (2003) further affirm that firms employing growth strategies benefit from a diverse workforce due to their flexible way of thinking.

- Diversity and organisational context: Chatman, Polzer, Barsade & Neale (1998) revealed in their research that an organisational culture which is collectivist ensures harmony between a diverse workforce and organisational performance by preventing conflict among employees and promoting the positive aspects of diversity.

To realise the positive impact of diversity on organisational performance, it is necessary to do away with the "one-size-fits-all" strategy (Mor Barak, 2000:347). Glastra, Meerman & Schedler (2000:709) assert that a contextual approach to its management is more suitable and wrote:

"If diversity management is to have a positive impact, it must develop adequate solutions to organisational problems in the workplace. Issues such as structural arrangements, cultural patterns and the nature of the core business, external relationships and the strategic mission of an organisation all need to be taken into account" This calls for thorough and detailed organisational analysis.

It has been posited that the effective management of diversity will make the organisation benefit from greater innovation and creativity as well as fast track decision-making, inter alia (Cox, 1991). On the contrary, if a diverse workforce is not managed properly, it will have a detrimental effect on the organisation, especially in communication, high labour turnover and conflicts among employees (Cox, 1991).

In as much as there are relatively no empirical claims in support of the positive effect of diversity management on the bottom line of the organisation (Chatman al., 1998; Richard, 2000; Stark, 2001), the reality is that notable organisation like Coca-Cola, and Ford, among others, has made strides by adopting this approach. Tatli & Özbilgin (2006) further explain, in the light of the challenges militating against organisations in managing diversity, that most studies on the subject found in the literature emphasise the relationship between groups and personalities, while meta-analyses of the impact of a diverse workforce on organisations are rare.

Tatli & Özbilgin (2006) also indicated that most of the research on this issue is not performed within the organisational environment and it points to the fact that without proper and detailed analysis of the situation, backed by empirical research, the literature on the subject will not be able to state the needed results about the positive impact of effective diversity management. They concluded that to achieve the needed results the following should be undertaken:

- Research should go beyond just the description of the issue and rather perform a meta-analysis to ascertain the impact of a diverse workforce on the organisation.
- Diversity programmes and training should be pursued and monitored at various organisational stages.

2.8 Policy transfer and institutionalism

To deeply understand the phenomenon under investigation and further formulate an emic approach towards diversity management, it is import to explore institutional distance concerning multinational organisations. A critical aspect of multinationalism is the transfer of policies between the parent country's business system and that of the subsidiary nation (Ferner et al., 2005). Further, Ferner et al. (2005) intimate that the challenge regarding the transfer of policies is embedded in the domains of the institution found in both countries since they tend to differ sharply in most respects. It may, therefore, be concluded that a suitable approach is needed in this process which will ensure the proper alignment of policies from the mother company's country to that of the subsidiary. As mentioned in the previous chapter, institutional distance represents the difference between the country profiles of the parent and subsidiary companies' nations (Kostova, 1999).

It has been suggested that policy transfer is impacted by the significance of a subsidiary in the operations of the entire multinational organisation (Ghoshal & Nohria, 1993), regarding the degree of 'interdependence between units' (Taylor, Beechler & Napier, 1996); as well as the incorporation of the subsidiary in both 'intra-corporate' and external links (Taylor et al., 1996). For this reason, Gupta and Govindarajan (1991) assert in Ferner et al. (2005:305) that, the more a subsidiary is integrated into the multinational organisation the higher the tendency for it to receive transferred "knowledge and practice" This approach is in consonance with the mode of transfer of human resource strategies (Edwards & Ferner, 2004; Florkowski, 1996; Schuler, Dowling & De Cieri, 1993; Taylor et al., 1996). Kostova (1999) asserted that any inconsistencies between practice found in subsidiary country's cognitive institutions and that of the parent company (i.e., frameworks for interpreting reality, as well as thought patterns and actions which are normally not recognised (Scott, 1995), will create friction

between employees of the recipient unit and the parent organisation. This will prevent the free flow of knowledge and practice within the multinational organisation and a suitable approach is to align policies properly.

In the recent past, Ferner et al. (2005) have indicated that differences in institutions and business organisations in various national contexts have been centred on cultural values emanating from Hofstede's (1980b) theory. However, researchers are now seeking deeper nuances to mitigate the complexities associated with policy transfer (Hall & Soskice, 2001; Lane, 1989; Whitley, 1999). This has become necessary due to the challenges encountered in transferring knowledge and practices within the sphere of the multinational organisations (Ferner, 1997; Whitley, 2001).

2.9 The advantages and challenges of diversity and inclusion

Globalisation, which has increased the fluidity of borders, is associated with an array of subtle distinction within societies and has a two-pronged effect: positive and negative. This development has been spearheaded by innovation and creativity, research and development, information technology, multiculturalism and social transformation (Ipswich & Suffolk Council for Racial Equality, 2013). This is a transformational process driving interaction among organisations in various nations and fuelling international trade which translates into competitiveness on the global front. This has increased relationships among organisations and created avenues concerning networking.

2.9.1 Advantages of diversity and inclusion

In as much as challenges have been identified in managing a diverse workforce, there are inherent advantages in the outcomes when managed properly. These benefits are realised when the organisation's vision and mission are achieved through collaborative efforts by the diverse workforce utilising the unique and varied skills they possess. Brannen & Thomas (2010) indicate that a diverse workforce consists of individuals with varied experiences and of different cultural backgrounds that can trigger the formulation of unique solutions to organisational problems, which tend to have a positive impact on the bottom line. Although it has been noted that conflict is quite prevalent in a diverse workforce, it is also an opportunity to solve problems more effectively. The advantages below can be deduced from the review of the literature above:

- Organisational ability to attract and retain needed skill: Organisations noted for valuing and ensuring that all employees have access to opportunity will attract and retain the individuals with the skills and expertise needed.

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- Ability to succeed in new markets: A diverse workforce will have the ability to provide for customers with diverse needs since they can easily identify with them.
- Leveraging creativity and innovation in conflict resolution and problem-solving: An effective and greater responsiveness is derived from a diverse workforce.
- Promotion of organisational flexibility: In managing a diverse organisation effectively, a multidimensional approach is required which ensures organisational flexibility.

2.9.2 Challenges of diversity and inclusion

There are various challenges identified with a diverse workforce which come in different forms. Some of them are easily seen while others are hidden. The most notable ones are those that emanate from visible differences such as organisational and demographics, while the subtle ones are more attributed to socio-cognitive differences. Further, a notable challenge put forward by anti-diversity arguments is the language barrier. This prevents the free flow of communication as well as the exchange of information and knowledge. In this case, linguistic diversity may result in the segmentation of the organisation (Chumbow, 2009; Gershman & Rivera, 2016). The following are some of the challenges inherent in managing diversity and inclusion which has also been put forward by researchers identified during the review:

- Subtle differences: perceiving the world through an individual's perspective; this is mostly seen in the assumptions made concerning other's behaviour or background.
- The lack of cohesion in a diverse workforce: Dissimilarities in the language (linguistic diversity), culture and experience reduce the cohesiveness of a diverse group.
- Stereotyping: Individuals often stereotype others who do not belong to their group, creating tension and preventing collaboration in the entire workforce which hurts organisational performance.

2.10 The relevance of demographic and socio-cognitive and organisational diversities

The literature review has highlighted critical areas of concern which are directly related to the phenomenon under investigation. Demographic, socio-cognitive and organisational diversities are integral components of any effective strategy concerning diversity and inclusion management. This is evident in research by Tatli & Özbilgin (2006) which highlights the need for a meta-analysis of the diverse workforce of organisations to complement on-going research into relationships between groups and individuals. The constructs under study are vital to the management philosophy of diversity and

inclusion since they embody the psychological makeup of the individual which impacts the behaviour of the employee in the workplace and drives organisational performance.

In as much as management researchers have expanded the frontiers of research to cover regions such as Asia, Central, and Eastern Europe, Latin America and the Middle East, Africa is yet to be given the needed coverage (Zoogah et al., 2015). This suggests the need for a comprehensive study of the region to obtain the full benefit of diversity and inclusion. There should be further studies on national basis on the continent of Africa to obtain an in-depth understanding of each context. This is important because dynamics in diversity have different meanings in different contexts (Nkomo & Hoobler, 2014).

This led Johns (2001) to entreat researchers to consider context, since it provides an antidote to the temptation of replicating results from one environment to another. A typical example is where race is a significant factor regarding diversity in the United States but has a lesser impact on Ghanaian society. Regarding this review, it is worth noting that implementing diversity strategies based on different characteristics in other contexts may be problematic. The sharp contrast mentioned above concerning race makes it imperative to develop a context-specific approach. The issue of context has also been stressed by notable proponents of diversity management regarding history, culture and politics (Calas & Özbilgin, Holgersson, 2009; Nishii & Özbilgin, 2007; Syed & Özbilgin, 2009). Further, this makes it suitable to contextually evaluate culture (ethnicity) which is one of the major driving forces in diversity (Thomas, 2010) and an important societal structure in Africa, and for that matter, Ghana.

Dwelling on context, Syed & Özbilgin (2009: 2435) have put forward a framework which has "contextual and multilevel conceptualisation" as the undergirding principle in managing diversity. Subsequently, this framework ensures the intertwining of the major pillars of every society, that is macro- national, meso- organisational and micro-individual factors. They describe this approach as a context-specific strategy and a panacea for the challenges associated with the international transfer of diversity management. Further, they assert that the full benefit of diversity management will be realised when institutions within society support multilevel structures where the participation of groups and individuals is ensured (Johns, 2006; Kalev et al., 2006). Research in the industrial world underscores the above discussion where the flurry of laws and initiatives geared towards ensuring equality in the society has failed to protect ethnic minorities, other disadvantaged groups and women (Bendick, 1995; Equal Opportunities Commission [EOC], 2007; Junankar, Paul & Yasmeen, 2004;). It has also been posited, that challenges surrounding diversity management can be traced to the dynamics within the 'historical, political and socio-cultural' environment (Cheong Edwards, Goulbourne & Solomos, 2007; Syed, 2008b). Unfortunately, research has pointed to the fact that the present

knowledge regarding diversity management is yet to attain global status (Syed & Özbilgin, 2009). In a nutshell, diversity management discourse which is not local is bound to encounter challenges (Jones et al., 2000). In heeding to this call, Ghana requires a context-specific approach to diversity management due to the country's unique historical, political and socio-cultural structures, coupled with a mosaic of ethnic groups.

The review depicts that the constructs being investigated are embedded in the literature of diversity and inclusion and therefore constitute an indispensable factor of the diversity crusade. Demographic, socio-cognitive and organisational aspects of diversity are relevant constructs in this regard and exploring the challenges they pose will help in formulating strategies that will impact positively on the management of diversity and inclusion, especially in evolving economies such as that of Ghana. To this end, this study seeks to fill the gap found in the literature by investigating the challenges within the micro (individual) elements of diversity which translate into meso (organisational) and finally macro (national) factors. In this regard, the study seeks to obtain a deeper insight into the phenomenon within selected multinational companies in the telecommunications industry in Ghana.

CHAPTER 3: ANALYTICAL FRAMEWORK AND CRITICAL ANALYSIS OF DIVERSITY AND INCLUSION CONSTRUCTS

3.1 Introduction

The previous chapter adequately captured the overview of diversity and inclusion management and situated the study in literature. Due to the importance of diversity and inclusion in all departments of life (Özbligin, 2009), it is therefore imperative to stretch it further by examining the dimensions and constructs to fashion out a more effective and highly developed approach to explore the challenges militating against the management of diversity and inclusion at the workplace, this has become necessary due to the deep nature of human diversity and the way and manner rights, equal chances and results are assessed (Sen, 1995). For this study, this chapter will critically analyse the chosen framework (Relational Perspective of Diversity), models, concepts and theories which are related to demographics, socio-cognitive and organisational diversities.

3.2 Analytical framework

An analytical framework which is also known as a conceptual framework (Gunnell, 1969), helps in understanding the realities of the world and it is derived from the essential components of theories (Bryman, 2012). It, therefore, establishes the linkage between concepts and how it affects the phenomenon under study (Ngulube, Mathipa & Gumbo, 2014). Further, adopting a conceptual framework helps in justifying methods and explaining them clearly (Ravitch & Riggan, 2012). A conceptual framework is employed in this study since it helps in identifying the relationships between concepts and the phenomenon being investigated. Given this, two definitions will guide the process:

- "A conceptual framework is an argument that the concepts were chosen for investigation, and any anticipated relationships among them, will be appropriate and useful given the research problem under investigation" (Lester, 2005:460).
- "A conceptual framework explains either graphically or in a narrative form, the main things to be studied, the key factors, constructs or variable and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or casual" (Miles & Huberman, 1994:18).

Drawing on the above definitions, the conceptual framework will identify concepts that relate to the study problem as well as theories that will help to ensure consistency and provide a graphic representation of concepts and how they impact on the phenomenon being studied (Ngulube et al.,

2014). In this respect, a conceptual framework is more suitable for qualitative research of this nature. To this end, this chapter reinforces the need to investigate diversity and inclusion regarding the central research question and the societal context. This study applies the relational framework to gain deeper insight into the phenomenon, although a couple of relevant frameworks and construct are also discussed.

3.3 Theoretical propositions of managing diversity and inclusion

The diagram below describes the stages in diversity and inclusion management and the two principles (grounded in experience and 'should be' concept) underlining the theoretical propositions.
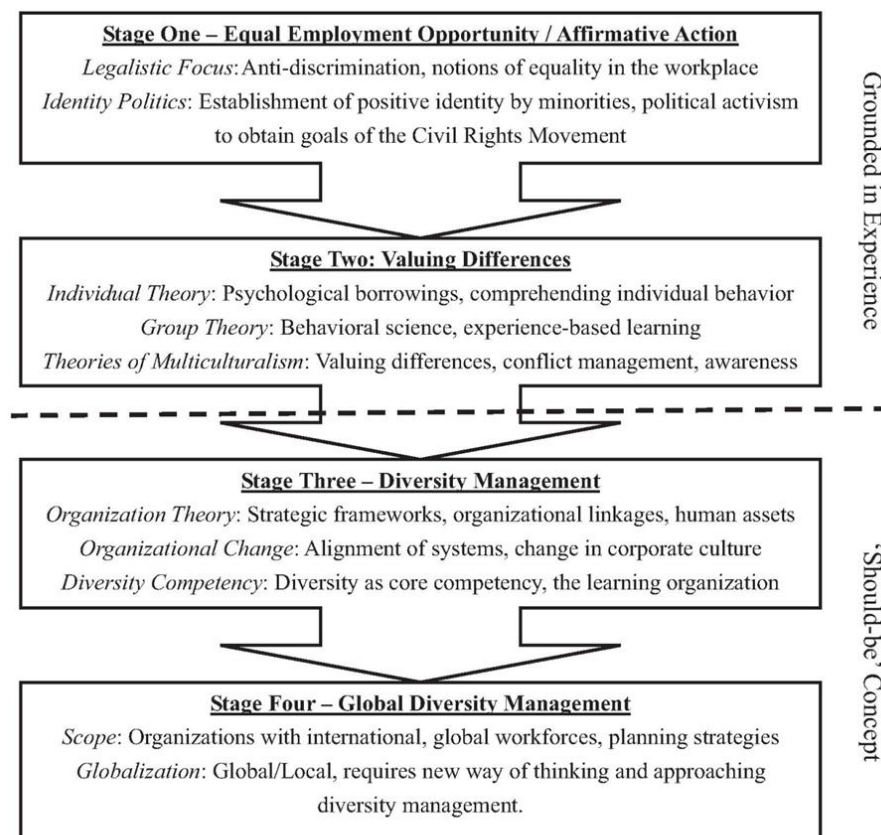
Figure 3-1: Theoretical approaches to diversity management

Source: (McDonald, 2010:9)

3.3.1 Stage one: Equal employment opportunity and affirmative action

Theories and models employed in this stage stem from the need for practical approaches to achieve the aims and objectives set out by the Civil Rights Movement. This was a legal approach to resolving the

issue of inequality in the United States as it is found in the country's constitution. Unfortunately, the effect of the law in terms of its application in the United States' legal framework did not serve the intended purpose and discrimination was entrenched in the society against the African-American. It was at this point that the Civil Rights Movement called for suitable interpretation and protection for the group which is being discriminated against (McDonald, 2010).

A typical example on the African continent is the case of South Africa which can be traced from the history of the country where laws were enacted to take care of the inequalities in the society after the era of apartheid. As indicated by the Commission of Employment Equity (Daya, 2014), the inequalities created by the apartheid government put in place a workforce that does not represent the demographic distribution of the population of the country. The new era enacted laws such as EEA and AA to mitigate the challenge, unfortunately research on the laws reveals that it has not achieved much with respect to its target since it came into force (Booysen & Nkomo, 2006; Horwitz et al., 2005; Selby & Sutherland, 2006; Thomas, 2004).

Further, research indicates that the discrimination at the workplace which legislation which was supposed to address was inadequate (Bartlett & Ghoshal, 2002; Horwitz et al., 2005; Kilian, Hukai & McCarty 2005; Selby & Sutherland, 2006; Thomas, 2002). This led Booysen (2007b) to assert that a change in organisational culture is needed and transformation which is consistent and complies with the legislation is only the tip of the iceberg. Rather support should be given to the implementation of the law regarding sound employment practices which are centred on developing the workforce and ensuring inclusiveness through a change in organisational culture. It is, therefore, clear that legislation has not been able to impact behavioural change to achieve the needed objective concerning managing diversity and inclusion.

In the case of Ghana which is being investigated in this study, the country has a peculiar problem when it comes to the use of legal means to resolve inequalities. In the case of Ghana, there are two main challenges: disability and gender. Disabled children are not given the needed attention when it comes to education (Agbenyega, Deppeler & Harvey, 2005; Avoke, 2002; GES, 2004). Although article 38 (2) of the 1992 Constitution of Ghana makes provision and further support education a basic human right for all, it has failed to achieve the needed inclusion. Further, the legal approach to solving inequality in gender issues has also not yielded the desired results, due to socio-cultural beliefs and attitudes that discriminate against women and girls to be able to take advantage of career opportunities and more importantly learning in school (Agyare-kwabi, 2013). As indicated in the previous chapter,

Ghana has very limited literature when it comes to what pertains to the workplace but the situation mirrors what transpires in the larger society.

McDonald (2010) explains further that organisations could easily insulate themselves with the law and there are few proactive measures implemented by management to ensure the hiring of the disadvantaged in society. Mellow (1996) indicate that the law takes more of a reactive stance than being proactive and organisations need intervention from an external quarter to eschew discrimination if the Civil Rights Movement's objectives are to be realised.

In finding a way to ensure fairness in organisations additional legislation, dealing with affirmative action, came into being to address discrimination against the disadvantaged groups. In the United States, it was geared towards the black minority; in the case of Ghana, it was meant to address the gender issue with women being disadvantaged; likewise, in other parts of the continent such as South Africa, it was towards the black majority. The legislation was designed to address the discrimination of the past and those who suffered the consequence of such discrimination should be given priority. This action in certain cases brought about reverse discrimination, where the non-affirmed in the organisation feel they have been left out of the equation (April & Shockley, 2007). The introduction of AA in addition to EEO was a suitable solution in the corporate environment. It was also noted that, in the United States, it was intended to integrate the African-American into the mainstream but met some resistance since it conflicted with the values of social policy (McDonald, 2010). Similarly, although most organisations are committed to employing EEO, discrimination is still prevalent in employment. Evidentially, it can be seen in the low number of employment of women and minority groups as well as their absence in management level in the organisations (Shen et al., 2009).

Hickey, Reid & Derr (1996) state that social policy has a dual view, where the general opinion is that to ensure that the law achieves its goal, everyone needs to be accorded the same treatment with the focus being on talents and skill, and the traits that are determinants of discrimination should not be encouraged. On the other hand, the second view stipulates that inequalities have been built in society with organisations being a party to the process. To do away with this situation, underprivileged groups should be given the needed support which will help in creating a level playing field (Brown, 1995).

Liff and Wajcman (1996) assert that equality has been defined based on the perception of the white male. Although both views stated above seek to ensure an inclusive environment, it involves the integration of the disadvantaged into the mainstream. It further helps in developing self-worth by having a sense of belonging while they keep their ethnic heritage (Lerner, 1987). In this respect, the law poses a challenge when it comes to its implementation to ensure the needed result is achieved

since other constructs such demographics, socio-cognitive and organisational and diversities play a vital role in ensuring equity and inclusion in a diverse environment.

3.3.2 Stage two: Valuing differences

This stage of the theoretical approach categorises differences at three levels. The individual construct forms the first level and deals with the impact of the individual's behaviour regarding relationships with others within groups as well as appreciating the development and dynamics. The behavioural science approach to understanding the dynamics, development, and behaviour of groups is applied at the second level. The process seeks to understand how individuals with different traits affect their interaction concerning its dynamics and its effect on the group's outcomes. Multiculturalism which is the third level was popularised by management consultants and trainers through practical application. It seeks to create a platform for different people who are good for the company regarding problem-solving and innovation. Since differences can be a source of conflict, there is a need for organisations to find an antidote to it. The importance of 'multiculturalism and diversity' in organisations has led to an increase in literature and the quest for academics, managers and entrepreneurs to understand the differences in the workplace (Dessler & Varkkey, 2009; Kossek, Markel & McHugh, 2003; Mathis & Jackson, 2004; Stockdale & Crosby, 2004; Thiederman, 2003). Invariably, studies regarding employee views concerning multiculturalism and diversity are below par in multinationals and the lack of insight into the perception of employees results in applying inappropriate strategy (DeLancey, 2013).

This development called for the formulation of conflict resolution measures. Conflict management models were created to sensitise employees on the positive aspects of differences, hence the model known as 'consciousness or awareness-raising and sensitivity training' (McDonald, 2010). The model initially did not highlight prejudices but assumed that employees appreciate everyone from a different background, encouraged employees to come out with their concerns about others with different backgrounds and called for tolerance. This led to the mapping of strategies to help employees appreciate differences. Finally, the process centres on behaviours which are proactive and welcome differences to create a conducive environment that makes employees feel that they belong and impact positively on the organisation (McDonald, 2010). This stage hinges much on demographics and socio-cognitive diversity since it deals with individuals, groups as well as group development and dynamics.

3.3.3 Stage three: Diversity management

Diversity management and its associated theories are still in its infant stage and undergoing continuous development. An aspect focuses on organisation theory that is centred on the positives of the strategic

framework which tries to align diversity approaches and targets of the organisational goals and objectives. The goal of this theory is to highlight the effect of the relationship between the individual, group and organisation. It also acknowledges that the workforce is the most essential component of the corporate assets and a main driver of success. Diversity is an organisational theory that helps the company to adapt to change in the corporate environment (McDonald, 2010). Cox's (1993) "Interactional Model of the Impact of Diversity on Individual Career Outcomes and Organisational Effectiveness" was the first model that represented organisational theory of diversity management.

The power of any organisation to change resides in top management because leadership drives change. The management of diversity to achieve competitive advantage will demand a change in corporate culture which is both inward and outward in nature; some of the constructs needed to be looked at are demographics, socio-cognitive and organisational and diversities. This approach has been cited in several studies on diversity management and can be seen in models by Cox (1991) and Allen & Montgomery (2001).

Avery critical aspect of diversity and inclusion is diversity competence which refers to the process of implementation in an organisation concerning managing diversity (Hamel & Prahalad, 1996). This model sees managing diversity as a continuous process, not an event or a strict formula. The rationale underpinning diversity competency is most linked to the work of Cox & Beale (1997), where the process is more important than outcomes and creates a core competency which cannot be replicated easily in other organisations. Since the theory is not well developed or comprehensive, the process of making the organisation, individuals and groups see diversity as a needed and profitable aspect of management helps to equip the members with the ability to deal with the challenges of diversity within the context of the organisation. Consequently, this approach translates the capability into a core competence. It is, therefore, imperative that demographics, socio-cognitive and organisational aspect of diversity form part of the main drivers of the process.

3.3.4 Stage four: Global diversity management

A suitable explanation has been put forward by Özbilgin & Tatli (2008) in McDonald (2010:13-14) as the planning, coordination, and implementation of a set of management strategies, policies, initiatives, and training and development activities that seek to transcend national differences in diversity management policies and practices in organisations with international, multinational, global and transnational workforces. The description supports the notion that diversity management is studied across countries to obtain an in-depth understanding of how nations "conceptualize diversity from a social, legal and political perspective" (Nishii & Özbilgin, 2007:1884).

The recognition of planning, coordination and application strategies are employed using global diversity management approach. This is adopted by multinationals in their global expansion strategies. Global management and marketing practitioners indicate that multinationals must ensure that the local context in which they operate form the basis of their strategy, as the saying goes "to be global you need to local." (McDonald, 2010:14). McDonald (2010) further explains that a global diversity management model should allow for a tailor-made approach by any organisation, anchored on change management theories in organisations. He goes on to posit that to achieve this change, a set of actors is earmarked and translated into the development of a model to be applied by the diversity manager. This approach of managing diversity was propounded by Özbilgin & Tatli (2008). Drawing on the above, managing diversity should not only consider the visible differences to ensure that it has a micro-level approach but take into account other aspects of diversity which are not easily visible but create distinct differences and prevent belongings.

The theoretical approaches above clearly indicate the need for diversity management to consider subtle differences to ensure equality and harmony in the workplace. This can be seen in the first part which is grounded in experience and talks about positive identity for minorities (the disadvantaged). Individual behaviour, behavioural science, demographics, socio-cognitive and organisational diversities are embedded in the constructs indicated in the theory and make it relevant to diversity management. The second part buttresses the above by looking at human assets, corporate culture and core competencies and the global workforce. The stages in the theory are directly linked to the constructs being investigated in the study and therefore make it worthwhile to explore it within the societal context and cases indicated.

3.4 Relationship between diversity and inclusion

Studies have been conducted on diversity regarding organisations in performance management and rewards, recruitment and selection in the 20th century (Casio, 1998). For example, Cox (1994) investigated the effect of culture in terms of diversity on groups and teams in the context of quality, while other researchers such as Thomas (2004b) carried out an empirical investigation on the phenomenon. However, inclusion is yet to attract similar attention, although some research is directing research away from diversity to inclusion (Barak, 2005; Burnett & Kettleborough, 2007). As Jackson, et al. (2003) have tried to identify new areas for research, Ashkanasy, Hartel & Daus (2002) are also looking at circumstances regarding emotions which are connected to inclusion in an organisation. In realising the full benefit of inclusion, management should create an equitable environment where no

individual is disadvantaged (Torres & Bruxelles, 1992), in addition to increasing the motivation, satisfaction, and commitment of diverse individuals (April & Blass, 2010).

Diversity and inclusion can be delivered through motivation, leveraging differences and unleashing the talents in everyone to contribute positively to the organisation (April & Blass, 2010). The link between diversity and inclusion can be seen in the diagram below (Figure 3-2), the relationship encourages management to ensure the provision of adequate resources and support for diversity activities that is inclusive with a positive effect on both bottom line and competitive advantage (Jackson et al., 1992; Harris, 1989). The model deepens the need to pay attention to organisational, demographic and socio-cognitive diversities.

Diversity   **Inclusion**

Legal/Avoid Penalty	Driver	Business/Enhance Performance
Remedial/Imposed	Nature of Change	Strategic/Internally driven
Visible Difference	Focus	Visible and Invisible Difference
Demographic Profile Change	Implementation	Culture Change
Minorities/Minority Member	Target Population	Everyone
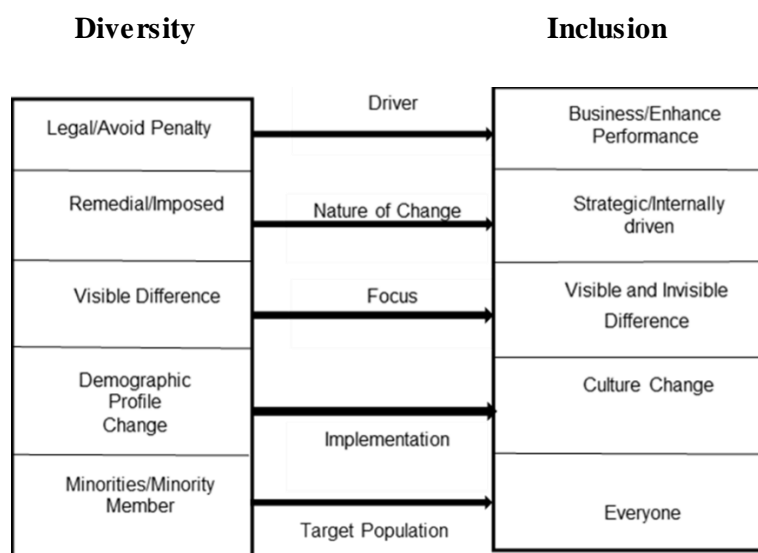
Figure 3-2: Difference between diversity and inclusion philosophies

Source: (April & Blass, 2010:60)

The need to ensure that inclusion is the result of diversity is crucial for the survival of businesses. Diversity and inclusion have been identified to help organisations to enter into untapped markets by understanding global customers through employees with diverse backgrounds. It also creates a platform for innovation which is derived from various perspectives. The ability to sense the need for change in organisations is highly recommended because it depicts the capabilities to adapt to change readily. By developing these capabilities, the organisation will then be able to attract, retain and develop the talents of all employees as the organisation strives to maximise value and ensure efficiency and productivity.

This establishes the relationship between diversity and organisational performance. This makes the organisation attractive to talented individuals since they feel valued and that they belong. This enables the organisation to represent the demographics of the larger society. The variety created by diversity and inclusion in an organisation makes it robust to withstand changes, which come about due to the array of greater talent and that, in turn, foster growth and profitability. The above benefits were highlighted by researchers such as Allen & Montgomery (2001), April & Shockley (2007), Cox & Blake (1991), Hayles and Mendez-Russell (1997), and Kossek, Lobel, & Brown (2004).

Various recommendations and challenges have been highlighted by other researchers such as Pless & Maak (2004) who claim that inclusion should be created within the context of understanding and valuing diversity, which is reciprocal, enabling mutuality and plurality. Miller (1998) posits that the right structures need to be in place to build an inclusive organisation; this needs a strong commitment to fundamentally alter the culture of the organisation in terms of competence, human resources, operating procedures, and behaviours.

However, Allen & Montgomery (2001) discovered that most strategies are unable to achieve the goal of creating an inclusive organisation because a knee-jerk approach is applied instead of employing a well-thought-through strategy for the organisation, and affirmed that, to realise this objective, there should be a fundamental culture change. This, in their view, should be at all levels in the organisation, namely, organisational, group and individual levels. Thomas & Ely (1996) buttress this by saying the change should be more emphatic regarding the behaviour of the leadership of the organisation. Wilson (2000) took it a step further with a thorough study of three organisations, indicating that behaviour at the workplace and the culture within an organisation forms the bedrock of an effective diversity and inclusion strategy. On the other hand, Hopkins, Hopkins & Mallette (2001) advocate for training as a tool to achieve an inclusive climate, which is facilitated by effective communication in the organisation (Anfuso, 1995) as well as a well-articulated corporate value and a mission statement (Milburn, 1997).

Kochan et al. (2003) assert that the effect of diversity on organisational performance has a direct correlation with the practices in the organisation, culture and the strategies adopted by the organisation; however, they indicated that the impact is not direct, and this makes it difficult to measure improved diversity. This led Thomas & Ely (1996) to write that diversity should be appreciated as an approach which emerges from different perspectives and individuals from diverse backgrounds bring on board to enforce the goals of diversity. They determined that a diverse workforce can increase efficiency and productivity, subsequently decoupling it from discrimination

and equality issues which relate to morale and law. This perspective will increase the positive effect of diversity management. This is the reason behind acknowledging organisational, demographic and socio-cognitive diversities in planning diversity and inclusion strategies.

3.5 Diversity and inclusion constructs

For the benefit of this study, three domains of diversity will be examined, namely, demographics, socio-cognitive and organisational diversities. The need to see diversity beyond the visible differences is emphasised in this respect. In other words, organisations venturing into the international terrain should not limit difference only to nationality and ethnicity. Other differences should be taken into consideration to appreciate the complex nature of the phenomenon. The three domains are briefly discussed by Shin & Park (2013), as follows:

- Demographic diversity such as age, gender, ethnicity, and nationality. These are readily detectable attributes of individuals. Differences associated with demographics are often reflected in employee participation at the workplace and different benefits given to men and women. Nations with abysmal demographic labour profiles cannot normally deal with the challenges through effective labour policies (Coleman, 2007). The differences can be attributed to cultural, political and economic boundaries (Lesthaeghe & Neels, 2002; Reher, 1998).

- Organisational diversity also involves the organisational context that adds to the diverse perspectives of the group dynamism such as occupation and functions of the employees, seniority in the firm, and hierarchical ranking within the organisation. Any organisation unable to adjust to the dynamics in the market will be faced with challenges. To survive, organisations should be flexible to cope with changes in society (Bharijoo, 2005).

- Socio-cognitive diversity includes cultural and religious values, beliefs, knowledge level, and personality characteristics. The underpinning theory of social cognitive diversity speaks to distinct characteristics of human beings (Bandura, 1986). This can help in understanding society and facilitate the formulation of a suitable strategy that will control the dynamics of the entire phenomenon (Bussey & Bandura, 1999). The self -regulatory mechanism regarding social cognitive theory includes: "cognitions concerning personal efficacy, evaluative standards, aspirations, outcome expectations rooted in a value system, and perception of socio-structural opportunities and constraints" ((Bussey & Bandura, 1999:682).

Shin & Park (2013) affirm that continuous learning is a prerequisite for the practices and policies of diversity and inclusion management. Alder (1980) also asserts that a cultural synergy is a suitable

approach concerning the management of diversity at the workplace. They note that the macro-level of an organisation needs to ensure the development of programmes and policies that educate and create an increase in social consciousness by emphasising the importance of the culture in an organisation, and the responsibility and accountability of management for creating a culture conducive to the positive acknowledgement of diversity. This process should ensure that diversity management is integrated into the organisation's development and change management programme.

This will lead to the empowerment of management and employees to be active participants of the process that will institutionalise diversity in addition to examining organisational structures, policies, and systems that fuel diversity. This will help in the creation of systems internally and foster diversity in both thought and action of individuals from a diverse background (Shin & Park, 2013).

The integration and development of values and beliefs of individuals from diverse backgrounds as well as different work teams are necessary at the micro-level to ensure the formulation of group strategies which translate into a more innovative approach to solving problems and are better than the input of individuals (Shin & Park, 2013). Figure 3-3 on the next page illustrates the model.
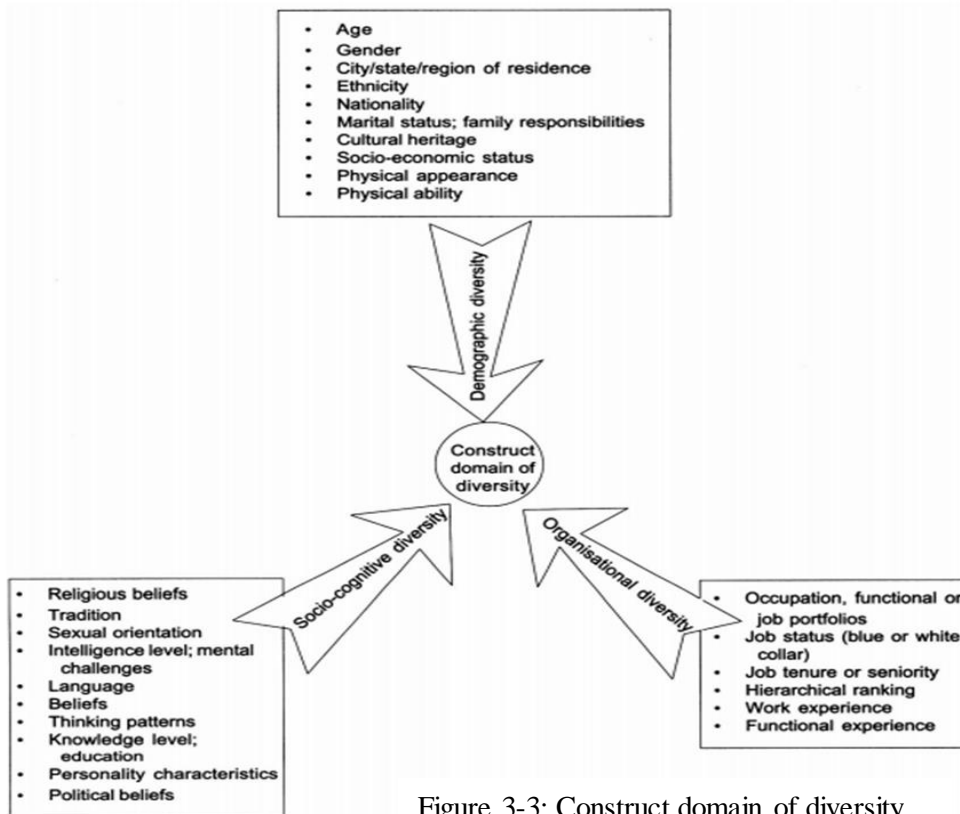
Figure 3-3: Construct domain of diversity

Source: (Shin & Park, 2013:5)

3.6 Dimensions of diversity

The complexity of diversity is evident in its dimensions as shown in Figure 3-4 below. This process determines the assumptions individuals make concerning others' behaviour which ends up shaping the reciprocal action (Loden & Rosener, 1991).
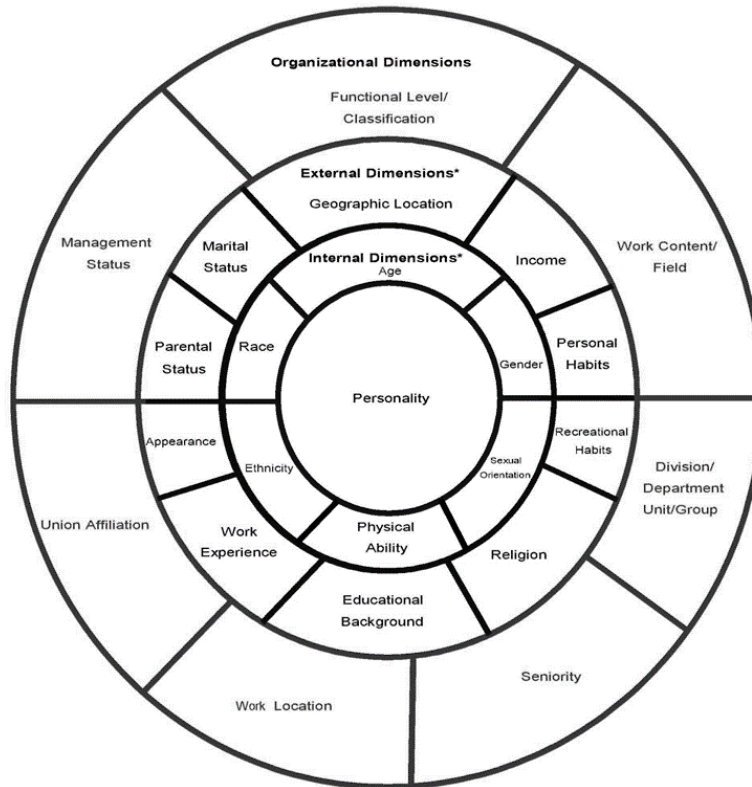
Figure 3-4: Dimensions of diversity
Source: (Loden & Rosener, 1991:1).

Loden & Rosener (1991) discuss the components of the model as follows:

- Personality: This refers to the person's likes and dislikes and is formed during the individual's formative years in childhood and has an impact on the other components. It is noted that this influence is seen over the entire lifetime of an individual, especially concerning career choices.
- Internal dimensions: This is the visible differences that are seen in an individual over which is difficult to exercise any control and seldom change. This is where most diversity activities are centred since differences are significant in this component e.g. race and gender and form the basis of most judgement.

- External dimensions: This is where an individual has control over certain aspects of his or her life which forms the basis for choosing a career or approach to work. This also partly affects the establishment of friendship or social groups.
- Organisational dimensions: This is the culture found in the organisation. It refers to the issues concerning development, promotion and preferential treatment. As much as activities are centred on the internal dimension, this looks at the broader perspective of the organisation.

Loden & Rosener (1991) further explain that the model shapes and influences both organisation and individual. While the internal dimension is the focus of most diversity initiatives, the external and organisational dimensions often highlight how individuals are treated in an organisation and their sense of belonging as well as who gets the opportunities for promotion. They conclude that the model can be used to understand the effect of diversity on an individual's life.

3.7 Perspectives of diversity

The quest for organisations to meet the increasing demand of a diverse market poses a challenge which calls for an increase in the appreciation of a diverse workforce. As affirmed by Thomas (1991), the organisation needs to maximise the full potential of every employee. In examining the various research of diversity, one can identify two types of approach: a moral-ethical approach and an organisational and economic approach.

Several researchers are of the view that diversity takes a moral-ethical approach. This is centred on the inequality in organisations and proposes a more just environment where opportunities are made available to each one without hindrance. This creates a situation where people are being set free from oppression (Ely, 1995). It screens organisations for discrimination; this can be seen in studies such as the investigation of minority groups regarding experience in the workplace and drawing attention to the effect of the glass ceiling (Cox & Nkomo, 1990; Wirth, 2001), disparities in salaries (Ashraf, 1996; Blau & Beller, 1988) and separation (Anker, 1998; Ibarra, 1995). This approach includes the psychosocial elements of diversity and the three constructs discussed above (i.e., demographic, socio-cognitive and organisational diversity) are critical to achieving this goal.

Another school of thought focuses on the organisational and economic perspective, which is centred on results relating to work and advocates for diversity in organisations. Milliken & Martins (1996) critically analysed the link between valuing diversity and conflict; in other words, cognitive heterogeneity and ability to solve problems. It draws attention to the negative effect of neglecting

diversity when organisations are formulating policies in this regard. High labour turnover, conflicts among groups and low job satisfaction are among some of the negative consequences an organisation will encounter when it fails to pay attention to a diverse workforce (Cox, 1991).

On the other hand, the organisation rakes in huge benefits such as creativity, innovation, quality, flexibility in systems and attraction and retention of skills (Cox, 1991). Moral-ethical, economic and organisational perspectives thrive on constructs such as visible and non-visible differences to achieve their goals. This is where the management of demographics and socio-cognitive and organisational diversity becomes crucial. It will, therefore, become difficult when organisations play down the effect of these constructs.

3.8 Underpinning factors of inclusion

It has been identified that contextual factors form an integral component within the environment that stimulate individuals and it helps in the interpretation of information in the work environment. (Mowday & Sutton, 1993; Weick, 1979). The climate at the workplace, leadership styles and practices with regards to human resource, accounts for the group dynamics and informs employees' perception of inclusion (Bilimoria, Joy & Liang, 2008). This indicates the fact that inclusion is fostered when constructs such as demographics, socio-cognitive and organisational diversities are properly managed in the workplace since they are embedded in the antecedents in the framework below (Figure 3-5). The figure illustrates the factors that drive inclusion and outcomes.

```
┌─────────────────────┐
│ Inclusiveness Climate│
│ - Fairness systems   │
│ - Diversity climate  │
└─────────────────────┘

┌─────────────────────┐
│ Inclusive Leadership │
│ - Management         │
│ philosophy/values    │
│  - Strategies and    │
│    decisions         │
└─────────────────────┘

┌─────────────────────┐
│ Inclusiveness        │
│ Practices            │
│ - Promote satisfaction│
│ of belongingness     │
│ needs                │
│ - Promote satisfaction│
│ of uniqueness needs  │
└─────────────────────┘
```

Employee Perceptions of workgroup inclusion

- High-quality relations with group members and supervisors
- Job satisfaction
- Intention to stay
- Job performance
- Organisational citizenship
- Organisational commitment
- Well-being (stress, health)
- Creativity
- Career opportunities for diverse individuals

Figure 3-5: Contextual antecedent outcomes

Source: Shore et al. (2011:1276)

3.8.1 Inclusive Climate

Researchers advocate that an organisation's diversity climate informs the perceptions of employees as to how their inputs are valued (Gonzalez & DeNisi, 2009; Leslie & Gelfand, 2008; McKay, Avery & Morris, 2009). Gonzalez & DeNisi (2009) define diversity climate as the degree of inclusion or exclusion of individuals of diverse origin (Mor Barak et al., 1998), and the issues concerning justice and balance of power within social groups (Kossek & Zonia, 1993). The current study portrays that perceptions of justice signal the outcome of customer service, intentions regarding turnover and sense of belonging in an organisation (Ehrhart, 2004; Simons & Roberson, 2003).

An inclusionary organisational climate signifies practices, processes, policies, and procedures which ensure fair treatment of individuals and social groups with emphasis on those who have been

historically disadvantaged. In contrast, those who have been at the helm of affairs will be hoping for a fairer system to prevent reverse discrimination (Heilman, Block & Lucas, 1992; Morrison, 1992). This is an inherent challenge in organisations when it comes to the creation of an equitable work environment.

The creation of an inclusive organisation comes with various challenges which emanate from both the majority and the minority group of employees (Davidson & Proudford, 2008). One of the challenges identified is discrimination and biases which are the most prevalent with the second being the backlash caused by the remedies (e.g. EE, AA and diversity training) put in place to rectify the first challenge (Friedman & Davidson, 2001). It has therefore been suggested that in the quest to create an inclusive climate both minority and majority views should be taken into consideration. Furthermore, an inclusive climate makes everyone feel valued which minimises conflict (Shore et al., 2011).

3.8.2 Inclusive leadership

Traditionally, diversity and inclusion have been addressed through the hiring of employees with a diverse background (Jackson, 1992; Shore et al., 2009). Until recently, there has been minimal research on other factors that ensure inclusion in organisations rather than the overt representativeness of groups. This has prompted researchers to examine the relevance of senior management philosophy and importance pertaining to diversity and equity regarding opportunities with respect to employment (Avery, McKay, Wilson & Tonidandel, 2007; Gelfand, Nishii, Raver & Schneider, 2005; Regins & Cornwell, 2001; Scheid, 2005; Wasserman et al., 2008). It has been identified that these values have an impact on the practices that emerge in the workgroups and foster or adversely affect inclusion (Reskin, 2000).

A notable practice by leaders in organisations which indicate inclusion is when they acknowledge and welcome the input of all employees (Nembhard & Edmondson, 2006). The values used to administer justice by groups through the due process may be a suitable framework to guide research in leadership concerning inclusion (Lind & Tyler, 1988). Applying procedures which are fair and consistent ensures an equal playing field which boosts members' morale and increases their sense of belonging. Invariably, the opposite of the above will send a negative signal to members of the group which reduces the sense of belonging in the organisation (Kreiner & Ashforth, 2004). Nishii and Mayer (2009) concur with an assertion that high level of leader-member exchange with minimal differentiation leads to almost non-existent labour turnover. The supervisor has been identified as a paramount agent when it concerns opportunities and reward to subordinates, this requires the

supervisor be fair and portray a sense of inclusion in the organisation (Douglas, Ferris, Buckley & Gundlach, 2003).

Douglas et al. (2003) argue in favour of what has been asserted by other researchers by noting that leaders' behaviour should align with group values that accept members of diverse background and finally lead to achieving group goals. Subsequently, Wasserman et al. (2008) posit that organisational leaders should uphold an inclusive culture and further build a barrier to prevent activities that derail inclusion efforts. While there has been substantial research on issues that promote discrimination (Dipboye & Colella, 2005), little has been written about the practices that fuel inclusion. Nevertheless, a few practices have been earmarked to facilitate inclusion, such as access to information and taking part in decision-making (Mor Barak & Cherin, 1998; Nishii, 2010), further, processes used in resolving conflict (Roberson, 2006), facilitating communication (Janssens & Zanoni, 2007) and breaking away from stereotyping (Bilimoria et al., 2008).

Studies on inclusion which mirrors the sense of belonging demonstrate that when groups undertake difficult tasks with higher autonomy, it fosters the creation of an inclusive organisation (Man & Lam, 2003), similarly sizable groups and higher interdependence among them ensures a link between inclusion and performance (Beal, Cohen, Burke & McLendon, 2003).Furthermore, it has been proven that creativity relates to the development of innovative ideas (Shalley, Zhou & Oldham, 2004) in an environment where the nature of the task is complex (Tierney & Farmer, 2002) and it is supported by immediate managers and other workers (Shalley et al., 2004).

3.8.3 Outcomes resulting from the inclusion

Inclusion outcomes have not been derived appreciably through research although there is a sizable result through inclusion (Shore et al., 2011). However, there is evidence which has been portrayed empirically that inclusion is positively related to job satisfaction (Acquavita, Pittman, Gibbons & Castellanos-Brown, 2009), with exclusion from decision-making a signal for high labour turnover (Mor Barak et al., 2006). Conversely, there are other studies which are theoretical or unable to come out with findings that do not reverberate the hypothesis (Findleret, Wind & Mor Barak, 2005; Mor Barak, 2000).

Given this, Shore et al. (2011) note that the development of inclusion concept has not been fully completed and indicated potential results that will need further research in the future, which can be found in the figure above (Figure 3-5). Another aspect of inclusion, status was also observed by Turner, Stets, Cook, and Massey (2006), they explained that characteristics of individuals are linked to

the categories in the environment which emerges from the larger society e.g., age, gender, ethnicity, and sexual orientation. The high-status group normally influence the low-status group considerably. It is further noted that low-status members coil into their shells by conforming to the tenets of the high-status group and that prevents them from realising their membership fully (Asch, 1955; Earley, 1999; Freese & Cohen, 1973; Johnson, Funk & Clay-Warner, 1998).

Dwelling on the theory concerning status characteristics, inclusion will level the playing field which hitherto regarded high-status groups to be more competent than low-status groups, this occurs when perceived differences diminishes and group members are free to air their opinions as well as be themselves than conforming totally to the higher status group (Berger, Cohen & Zelditch,1972). This assertion was supported in a study by Nembhard & Edmonson (2006), which found that inclusion was positively linked to psychological safety in health care teams. Similarly, concerning job satisfaction, a study by Acquavita et al. (2009) indicated that social workers' satisfaction was predicated on inclusion and exclusion. The findings are supported by studies on inclusion and job satisfaction conducted by Mor Barak & Levin (2002) and Mor Barak et al. (2006).

Regarding turnover intentions, Avery et al. (2008) posit that employees who are socially integrated into the organisation tend to be retained and this leads to a high level of organisational attachment and identification and, therefore, increases the retention rate. It was concluded by Mor Barak et al. (2006) in a study of child health workers that job satisfaction is related to inclusiveness which also impacts intentions in turnover. This study points to the fact that there may be a link between job satisfaction, turnover intentions, and inclusiveness (Shore et al., 2011).

The effect of inclusion can also be predicted by justice models; for example, social exchange theory (Blau, 1964), which is a tool used to predict the impact of inclusion. Social exchange relationships are connected to high-quality justice (Masterson, Lewis, Goldman & Taylor, 2000; Moorman, Blakely & Niehoff, 1998; Wayne, Shore, Bommer & Tetrick, 2002), which requires both parties to invest in the relationship to ensure their interests are, met (Shore, Tetrick, Lynch & Barksdale, 2006). Justice is associated with a reciprocal obligation devoid of any harmful action (Gouldner, 1960) and translates into job performance coupled with high levels of organisational citizenship (Wayne, Shore & Liden, 1997).

In addition, social exchange thrives on trust (Konovsky & Pugh, 1994; Shore et al., 2006), which facilitates commitment and fuels self-sacrifice concerning workgroups and the organisation. Similarly, a study by Cho & Mor Barak (2008) demonstrates that employee perceptions of inclusion suggest organisational commitment and job performance. Notable research also concurs with the link between

employees' cognisance of their recognition by the organisation and loyalty levels (Lawler, 1994; Mor Barak, Findler & Wind, 2001) as well as their sense of belongingness and organisational behaviour regarding citizenship (Den Hartog, De Hoogh & Keegan, 2007).

In conclusion, treating individuals and groups fairly in an organisation increases the level of obligation and trust, translating into higher levels of organisational citizenship and commitment (Shore et al., 2011). The process discussed will be feasible when the various diversity constructs are incorporated in the diversity strategies, such as demographics, socio-cognitive and organisational diversities which are underlying constructs that facilitate inclusion. This led Shore et al. (2011:1281) to write: "We believe that inclusive workgroups and their antecedent conditions would create greater equality and opportunities in the workplace for diverse people by affirming the unique contributions they offer and encouraging full participation in workgroup activities".

3.9 The effect of time and context on diversity and inclusion

3.9.1 Time, diversity and inclusion

The trajectory of diversity and inclusion indicates that time has a prominent place in its development. As much as is quite evident that time is relevant in understanding diversity and inclusion, the question arguably remains as to whether diversity and inclusion will evolve properly without any intervention. Diversity and inclusion development do not present a flow of steady progress, rather inconsistency in advancement and retrogression. Other researchers advocate that time exclusively will be able to ensure the development of diversity and inclusion (Özbilgin, 2009).

Özbilgin (2009) further indicates that aspects of diversity and inclusion may be achieved over a period without significant intervention, but the need for a pragmatic approach to realise this goal is essential and time is needed for the understanding of change through transformation to be appreciated. Özbiligin goes on to write that time helps to investigate the dependencies regarding societal structures and the dimensions such as demographics, socio-cognitive and organisational diversities and helps in the projection of change into the future. He further indicates that the past provides good resources but does not drive liberation concerning diversity and inclusion. In this respect, treating the events of the past becomes more important than the past itself. Acknowledging the events of the past as possible ingredients for transformation to reverse the negatives of diversity is more appropriate than seeing it as a status quo. By dwelling on the power of foresight, it will be possible to address the unpleasant aspects of the past, learn from them and use the successes to build a better future.

3.9.2 Context, diversity and inclusion

Studies have proven that diversity and inclusion management is context-specific. Özbilgin (2009:7), in focusing on nation perspectives, domestic and cross-national dimensions, found this has come about due to the development of global management, the so-called "internationalization of businesses" which needs variation in theory as well as legitimacy and practice. This calls for the awareness of context sensitivity. The origin of diversity and inclusion has dominated the theorisation of the approach to its management but has been unable to deal with the different sets of values such as culture, traditions, and priorities. The situation calls for a review of the initial approach to diversity management (one-size-fits-all) which is unable to address pertinent differences emerging out of various countries.

The contextualisation approach has gained considerable ground and the attempt to gloss over the differences between contexts is very high. Ozibilgin (2009) further posits that as much as contextual approach enriches diversity and inclusion, it may be impacted by factors such as inherent bias and discrimination. He further indicates that the cross-border collaboration plays a positive role in mitigating the deficiencies of the contextual approach and seeing the approach as an event than a process may hinder innovation and progress in diversity and inclusion management. Özbilgin (2009:5) then concludes:

"To transcend the dualism of contextual versus universalist approaches to equality and diversity, I propose that context is framed as a possibility rather than a destiny; as a process of becoming rather than a state of being; as dynamically forming rather than fixed in time and place; and as a relational construct rather than an essential conception of social reality".

3.10 Equality concerning diversity and inclusion

There is no doubt that one of the goals of diversity and inclusion management is creating an equitable society where talents flourish and individuals feel belonged. It is found in the work of Özbilgin (2009) that a Turkish proverb is loosely translated as 'one mad person threw a pebble in a well and forty wise people could not take it out.' He explains that to fully come to terms with the constructs of equality and diversity, one needs sophisticated tools to measure it. These tools are deeply embedded in the constructs such as demographics, socio-cognitive and organisational diversities of any group of people. This reverberates with the quest of the proverbial wise people to take the pebble out of the well. Özibilgin (2009) further writes that understanding this phenomenon requires one to understand material and symbolic inputs and appreciate the difficulties encountered by practitioners in achieving the goals of diversity and inclusion management.

The balance between verbalism and activism concerning social science research is a bone of contention when a project seeks to effect social change. Freire (1970) asserts that social programmes should be a process rather than an event and posits that this can be evaluated through the lens of equality and diversity. He goes on to write that researchers should be dispassionate and unbiased when conducting social science research. The social alignment and personal prejudices of researchers account for the emotive nature of the process and negate the effectiveness of the research by being characterised as verbalism or activism.

The logical nature of business and management has very little room for emotive or biased assessment. Diversity management which seeks to drive the bottom line in business may be viewed as integrating equality without emotiveness and liberation. In this respect, Freire (1970) posits that as academics continue to find ways of understanding equality, it requires consideration of an array of factors such as choices by individuals, socio-cultural and symbolic capital, in addition to approaches employed by practitioners within the parameters of large organisations, groups and interpersonal relationships. This makes both visible and non-visible differences among individuals critical to equality in a diverse environment.

Özbilgin & Tatli (2008) aptly scrutinised the organisation as a whole and assessed its role in the establishment of equality in a diverse environment. They indicated that as much as the support of organisations for the drive of equality is paramount, it is not enough to achieve the goal fully. In this vein, practitioners, organisational strategies, power and the level of equality are intertwined but practitioners are not given equal power in their various organisations. It is, therefore, apparent that organisations that apply suitable approaches to the phenomenon will create a better environment than those who employ a myopic set of factors. They further charge practitioners to strive to make the difference by rising above unbalanced issues such as individualism and collectivism, business case versus legalities and verbalism as against activism. Practitioners themselves needed the bring about change by applying advanced strategies to address equality and diversity which hold the key to integrating organisational actors to bring about transformation.

The complexity of equality and diversity goes beyond logic and a multilevel framework should be developed (Özbilgin, 2009) which will take care of the factors associated with meso-relational and micro- and macro-levels of an organisation. Meso-relational level consists of the relationship among actors in an organisation concerning culture and the dynamics that inform the values of diversity; signifies the need for an urgent change in approach towards equality, diversity, and inclusion; and further identifies the types of resistance that the process may encounter. The micro-level deals with

individual approach to change through the meso- and macro- levels. In addition, Özbilgin (2009:7) asserts that attention is needed to the idea of subordination and domination and its resultant inequalities with respect to the distribution of power among members of the organisation and proposes that "it would be possible to arrive at both a realistic and a critical conception of the field in this way".

A critical analysis of demographic, socio-cognitive and organisational diversities will drive the process to the realisation of a critical conception.

3.11 Organisational, interpersonal and personal diversity

Organisational, interpersonal and personal diversity has been identified as potent dimensions to sustain an inclusive environment in an organisation (Cox, 1993; Herriot & Pemberton, 1995; Kendall, 1995; Louw, 1995; Schultz, Slaski, Blass & April, 2008). This is further elaborated in the work of Daya (2014), that most diversity management approaches are centred on representativeness which does not foster inclusion. She further indicates that inclusion demands a deeper approach which originates from differences at various levels in the organisation and includes both visible and non-visible constructs. These constructs are embedded in demographic, socio-cognitive and organisational diversity and should be a driving force in the quest to create an inclusive work environment. The organisational level in the following diagram (Figure 3-6) depicts an inclusive climate, which is created through leadership and structure and processes of the organisation. The interpersonal elements relate to the perception of diversity and inclusion that is created through relationships at work. The personal element relates to the individual's characteristics which affect their perceptions of both their interpersonal relationships and the organisation. These constructs hinge on the dimensions under investigation in this study (demographic, socio-cognitive and organisational diversities).
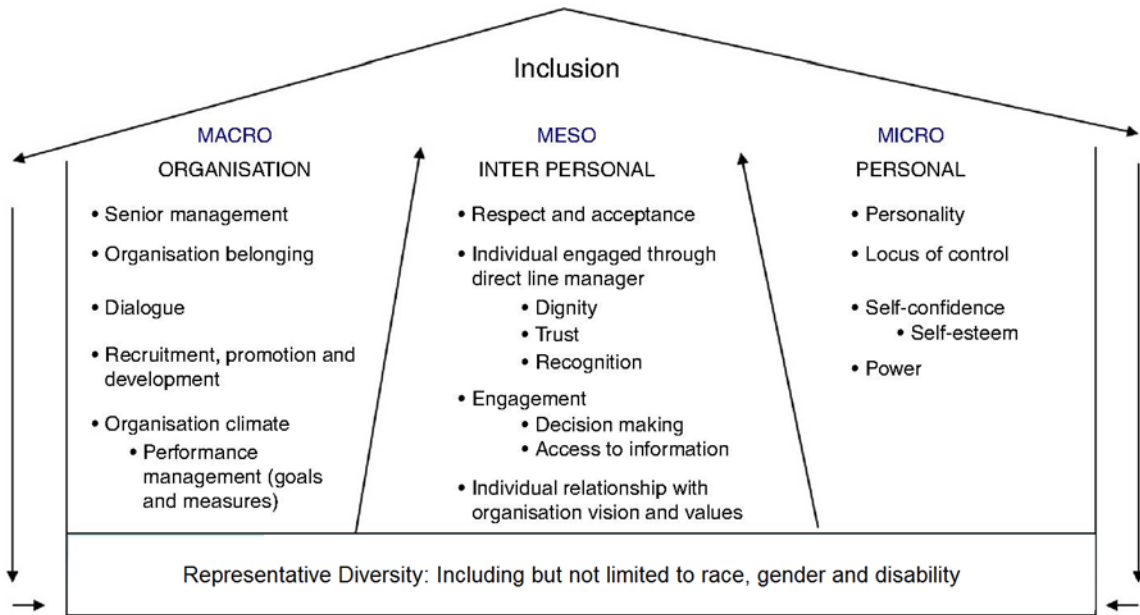
Figure 3-6: Set of diversity and inclusion management considerations.

Source: (Daya, 2010).

3.11.1 Macro-organisational

The organisational dimension consists of the senior leadership, transparent recruitment, organisation climate, organisational belonging, communication, promotion, and development. As has been indicated earlier, top management determines the need to create an inclusive organisation. It can be seen in this model that senior leadership drives the process of diversity and inclusion management and this become feasible when the differences in a diverse organisation are appreciated by the key agents. Prahalad & Bettis (1986) and Griggs & Louw (1995) echo this by saying a diverse senior management team is essential since it will see the need for appreciating diversity and will find it easier to drive the process than a team that is not diverse.

Transparent recruitment, promotion and development activities refer to an equal playing field for recruitment and progression irrespective of the background of the individual. Development in this context requires the organisation to provide training that will help employees to develop their talents and skills to increase their competitiveness on the job market (Mor Barak & Cherin, 1998; Roberson, 2006).

Organisational climate addresses the issue of inclusiveness in the structure of the organisation, process, and policies as well as organisational belonging. Organisational belonging refers to the degree to

which individuals in the organisation feels included, which mirrors the level of commitment and the extent to which an individual fit into the organisation.

Development, specifically, refers to career development plans for all individuals in the organisation. A development plan does not necessarily mean that all employees will be promoted within the organisation but suggests that employees will be provided with the training and development to grow their competencies and skills set in line with market requirements (Mor Barak & Cherin, 1998; Roberson, 2006).

Communication is also an inclusive indicator, in the sense that an organisation with an open communication culture fuels an employee's sense of belonging. This helps in the establishment of informal networks and increase the availability of information needed to perform a task by an employee (Pelled et al., 1999), and further highlights the organisation's acceptance of open communication (Davidson & Ferdman, 2002; Ferdman, Avigdor, Braun, Konkin & Kuzmycz, 2010; Mor Barak & Cherin, 1998; Pless & Maak, 2004).

3.11.2 Meso-interpersonal

The process at this level concurs with the study of Louw (1995) regarding appreciating and valuing everyone's uniqueness and goes further to establish that the relationship between line managers and employees, and the level of appreciation of the vision and mission of the organisation by the individual is essential. Respect and acceptance involve an appreciation of the employee as an individual and seeking and valuing the individual's views (Davidson & Ferdman, 2002; Ferdman et al., 2010; Gasorek, 2000).

Individuals' engagement with their immediate line manager refers to the interaction between an employee and his/her immediate line manager and how the manager values subordinates and ensures fairness in the workplace. Interpersonal engagement is described in this context as the culture of interaction which goes beyond the manager-employee relationship. It is linked to the organisation's ability to appreciate differences and create a suitable environment to sustain it. Processes leading to decision-making are also an integral part of the engagement and an organisation with a decentralised decision-making system empowers individuals to partake in the process (Gasorek, 2000; Mor Barak & Cherin, 1998; Pless & Maak, 2004).

Strategy, vision, and values indicate the organisation's ability to communicate properly its strategic objectives, vision and mission to the employees and how they buy into it. They also indicate whether

diversity and inclusion are part of its strategic goals and if individuals' objectives are aligned to the organisational goals.

3.11.3 Micro-personal

The personal level examined personality, locus of control, self-confidence, self-esteem, and power. Personality is identified as a variable which determines inclusion while those with a high level of internal locus indicates they are in control of their experiences and responses while those with a high level of external locus of control having an opposite view (Boone, Van Olffen & Van Witteloostuijn, 2005; Loosemore & Lam, 2004).

Self-confidence refers to one's ability to express his or her feeling in the best way possible and some of the hindrances identified is a language barrier. On the other hand, self-esteem deals with an individual's ability to accept limits which are not lower than his or her personal penitential and this has been found to have a direct correlation to how inclusion is perceived. Self-esteem has been described by Mruk (2006:.3) as "self-esteem has to do with an abiding sense of worthiness as a person".

Power is described as the influence or control one exerts on another person normally in a lower position (Mast, Jonas & Hall, 2009). The use or misuse of power is directly proportional to engagement and empowerment with regards to decision-making and other activities which affect the sense of the value of the individual. Daya (2014) indicated that most employees assert that lack of power influences their view concerning inclusion.

3.12 World-class diversity management

Diversity is interpreted differently around the globe and that underpins the significance of context-specific approach. In this light, Thomas (2010) has promulgated a framework (Figure 3-7) which may aid the formulation of a context-specific strategy. The framework speaks to challenges associated with the management of diversity and seeks to fashion a framework that suits each context.

World-Class Diversity Management

MANAGING WORKFORCE REPRESENTATION

MANAGING WORKFORCE RELATIONSHIPS

MANAGING DIVERSE TALENT

MANAGING ALL STRATEGIC MIXTURES

| Make Amends for Past Wrongs | Apply the Golden Rule 'Treat Everyone as Equals' | Maximize Individual Engagement | Maximize Stakeholder Engagement |

Undergirding Paradigms

Key Enabling Competencies

| Strategic Diversity Management Process | Management of Complexity | Management of Paradigm/Strategy Dynamics |

Figure 3-7: Building world-class diversity management capability

Source: (Thomas, 2010: 14)

- Managing workforce representation: The intent of this quadrant is to ensure a workforce profile that is numerically representative of society regarding demographics, gender, race, and ethnic composition.

- Managing workforce demographic relationships: This quadrant is responsible for maintaining a cordial relationship within the demographic composition of the workforce to ensure inclusion.

- Managing diverse talent: In this regard, leaders and managers ensure the availability of talent in the work environment which includes a consideration of race, gender, and ethnicity.

- Managing all strategic diversity mixtures: This develops capabilities to help in making effective decisions within a mixture of strategic diversity.

3.12.1 Undergirding principles

- Make amends for past wrongs: The focus is on compensating marginalised groups due to previous injustices meted out to them. The proponents of this paradigm gravitate towards the management of workforce representation.

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- Apply the Golden Rule: In this instance, the spotlight is on ensuring harmony and attaining coexistence among groups, devoid of tension. The authorities on this paradigm seek to manage demographic relations within the workforce.

- Maximise individual engagement: This process ensures the integration of talents in the workforce as well as optimum utilisation of all participants in the organisation. The main aim of the experts on this paradigm is the management of diverse talent.

- Maximise stakeholder engagement: The aim is to engage stakeholders to make decisions which are quality in nature amid different types of diversity. The framers of this paradigm intend to manage strategic diversity mixtures.

3.12.2 Key enabling competencies

To operationalize and make above-mentioned strategy effective the following competencies need to be measured:

- Strategic diversity management process: This requires the building of multidimensional capabilities which leads to the proper application of the four quadrants. The actors in this context need to be conversant with each quadrant and can apply them when needed. This makes it the pillar of any effective decision taken in the process.

- Management of complexity: Diversity is not without complexities. This is the reason for the need to investigate the phenomenon, identify the challenges and fashion out strategies to mitigate them. In this regard, navigating the complexities is inevitable and management must exhibit mastery.

- Management of paradigm/strategy dynamics: The dynamics found in diversity require management to develop competence that enables usage of the various quadrant interchangeably. The undergirding principle regarding this competence is flexibility. It seeks to prevent rigidity regarding the application of the quadrants. This suggests that it is not a strict rule to apply a quadrant if it persistently proves futile, but rather to employ the appropriate one at each given time.

The dimensions discussed above seek to move an organisation from a diverse environment to an inclusive one and the constructs under investigation play a major role in realising this goal (demographics, socio-cognitive and organisational diversities). The constructs under investigation underline almost all the theories, constructs or propositions and models of diversity and inclusion management and glossing over its impact in the process may spell disaster for the effective management of a diverse workforce. This situation makes it imperative to highlight the challenges

associated with the constructs which will lead to the creation and implementation of a suitable strategy in the management of a diverse workforce in an organisation.

3.13 Chosen framework

3.13.1 Relational perspective of diversity

In as much as the investigation draws on all the concepts and frameworks discussed to unpack the research question, this study employs the relational perspective of diversity to unearth the challenges encountered by multinationals in the telecommunications industry in Ghana in their quest to create an inclusive work environment. The proponents of the framework assert that to have a smooth transfer of diversity strategy, the undergirding principle of the approach should be contextual and multilevel (Syed & Özbilgin, 2009). They further allude to the fact that investigating macro- (national), meso- (organisational) and micro- (individual) levels presents a 'comprehensive, realistic and context-specific' approach. Since this study is conducted in the multinational environment and involves the transfer of strategy, it is appropriate to apply the above framework due to its holistic nature.

Studies in the industrialised nations have also provided solid ground for the usage of this framework in this respect. It has been revealed that the flurry of opportunities, laws, and initiatives in organisations geared towards equality is relatively not effective since ethnic minorities, women and groups who suffer discrimination are still disadvantaged (Bendick, 1995; Junankar et al., 2004; EOC, 2007). This is because a more fundamental aspect of the issue has not been addressed by the above. Research has proven that discrimination within a diverse environment is shaped by the 'political, historical and socio-economic' dynamics (Cheong et al., 2007). This underlines the fact that a 'non-local' approach to
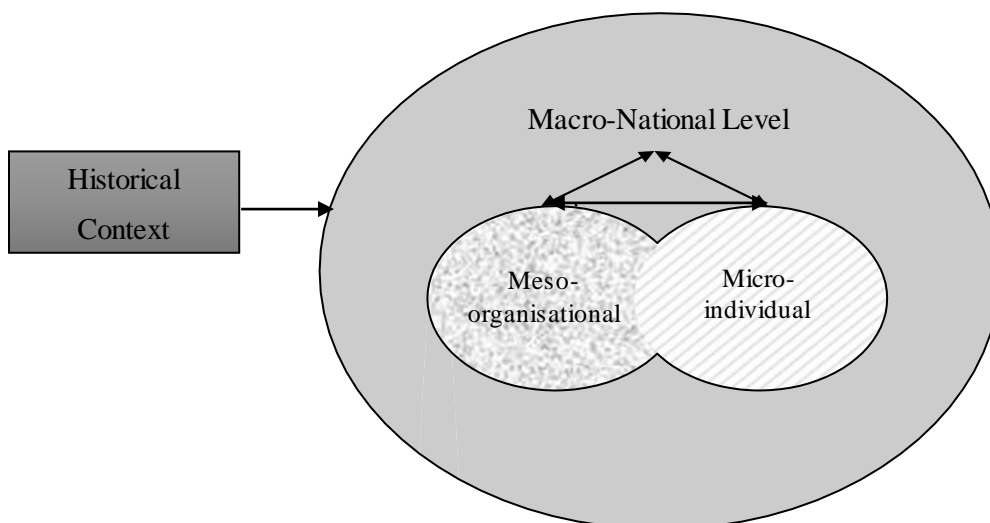
diversity management will encounter challenges (Jones et al., 2000) if not aligned properly.

Figure 3-8: A relational perspective of diversity management
Source: (Syed & Özbilgin, 2009: 2446)

3.13.2 Historical context

A critical aspect of societal dynamics is the historical context and its implication is evident in the work environment (Cox, 1995; Triandis, 1995). Understandably, the social construct of an individual can be traced to the socio-cultural and political background (Alderfer & Smith, 1982). Similarly, diversity structures are moulded around the historical context of the society (Steyaert & Janssens, 2003), seen in occupational roles and other sectors. In other words, a good way of analysing the segmentation within the labour market is to gain a deep understanding of the social dynamics or codes (Syed & Özbilgin, 2009). These codes have been described aptly by Ridgeway (2006) as the beliefs accepted by a society that segment individuals and form the building blocks on which inequality is built.

Syed & Özbilgin (2009) maintain that these codes or pillars are normally influenced by policies enacted by governments, such as women's' and minority rights ingrained in the political framework. For example, the negative effect of the AA in the United States by white males and the unacceptable way organisations treat diversity issues attest to this fact (Prasad, Mills, Elmes & Prasad, 1997). Consequently, power relation within the work environment takes its root from the broader society (Ettlinger, 2001), which hinges on the historical context.

3.13.3 Macro-national level

Macro-national level focuses on the structures and conditions found in society (laws, institutions, culture, politics, and economy) that impact on the socio-cultural, political and economic dynamics in the environment. Further, significant individuals and groups within society are found to be influential in the 'macro-contextual phenomenon' (Syed & Ozbiligin, 2009). In this regard, the interaction and enactment of the environment by individuals occur (Weick, 1991), contributing to the creation of employment and impacting societal structures (Miner, 1987). This suggest to the fact that individuals in society are responsible for macro (national) dynamics. This indicates that the opportunities available to an individual in society revolve around the context (Syed & Özbilgin, 2009); consequently, individuals or group behaviours can be adequately investigated through relational perspectives (Gittell, 2006).

3.13.4 Meso-organisational level

Organisation is the focal point at the meso-level, the nexus between organisational structures within a context and the characteristics of individuals or groups ((House, Rousseau & Thomas-Hunt, 1995 in Syed & Ozbilgin, 2009: 2442) This phenomenon can be properly understood through habitus which has been eloquently described by Bourdieu (1990) as a disposition which is transposable and found in a durable system. This suggests that habitus underpins the way culture and individuals' history shape their disposition and translate into present social actions. Hitherto, Bourdieu (1987) argued that the repetition of social structures mimesis found in the society is a product of an individual's habitus.

Crucial to this narration, habitus plays a pivotal role in the disposition of a group or an individual and its impact on social interaction. Regarding 'relational perspective', diversity management within an organisation is a representation of predisposition in the society and this explains the dynamics within a diverse environment (Syed & Özbilgin, 2009). It may, therefore, be accepted that habitus set the limits regarding interactions in an organisation and it is determined by cognisance of diversity within society (Hulme & Truch, 2006). Consequently, habitus is one of the cardinal points undergirding deeper insight into opportunities available to a group or individual in the work environment (Hill, 2002; Van Der Linden, 1988). Similarly, Thomas & Ely's (1996) learning and effectiveness paradigm of diversity management supports the idea of an inclusive work environment by appreciating multiculturalism, recognising 'individual agency' and appreciating the expertise of employees in a diverse workplace.

3.13.5 Micro-individual level

Central to the analysis of micro-level is the motivation, agency, and identity of individuals found in an organisation. In an organisational context, individuals are treated as fundamental components (Emirbayer, 1997). This considers the unchangeable aspirations, identities, and aspects of life that is very important to them (Kyriakidou & Özbilgin, 2006). This is evident in the systematic reaction of an individual towards norms in society regarding ethnicity and gender (Konrad & Gutek, 1987). However, the relational perspective asserts that it is difficult to gain a deeper understanding of an individual's behaviour, unless his or her connections with others and its reciprocal impact are considered (Syed & Özbilgin, 2009). Similarly, identities and values within the society are made up of the interpersonal as well as social relationships (Ashforth & Sluss, 2006). This contributes to the differences found among individuals in a society due to the various relationships a person has. Further, the relationship between individuals and societal structure has been identified as dynamic and not static. The dynamic nature of the relational approach between individuals and structures keeps

unfolding rather than being an undynamic link among the prevailing elements (Kyriakidou & Özbilgin, 2006).

Therefore, the major traits of any identity are seen within the period and context in question (Syed & Özibilgin, 2006). In Norway and Sweden for instance, legislation has made inclusion almost a non-issue as opposed to other jurisdictions such as the United States where, for example, mothers are disadvantaged due to insignificant maternity benefits (Prasad et al., 2006). Similarly, a study conducted in Australian organisations suggests that multilevel discrimination experienced by women in the minorities departs significantly from that of the mainstream due to the socio-cultural and historical context in managing diversity (Syed, 2007). Further, Folbre (1994) alludes to the fact that due to the uniqueness found in individuals, a major challenge in ensuring inclusion is how to manage the different goals and loyalty by individuals in diverse groups. Understandably, diversity management will encounter challenges without insight of an individual's multi-layered implicit identity (Bosco, 1998), that underpins 'power and conflict' in the work environment (Syed & Özbilgin, 2006).

Dwelling on the relational perspective, it is worth noting the importance of individual capital (Özbilgin & Tatli, 2005), which has been found by Bourdieu & Wacquant (1992) not to be exclusively confined to social structures. Departing from the known theory of human capital as in education, expertise and financial resources (Becker 1967), it has been argued that human capital employed by individuals in pursuance of a career is rooted in a broader capital such as "social, cultural, economic, and symbolic capital" (Bourdieu, 1998 in Syed & Ozbilgin, 2009:2444). This points to the fact that perception of human capital is relevant in the quest to gain a deeper understanding into the "interplay of agency and structure" (Bourdieu & Wacquant, 1992:108–109)

Considering the capability of an individual to make a suitable choice, identity may be described as dynamic, contradictory and limited by context (Ely, 1995). Similarly, identity is a product of interaction in the society found in groups and individuals in both the larger society and the work environment (Syed & Özbilgin, 2009). This suggests that the relational perspective derived from identity is dynamic and a derivative of the interactions within society (Alvesson & Billing, 1997). Consequently, individual behaviour is attributed to a wide range of factors such as consensual relationships with others and multi-layered elements in society (Steyaert & Janssens, 2003). The above submission resonates with the assertion put forward by Daya & April (2017: 221) that organisations will benefit immensely from the diversity if it moves beyond representation to ensure the transformation of "practices, process, and culture of organisations". To this end, employing the above

framework in the quest to gain a deeper understanding of a phenomenon provides a good explanation of the relationship between the individual and the multilevel actors in society.

3.14 Chapter summary

The chapter has elaborated on the various concepts and contracts relating to the topic of diversity management which will be aligned to the findings to contribute to the literature on diversity. In essence, the concepts and theories discussed speak to the elements found in the chosen framework (relational framework). Each concept or theory touches on an element such as demographic and organisational diversity. These two elements are undergirded by individual characteristics found in the organisation or society. This narration forms the basis for experimenting with the chosen framework, portraying the dynamics regarding diversity and inclusion in an organisation or society. Practically, the synthesis of the findings and the existing literature helped in formulating a proposed framework to facilitate the management of diversity and inclusion within the societal context under investigation. Experimenting with the chosen and proposed framework is found in chapter six. The next chapter presents the research design of the study.

CHAPTER 4: RESEARCH PHILOSOPHY, APPROACH, AND DESIGN

4.1 Introduction

The previous chapters have situated the research in literature and further highlighted the need to investigate the constructs under study in terms of the challenges they pose to the management of diversity and inclusion in multinational organisations. This chapter seeks to clearly outline the methods, strategy, and design that were employed to deliver the questions posed and realise the objectives of the research.

4.2 Research philosophy

The research is a qualitative multiple case study and sought to find out how individuals make sense of their environment. This approach was employed because the research is a pragmatic investigation of the facts in a natural environment which sought to establish boundaries between context and phenomenon by using multiple sources of evidence (Yin, 1984). It also focused on understanding a phenomenon within its natural context and sought to answer why and how questions and analyse contextual conditions. This makes it suitable to employ a case study approach (Maree et al., 2010; Baxter & Jack, 2008; Yin, 2003). Furthermore, previous research by Weber (1949 cited in Mathipa & Gumbo, 2014:133) affirms that the case study approach is a qualitative measure which is applied when seeking to obtain insight into a social phenomenon.

In this respect, between the two main contrasting philosophies, namely, positivist and interpretivist, the research employed the latter to answer the central research question and realised the objectives. Interpretivism has two main approaches: symbolic interactionism and hermeneutic phenomenology (Wright & Losekoot, 2012). This research employed both approaches to derive an in-depth understanding of the phenomenon of diversity management. Bryman and Bell (2007) affirm that both approaches follow an unvaried custom and adopt the interpretivist posture.

4.2.1 Interpretivist approach

Interpretivism is a term used to describe a different epistemology from the positivist approach. It incorporates the notions of scholars who are critical of the positivist approach when it comes to its application to the social world. It is an alternative to the traditional positivist approach. It is premised on the view that an approach is needed to acknowledge the difference between the people and the entities of the natural sciences, and it is important to depict the meanings of social actions subjectively.

This takes its root from the hermeneutic phenomenological tradition and symbolic interactionism (Bryman, 2012)

4.2.2 Symbolic interactionism

Symbolic interactionism theory explains how individuals interpret and give meaning to the world around them through interaction with others. The theory was originated by George Herbert Mead and Charles Hortan Cooley with the name being coined by Blumer (1986) and presented to the world. The symbolic interactionism analysis society by the descriptive meanings that people have given to objects, events, and behaviours. Consequently, the theory further explains that behavioural pattern of the people acts with regards to the way they describe their beliefs instead of objective truth. The interpretations by the people refer to the descriptive belief, in this respect the theory hinges on the interpretations of the people. This process is done through individuals interpreting the behaviours of others which build a social bond and it is rooted in the interpretations. This is normally defining the situation because they describe the phenomena in its natural state.

The theory asserts that individuals create a sophisticated set of symbols to interpret the world around them in their perspective. These interpretations are derived from the interactions in the society and this is done subjectively to agree with the meaning of the set of symbols. Given this, society and the behavioural patterns can be well understood if the set of symbols are properly appreciated. The symbols which are formulated create a structure in society, and the theory encourages individuals to establish a sense of identity in society using the interactions. Blumer affirms that there are three main core components of the theory which is explained below.

4.2.2.1 Meaning

This portrays that individuals behave towards others and things based on the interpretation they have given them and central to the theory.

4.2.2.2 Language

Language is the second core component that makes the symbols and interactions to be easily comprehended and further facilitates the formulation of assumptions. Names are the bedrock of languages and the theory says that names communicate meanings. Knowledge about objects is converted to names through language, and language forms the embodiment of the interaction.

4.2.2.3 Thought

The thought is the final core principle of the theory: it concerns the interpretations assigned to the symbols. Thoughts are derived from language and a process of mental conversation concerning meanings, names and symbols. These constitute imaginations which can generate an idea about an unknown object using known knowledge.

The theory has been summarised by Mead (1934) as the interaction of individuals with objects or situations because of the meanings they attach to them. The source of the meanings can be found in social interactions processed through interpretation. He further explains the importance of the experiences derived by an individual from his or her world through description rather than causes and effect (Van Maanen, 1983; Van Manen, 1997). Mead (1934:5) therefore concludes that: "The individual mind can exist only concerning other minds with shared meanings".

4.2.3 Hermeneutic phenomenology

Hermeneutic is an approach derived from theology which deals with the method and theory concerning the interpretation of human action, while phenomenology is the philosophy of how individuals make sense of the world in which they live (Bryman, 2012). Hermeneutics has been used to interpret judgements in the medieval period concerning where and when it was made with regards to the socio-cultural rituals of the era. Recently, management studies in marketing comfortably have employed the hermeneutic phenomenology approach and this is evident in qualitative research where a sizable number of participants are interviewed, and the outcomes are analysed and interpreted (Wright & Losekoot, 2012).

Turning attention to phenomenology which is an umbrella term for this process and constitutes philosophical dynamics, an array of research approaches (Kafle, 2011) now uses hermeneutics as a basis for research. Finlay (2009) further asserts that phenomenology is concerned with the study of a phenomenon and is centred on its nature as well as meanings. The description above is focused on how individuals perceive the world around them through experience and researcher seeks to come up with a detailed and consistent narrative of the phenomena. Langdridge (2007) indicates that phenomenology is an approach that highlights the perceptions of individuals concerning the environment in which they reside. She goes on to explain that it is a qualitative method that is rooted in the experience of individuals as a discipline and it is related to meanings and how they are derived through experiences. This demonstrates that phenomenology is a conceptualised philosophy, a research approach and has an overarching dimension which is the source of all qualitative research (Maykut & Morehouse, 1994).

Merleau-Ponty (1962, cited in Kafle, 2001:182) explains that the research approach has four dimensions considered to be the main pillars of the method. The qualities are description, reduction, essences, and intentionality. Kafle (2011) further explains that, according to Merleau-Ponty (1962), phenomenology is the description of a phenomenon, while reduction is the process of bracketing the phenomenon with its essence depicting the central meaning of an individual's experience and finally, intentionality is the meaning in totality of an idea which supersedes a single perspective in each perception. Consequently, Berrios (1989) asserts that phenomenology is a set of philosophical doctrines which are based on the following:

- How individuals perceive the nature of the world (ontology) and the way and manner it can be known (epistemology).
- The approaches to managing the mental objects of the world and how they are described.

Kafle (2011) elaborates further by saying that the above doctrine seeks to identify experiential importance which is premised on higher forms of knowledge; in this case, the objective of the phenomenologist is to package reality on more solid ground. A more succinct definition of phenomenology is provided by Grbich (2007) stating that phenomenology is a method used to unearth the implicit meanings and the importance of collective experience. In the same vein, Van Manen (1997) who favours the use of phenomenology as a suitable approach to investigate a phenomenon of pedagogical importance describes it as how an individual relates to life events and interrogates how one experiences the world. Accordingly, Kafle (2011) concurs with the above description of phenomenology by other researchers by writing that it is the appropriate approach to employ when one wants to get to the bottom of individuals' experience and unravel it in its natural state as experienced by the people. Kafle (2011) further avers that this capability highlights the central state of the phenomenon and produces synergistic results that are greater than the sum of its perspectives. The narration suggests that "the phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved" (Welman & Kruger,1999:189). In this case, the researcher should endeavour to remain factual to achieve this objective. Subsequently, Wright & Losekoot (2012:421) assert:

> "A combination of the Hermeneutic approach and Symbolic Interaction will provide prima facie understanding of what happened and the context of what happened and will indicate causes for what happened. Knowing the causes should lead to recommendations as to what actions would be better in the future."

Accordingly, the approach discussed above is suitable for answering the central research question of this study as well as realising the objectives.

4.2.4 Positivist approach

Positivism is a natural science epistemology which is sometimes difficult to pin down and holds the view that natural science should be applied to the study of social reality (Bryman, 2012). Crowther & Lancaster (2008) assert that, as a common rule, positivist research normally employs a deductive approach, while inductive research approach is often related to phenomenology (interpretivism). Consequently, positivism is concerned with facts whereas phenomenology is centred on the meanings and acknowledges human interest.

Creswell (1994) explains that the quantitative (positivism) study is objective and the researcher is independent of the phenomena which eliminate subjectivity. He further argues that the researcher will adopt an impersonal voice by applying a deductive approach to ascertain cause and effect which will make the results accurate and reliable and can be will be possible to validate.

Subsequently, drawing on Creswell's (1994) explanation, it points to the fact that the approach relies heavily on the following aspects of science:

- Science is deterministic. Scientific study is premised on the assumption that a variable A causes a situation B to occur under a specific circumstance. The study seeks to unearth the nature of how variables are related.
- Science is mechanistic. This is where hypotheses are proven or disproven through the adoption of specific methods.
- Science uses the method. In this case, scientific methods are mechanically applied which leads to the operationalisation of a hypothesis or theory. This involves sampling, measurement, analysis, and conclusion.
- Science deals with empiricism. In this vein, this approach deals with what can only be seen or measured which makes it an objective method.

The hallmark of the positivist research philosophy is that research is deemed to be scientific. In other words, assuming a positivist approach to research indicates that the researcher will be independent of the research and the study is very objective.

4.2.5 Difference between positivism and interpretivism

Ramanathan (2008) presents the main differences between positivism and interpretivism as follows:

- The researcher must be independent in positivism but must be part of the phenomenon in interpretivism.
- Human interest in positivism is not important but it is the main driver of science in interpretivism.
- Explanations in positivism demonstrate causality while they increase general understanding of the situation in interpretivism.
- The positivist approach progresses through deduction and hypotheses while, in interpretivism, rich data is gathered from which ideas are induced.
- Concepts in positivism must be operationalised to be measured while interpretivism needs to factor in stakeholder perspectives.
- Unit of analysis in positivism must be in the simplest terms but the complexity of the whole situation is more often included in interpretivism.
- Generalisation is done through statistical probability in positivism, but it is done through theoretical abstraction is interpretivism.
- A random sampling of large numbers is required with a positivist approach while small numbers may be chosen in an interpretivist approach.

4.3 Justification for employing qualitative (interpretivism) approach

The research sought to gain insight into a phenomenon, thus the qualitative approach is more suitable since its main goal concerning theory and research is inductive. It also takes its epistemological and ontological orientation from interpretivism and constructionism respectively. In the case of quantitative research, the emphasis is normally on generating theories, but the current research sought to understand a phenomenon by investigating how individuals interpret the social world around them as well as the evolution of emergent perspectives on social reality.

This is a qualitative study since it involves little or no quantification. It rather investigated a social phenomenon which is subjective (Bryman, 2012). The study required a purely qualitative approach to achieve the desired objective since the investigation sought to gain an in-depth understanding of a phenomenon.

4.4 Justification for case study approach

There are various approaches to qualitative research such as naturalism, ethnomethodology, institutional ethnography, grounded theory, participatory action research and case study. For this study, a case study approach was adopted.

4.4.1 Case study

It has been identified that, to a large extent, a positivist approach to research does not elucidate the 'intricacies' within organisations and society at large (Kaplan, 1986; Morgan & Smircich, 1980; Parkhe, 1993). However, the case study approach can deal with the above-mentioned challenge and its ability to unearth the subtle and more embedded elements in an organisation or the larger society (Marshall & Rossman, 1990). In this regard, the case study approach is suitable when the research seeks to investigate the relationship between the actors of an organisation or society and the phenomenon (Foster, 1991). Babbie (2005:306) describes a case study as "the in-depth examination of a single instance of some social phenomenon, such as a village, a family, or a juvenile gang".

A case study is also described as rich research, empirically describes an instance of a phenomenon and is typically premised on different types of data sources (Yin, 1994). Eisenhardt & Graebner (2007) assert that, in a case study, emphasis is laid on the rich natural context.

The sole aim of a case study is to come up with a vivid description of the case under investigation (Babbie, 2005). This can be seen in in-depth research of a case which may lead to an explanatory insight as in the case of Lynd & Lynd (1929, 1937) and Warner (1949) who examined the process and structure of social stratification in small communities in the United States. The research may also seek an idiographic insight of the case under investigation and form a basis for theory formulation (Babbie, 2005). In the current research, a case study is the most suitable of all the approaches since it will deliver the answer to the research question and lead to the realisation of the objectives.

4.4.2 Shortcomings of the chosen method (case study)

Although the chosen method (case study) was suitable concerning answering the research question and delivering the objectives of the study, there are some notable shortcomings, namely, that case studies are:

- Too subjective and 'impressionistic', researchers heavily rely on their 'unsystematic' opinions about the critical issue (Bryman, 2012);

- Difficult to replicate (Babbie & Mouton, 2012; Bryman, 2012) and

- Difficult to generalise, since one or two cases may not be representative of all cases (Bryman, 2012; Babbie & Mouton, 2012).

4.4.3 Justification for employing the inductive approach

An inductive approach to research helps in gaining insight into a phenomenon and this makes it a better alternative for this study. The approach begins with the observations which lead to the basis of theory formulation through observation (Goddard & Melville, 2004). Neuman (2003) averred that inductive study starts with a critical observation of the phenomenon, which proceeds towards more hypothetical generalizations and ideas. Similarly, an inductive approach starts with a topic and the researcher seeks to come up with a generalisation which is empirical and depicts initial relationships as the research progresses.

4.5 Research design

Research design is described as the plan that a researcher uses to analyse and observe what is intended to be investigated in a phenomenon (Babbie, 2005). Similarly, the research design is a guide the researcher uses to carry out the data collection, the analysis and the interpretation of observations as well as a proof which is a logical model that assists the investigator to make inferences (Nachmias & Nachmias, 1992). This can be divided into two groups: exploratory and conclusive. Exploratory research aims to investigate specific aspects of the phenomenon and does not seek an outcome, whereas conclusive research seeks a definite outcome to the research question.

An exploratory approach satisfies a researcher's curiosity in examining new interest in a relatively understudied subject. It is suitable for gaining an in-depth understanding of the dynamics within a phenomenon and provide a better and deeper understanding of a phenomenon. This ensures that the underlying concepts and constructs of the phenomenon are made explicit and further give a pointer to critical future investigations. It is an approach that leads to deeper insight and provides comprehensive outcomes. This makes exploratory study an essential research approach in social studies since it usually breaks new ground and provides a source of understanding of a phenomenon for investigation (Babbie & Mouton, 2012).

Exploratory research is conducted as an initial investigation into a relatively new phenomenon. It employs a flexible and inductive approach in attempting to unravel complexities in a phenomenon. It is responsible for generating insights which are speculative (Blanche, Durrheim & Painter, 2006), suggesting that it seeks to clarify decisions, why they were taken, their implementation and the results

thereof (Schramm, 1971). In this regard, an investigation employing the case study methodology aims at gaining deeper insight into the undercurrents within a management environment (Eisenhardt, 1989). Furthermore, a case study employing an exploratory approach seeks to assess the impact of an intervening act which has unclear and multiple results. Conducting a multiple case study makes it feasible to explore differences found within and among the selected cases. This allows the results to be replicated across the investigated cases (Yin, 2003).

4.5.1 Justification for adopting exploratory case study design

The research adopted an exploratory case study design to be able to answer the research question and achieve the objectives. Exploratory research does not seek to provide conclusive evidence, but rather, assist us to gain a better insight into the problem. This makes it permissible to alter the course of the research when data reveal a new insight (Saunders et al., 2007). The exploratory design explores the research topic in depth at different levels and seeks to examine issues that have not been investigated before or little is known about (Brown, 2006). Furthermore, exploratory research forms the foundation of conclusive research and assists in the choosing of an appropriate design, data collection method and sampling (Singh, 2007). Sandhusen (2000) explains that exploratory research provides an array of causes and varied approaches in solving problems, but conclusive research depicts an outcome that solves the problem exclusively. Consequently, exploratory research opens avenues for further research. In this regard adopting an exploratory research design was a suitable strategy for this study.

4.6 Societal context and case selection

4.6.1 Societal context

This study took place in Ghana and participants were drawn from the selected cases. Ghana is chosen for this study because it is politically stable with steady economic growth and attracts global businesses which intensify its diverse nature. Two regions were chosen for this study since they form the heartbeat of the Ghanaian economy. These regions are highly urbanised, the most populous, highly diverse and the seat of vibrant economic activities in the country. They are the Greater Accra Region and the Ashanti Region (Ghana Statistical Service, 2010).

4.6.2 Greater Accra Region

The Greater Accra Region is the smaller region, occupying a total land surface of 3,245 square kilometres, which makes up 1.4% of the total land area of Ghana. In terms of population, however, it is the second most populated region, after the Ashanti Region, with a population of 4,010,054 in 2010,

accounting for 15.4% of Ghana's total population. It is the administrative and commercial capital of the nation. This makes the region the home of people from all walks of life and mirrors the diverse ethnic nature of the country (Ghana Statistical Service, 2010).

4.6.3 Ashanti Region

Ashanti Region is currently the second most urbanised in the country, after Greater Accra. Although the Kumasi Metropolis (regional capital) is Asante-dominated, almost all the other ethnic groups in Ghana are represented. Ethnic and cultural diversity abounds in the metropolis. This situation puts the region in a good position to be studied since it is a microcosm of Ghana regarding diversity (Ghana Statistical Service, 2010).

4.6.4 Case selection

Within this societal context, two multinationals from the telecommunications industry in Ghana were studied. These organisations were selected because the phenomenon which is being studied can be easily observed (Eisenhardt, 1989). Further, the selected organisations are the market leaders in the industry and have nationwide coverage. Besides, the selected cases are statistically representative of the industry (Eisenhardt, 1989), per their market share. Given this, they exemplify the industry of which they are members (Bryman, 2012) and mirror the dynamics in diversity within the societal context. More importantly, the cases were specifically selected based on both similarities and differences to enable the comparison of results which can be replicated across cases and contrasting outcomes to be identified with the aid of suitable theories. In other words, the cases were chosen to "predict similar outcomes" in "literal replication" and conflicting outcomes regarding "theoretical replication" (Yin, 2009:54).

To a significant extent, the cases are all multinationals which must deal with the friction between corporate strategy and local demands regarding diversity management. In contrast, the corporate strategies are of different origins and each organisation may react differently in this regard. This points to the fact that the reaction of the various organisations may differentiate the cases from one another.

Case one: This is a multinational telecommunications company known as a Mobile Telecommunications Network (MTN) which originates from South Africa and has a footprint in most African countries. It is the market leader in Ghana, commanding 43.45% and 47.89% in voice and data subscription respectively (NCA, 2016).

Case two: Vodafone is a multinational telecommunications company which is originally from the United Kingdom and has outlets in most African countries. Vodafone is the second regarding market share in Ghana and has 21.74% and 18.39% in voice and data respectively (NCA, 2016).

4.7 Sampling

Expert sampling which is a type of purposive sampling was employed in the selection process; this was applied because the research needed to elicit information from individuals who were knowledgeable in the field of interest (Patton, 1990; Kunzel, 1999). It ensured that the interviewees were knowledgeable regarding the context and challenges of diversity and inclusion management in their various organisations. They were drawn from a population of management personnel and top executives.

Members of the focus groups were selected through maximum variation sampling which is also a type of purposive sampling and ensured that members exhibited a wide range of characteristics (Patton, 1990; Kunzel, 1999). Members were also not closely related to ensure honest airing of views on the subject under discussion (Powell & Singe, 1996). They were drawn from the finance, human resource, and marketing and operation departments.

To ensure construct validity, which is a "logical relationship" found among the understudied variables (Babbie & Mouton, 2012: 123), questions were formulated based on the "general research area" and "specific research questions" (Bryman, 202:476). Nine types of questions put forward by Kvale (1996) to ensure detail response from respondents was adopted in the procedure. The questions are as follows:

- Introduction question: This question seeks to assess the interest and knowledge of the respondent in the subject area.
- Follow-up question: It urges the respondent to further explain the previous answer.
- Probing question: It is a question directed to a specific aspect of the previous question.
- Specifying question: This question requires the respondent to indicate his or her choice in reacting to a situation. For example, should you relocate, "where would you move to?" (Savage, Bagnall & Longhurst, 2005: 96).
- Direct question: This question requires a straight forward answer and its used cautiously in order not to stifle the views of the respondent, especially in a semi-structured interview.
- Indirect question: It is a question used to understand respondent's views through other means. Example, how do employees assess the effectiveness of diversity management in the organisation?
- Structuring question: It is used to alter the direction of the interview process.

- Silence: A period which allows the respondent to ponder over an answer and elaborate.
- Interpreting question: This question is used to verify the suitability of the interpretation given to the response. "Tentative summaries" are given by the interviewer or moderator, this allows the respondent(s) to "challenge or confirm" its correctness (Bosley, Arnold, & Cohen, 2009:1499).

In addition, a pilot test was conducted to give the researcher the needed confidence and detect questions which produce the same answer from respondents and of little interest. Similarly, the pilot test helped in identifying questions that make respondents uncomfortable as well as others they do not understand. Furthermore, a suitable flow of questioning was identified in the process (Bryman, 2012).

4.8 Data collection

According to Blanche et al. (2006), data are the fundamental ingredient in any research work and come from various sources and take the form of numbers (quantitative or numeric) or language (qualitative data). They further indicate that to come to a logical conclusion the researcher needs to obtain sound data to analyse and interpret. The strength of case study research hinges on the usage of data from multiple sources since it enhances the credibility of the study (Yin, 2003; Patton, 1990). The study obtained data from three main sources.

- Semi-structured interviews
- Focus groups
- Archival materials

4.8.1 Justification for employing semi-structured interviews

One of the primary sources of data used was derived from interviews (semi-structured) from a population of management staff in the selected organisations. Interviews, in general, have been described as an encounter regarding data collection in which an interviewer asks questions and receives responses from a respondent (interviewee). They may be conducted through various means such as telephonic or face-to-face. Interviews performed qualitatively focus on topics needed to be discussed into detail, instead of questions which are standardised (Babbie, 2005). One staff member in charge of diversity and inclusion in each region was interviewed. Secondly, a human resource staff member, well versed in diversity and inclusion in each region, was interviewed. Finally, one senior executive who was knowledgeable in diversity and inclusion in each organisation was also interviewed. The number of participants selected for an interview is significant to identify themes (Guest et al., 2006). Total samples of three (3) participants were interviewed. Although it was

anticipated to interview nine (9) participants from three organisations, one of the organisations declined and the other two (MTN and Vodafone) provided two and one experts respectively. Each interview took not less than one hour to ensure the robustness of the research. Boyce and Neale (2006:3) explain that interview is a qualitative measure including "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation".

A semi-structured interview is preferred in this instance since it serves a dual purpose; that is, it keeps the interview in focus concerning the research question and gives room for further exploration of the participants' views. As indicated by Bryman (2012), the interest in the interviewee's experience is much desired and the participants must have leeway to answer the interview questions. He further indicates that this gives an insight into what the participant sees as important. This will translate into having an in-depth understanding of the phenomenon under study. The interviews were conducted personally by the researcher and questions were centred on the challenges regarding demographics, socio-cognitive and organisational diversity. The semi-structured interviews were recorded and subsequently transcribed; this process assisted the interviewer (researcher) to follow up on interesting points, interrogate where necessary and prompt the interviewee's attention to any inconsistencies (Bryman, 2012).

4.8.2 Justification for employing focus groups

A focus group is a group interviewing approach used in exploring a specific theme or topic in-depth and the interest is in how participants discuss an issue as members than individuals (Bryman, 2012). Six employees forming a focus group were drawn from a population of employees, made up of finance, human resource, and marketing and operations departments. The discussion period took an hour and a half to two hours (Folch-Lyon & Trost, 1981; Powell & Singe, 1996). Each organisation had one focus group making a total of two groups. As indicated earlier, one of the three initial organisations declined to participate, therefore two focus groups (MTN and Vodafone) were available for discussion. The focus groups were cross-sectional and consisted of employees of the same rank to discuss the context and challenges associated with the demographic, socio-cognitive and organisational aspects of diversity management and to review policies relating to the topic in their various companies. The focus group discussions were recorded and subsequently transcribed. Bryman (2012) further asserts that the following reasons make a focus group approach a viable data collection method for a qualitative study:

- It is a way of interviewing individuals who have had experience in an unstructured way.

- The approach helps to gain insight into how individuals feel the way they do.
- The individuals can come up with issues relating to the topic that is deemed relevant and consequential.
- It helps the researcher to arrive at a more realistic conclusion about the participants' notion concerning the topic under discussion. This happens when participants argue to impress upon others to revise their notions.
- It offers an opportunity for the researcher to understand the collective interpretation of the phenomenon by the individuals. This forms the bedrock of symbolic interactionism and affirms the fact that understanding a phenomenon cannot be done through individuals in isolation.

The above explanation made it suitable to adopt the focus group technique since it helped in obtaining a deeper understanding of the phenomenon.

The interactive nature of the focus group stimulated critical thinking and ideas which are normally not thought of can emerge and can be very useful to the research. The snowballing effect also sparked responses which were critical to the topic. The focus groups were moderated by the researcher; he introduced topics relating to the research questions to be discussed. Questions relating to the topic were given to the members of the group before the session so that they could participate effectively. The limitation associated with the focus group is that some individuals are reluctant to participate in a group and only a fraction of the group may contribute effectively.

4.8.3 Justification for using archival material (secondary data)

Another source of data was materials (documents) such as corporate archives that depict challenges encountered by the selected multinationals and provided an overview of how they manage diversity. This approach of documents analysis was employed in conjunction with other methods in qualitative research to foster triangulation (Bowen, 2009). Similarly, it was applied together with other methodologies in the investigation of a phenomenon (Denzin, 1970). Triangulation, in this regard, provides convergence in outcomes and ensures the credibility of the study (Eisner, 1991). Further, Patton (1990) asserts that this approach exonerates the researcher from being blamed for relying on only one source of data, method, and view of the investigator. Documents provide secondary data that are a rich source of information for any social science research (Nachmias & Nachmias, 1992). Secondary data are of high quality in the sense that the procedure is rigorous, provides an opportunity to have a longitudinal view of the phenomenon under study, and saves time and cost (Bryman, 2012). This made it easier to have a broader understanding of the phenomenon being investigated.

4.9 Types of interview questions

According to Bryman (2012), open-ended questions give the respondent room to be more elaborate and that provides a broader explanation which leads to a deeper understanding of the phenomenon under investigation. He further outlines the following advantages in this respect:

- The questions allow respondents to come up with varied responses and there are no restrictions.
- The questions can make respondents provide answers that may be very useful but not thought of by the researcher, therefore deepening the understanding of the phenomenon.
- There are no suggestions regarding answers which help in depicting the level of knowledge of the respondent concerning the topic.
- Its helps in exploring new areas.

This approach was adopted due to its ability to deliver the research questions and objectives. The interview questions are found in Appendix 1.

4.10 Data analysis

Data analysis has described a process that is integrated into all stages of data to ensure the interpretation makes sense and the effectiveness of this exercise depends on the rigor and tolerance applied by the researcher (McMillan & Schumacher, 2006). McMillan and Schumacher (2006) further state that, to a very large extent, the researcher's intellectual ability has a high impact on the process.

The qualitative data analysis focused on obtaining an in-depth and comprehensive understanding of the challenges encountered by multinational companies in the telecommunications industry in Ghana. Data collection and analysis were done simultaneously; this pointed to areas that need further probing in subsequent interviews and focus group discussion. Each case was analysed as 'stand-alone' or within its context (Bryman, 2012; Denzin, 1970) to ensure that its unique characteristics emerged. This is the process where data was interpreted in context to ensure accuracy and reduce subjectivity to the barest minimum before a cross-sectional analysis was done which facilitated a comparison between the cases (Eisenhardt, 1989).

4.10.1 Coding

Since qualitative data are usually in words, a coding scheme was developed inductively to identify indicators of challenges encountered by the selected multinational companies and maintain objectivity (Glaser & Strauss, 1967; Blanche et al., 2006). The open coding approach was employed to break

down, examine, conceptualise and categorise the data (Bryman, 2012). Coding was further used in analysing the relationships among the captured indicators of the challenges encountered by the multinational companies in the telecommunications industry. This goes to support the argument of Saldana (2009:8), who indicates that "coding is a method that enables you to organise and group similarly coded data into categories or 'families' because they seem to share some characteristics". In addition, the Likert scale was employed to determine the relative intensity of respondents' views (Babbie & Mouton, 2012), regarding the challenges in managing diversity and inclusion in the telecommunication industry in Ghana. This approach further assisted in creating themes out of the codes.

The guidelines put forward by Lofland & Lofland (1995) to ensure effective coding were employed. In this regard, questions such as: What the item of data is about? Which topic is it related to? What the topic does it suggest? What activities are observed within the phenomenon? This was applied by following the steps suggested by Bryman (2012):

- Coding as soon as possible
- Reading the scripts carefully without taking initial notes; only a few notes of striking import or very significant items were noted.
- A second reading was done, and notes were taken regarding significant remarks or observations.
- Initial basic coding began by identifying keywords and names.
- Codes were reviewed concerning the transcripts by ensuring that one word described the same phenomenon. This was also applied to codes regarding concepts and categories in the literature.
- Relationships among codes were identified and coded accordingly.
- More theoretical ideas concerning data and codes were considered. A detailed examination as to how these codes related to the literature was done.
- Links were established among the codes and further cross-checked with the data.

4.10.2 Thematic analysis

Thematic analysis was employed to identify discourses or impressions from data coded from multiple sources such as interviews, focus group discussions and archival materials (Blanche et al., 2006). This is because themes and concepts begin to emerge after the codes have been categorised and that helps to conceptualise the issues to transcend the granularity of the data; this is then linked to theory (Saldana, 2009). In this case, coding, categorisation, and thematic analysis were adopted in the process to arrive at the desired result. This approach is supported by the assertion of Saldana (2009:13), who states that

"a theme is an outcome of coding, categorization, and analytic reflection, not something that is in itself coded".

NVivo, which is a computer-aided system for qualitative data analysis was also employed to ensure accuracy and efficiency. Similarly, critical discourse and narrative analysis, where the role of language as a power resource regarding socio-cultural change and ideology in addition to stories that affect individuals and help them to make sense of the environment (Bryman, 2012) were examined respectively. Finally, data were analysed comparatively by using the transcripts from interviews, data from focus group discussions as well as archival materials and aligned with what is known in the literature. This helped in the comprehensive description of the cases, the formulation of a model and suggestions to mitigate the challenges in managing diversity and inclusion. This can aid multinationals when they approach diversity and inclusion management in the telecommunications industry in Ghana.

4.11 Ethical issues

Gateway permission was sought from the organisations and participants were required to participate at their own will. Ethical clearance forms were given to participants to fill to confirm their consent (Heaton, 2004). Furthermore, the process strictly adhered to the guidelines outlined by Bryman and Bell (2007) and Creswell (2007):

- Research participants were not subjected to any form of harm.
- Respect for the dignity of research participants was upheld.
- Full consent was obtained from the participants before the interviews started.
- The protection of the privacy of research participants was guaranteed.
- High level of confidentiality of the research data was ensured.
- Individuals' anonymity was ensured.
- Deception about the objectives of the research was avoided.
- Any conflict of interest or sources of the fund was dealt with.
- Transparency and honesty were strictly adhered to at all levels in the study.
- Any misleading information and bias representation were avoided.

4.12 Trustworthiness

To ensure the trustworthiness of the study, the criteria put forward by Guba (1981) was ensured throughout the process. That is construct validity, credibility/internal validity, transferability/ external validity, dependability/reliability, confirmability. As a basic principle, the following measures were

also ensured: (1) the research question was clearly stated; (2) the research design suits the case study; (3) purposive sampling was used; (4) systematic analysis and management of data were ensured (Russell, Gregory, Ploeg, DiCenso, & Guyatt, 2005). Triangulation of data sources, data types and researchers were used so that the phenomenon was explored from multiple perspectives (Creswell & Miller, 2000; Curtin & Fossey, 2007; Knafl & Breitmayer, 1989; McMillan, 2004).

There was an intense exposure to the phenomenon under study contextually to create a rapport with participants. This helped in understanding various perspectives of the phenomenon and reduced subjectivity during interviews. This further ensured that participants aired their views freely and honestly. Further, there was a repeated encounter with the interviewees and focus groups until saturation of data was attained. Other researchers coded the same data for comparison while the researcher also did a second round of coding to ensure conformity (Krefting, 1991). Finally, there was member checking; participants were invited to check the interpretation of the data they provided to ensure that it was in line with their experiences (Curtin & Fossey, 2007; Doyle, 2007; Merriam, 1998).

To this end, the trustworthiness of this study was tailored to suit the logical approach (construct validity, credibility/internal validity, transferability/ external validity, dependability/reliability, confirmability) widely employed to ascertain the quality of a case study and, by extension, social scientific research (Yin, 2009):

4.12.1 Construct validity

This is a measure that depicts the efficiency of the laid-down procedure used to examine the reality within a phenomenon (Denzin & Lincoln, 1994). This ensures a suitable action is employed to efficiently measure the concepts being studied (Emory & Cooper, 1991; McDaniel & Gates, 1991). Subsequently, a well-defined strategy needs to be employed to avert subjectivity (Yin, 1994). In ensuring the above, the use of data from different sources is applied, e.g., interviews, focus groups and archival materials (Gibbert & Ruigrok, 2010). Further, a series of related indications are established (Yin, 1994). Finally, a detailed description of the data collection and analysis has been provided with a clear indication of how the actual process departed from the planned procedure and its impact on the outcome (Geertz, 2003).

4.12.2 Credibility/internal validity

In the quantitative approach, internal validity or credibility seeks to establish a relationship between variables (McDaniel & Gates, 1991; Emory & Cooper, 1991; Miles & Huberman, 1994; Zikmund, 1991). However, in qualitative research, it ensures the credibility of a phenomenon through generative

mechanisms or causal powers (Guba & Lincoln, 1994; Miles & Huberman, 1994; Tsoukas, 1989; Yin, 1993). This point to the fact that an investigation which employs a qualitative case study approach generates mechanisms that enable researchers to establish inferences regarding a phenomenon in its natural context (Merriam, 1998; Sykes, 1990, 1991; Tsoukas, 1989).

This study followed the guidelines provided by Yin (1993). To establish this criterion, the cases were cross-analysed, linking one pattern to the other to ensure the internal consistency of the outcome. To establish further credibility, a review by experts and construction of diagrams to explain the findings was undertaken. Matrices concerning data were developed to ensure internal consistency. Subsequently, findings were linked to concepts and theories found in the literature. Finally, triangulation of data and the discussion of outcomes with seasoned academics in the field under investigation was done (Hirschman, 1986; Lincoln & Guba, 1985), together with the declaration of perceptions regarding the investigator's views and values (Merriam, 1998).

4.12.3 Transferability/external validity

This can be described as the extent to which an outcome of a study can be replicated in other contexts (Emory & Cooper, 1991; Lincoln & Guba, 1985; McDaniel & Gates, 1991; Miles & Huberman, 1994; Yin, 1989). The case study approach uses analyses to generalise findings; that is, specific outcomes are replicated into broader theory (Perry et al., 1997; Tsoukas, 1989; Yin, 1994). This study makes this criterion feasible by employing a multiple case study approach where evidence is compared as a methodology (Lincoln & Guba, 1985; Miles & Huberman, 1984). Transferability or external validity has also been made possible by this study through multiple cases since a single case has been criticised for offering poor generalising capabilities (Eisenhardt, 1989; Parkhe, 1993; Yin, 2009).

4.12.4 Dependability/reliability

This is related to the extent to which a study will produce the same result when carried out by a different investigator (Cassell & Symon, 1994; Emory & Cooper, 1991; King, Kochrane & Verba, 1994; McDaniel & Gates, 1991; Miles & Huberman, 1994; Singleton, Straits & Straits, 1993). To achieve this aim, this study adopted an approach that ensured that documents produced can be traced. In this regard, a protocol was put in place during data collection and a database was established (Eisenhardt, 1989; Merriam, 1988; Parkhe, 1993) which is available to other investigators (Yin, 1994). This makes the outcome of the study more reliable and provides an in-depth understanding of the phenomenon being investigated.

4.12.5 Confirmability

This is described as the ability of the outcome of the study to convince other researchers of the strict adherence to the protocol adopted by the investigator (Lincoln & Guba, 1985; Miles & Huberman, 1994; Riege & Nair, 1996). This was achieved by preserving records of data collected (audio recordings, transcripts, notes from interviews and secondary data) to enable other researchers to establish the trend of evidence by assessing the logic concerning the data collected and conclusions drawn.

4.13 Chapter summary

In this chapter, the chosen method has been clearly explained. Further, the chapter has justified the suitability of the method employed to unpack the research questions and achieve the desired objectives. The various steps applied in the process to answer the research questions were outlined. Other methods were also discussed and its inability to answer the research questions adequately was also highlighted, buttressing the suitability of the chosen method. The next chapter presents the data obtained from the field in a meaningful manner, employing codes and themes.

CHAPTER 5: DATA PRESENTATION

5.1 Introduction

The previous chapters have highlighted the importance of diversity and inclusion in organisations and society as a whole. Challenges associated with diversity management have also been identified. This study sought to explore the challenges in managing demographics, socio-cognitive and organisational diversity by multinationals in the telecommunications industry in Ghana. This gap was filled by employing a qualitative multiple case study of selected multinationals to unravel the challenges in this regard. The organisations selected, exemplify the telecommunication industry in Ghana and therefore provide a suitable context for the research questions and objectives (Bryman, 2012).

This chapter presents data which were collected and processed in consonance with the stated problem, research questions, and objectives posed in the first chapter of this thesis. Key findings were reported under each category and incisive responses were quoted verbatim to give findings the needed expression. The subsequent chapter discusses, analyse the findings and links it to existing literature. This thesis employed a case study method where two multinationals in the telecommunications industry in Ghana were investigated.

Three in-depth interviews were conducted in the selected organisations; the interviewees were individuals who are experts in diversity and inclusion management. MTN-Ghana and Vodafone-Ghana had two and one diversity and inclusion management experts respectively. Subsequently, two focus group discussions were conducted in each organisation (MTN-Ghana and Vodafone-Ghana). The members of the two focus groups were individuals directly involved in the management of diversity and inclusion. The number of interviews and focus group discussions resonates with the assertion that the purpose of a case study is to obtain an in-depth understanding of a phenomenon and not necessarily generalising the results. In this regard, the absoluteness of the data is more critical than the relative size (Bryman, 2012). Therefore, the three in-depth interviews and two focus group discussions provided absolute data.

The findings of the study were presented in two segments: each part consists of responses from participants in one of the two multinationals under investigation. Within each segment, there were two sections; findings from in-depth interviews and focus group discussions. The responses were coded and grouped to form themes. The data was processed through thematic content analysis within the confines of the research questions and the chosen framework (Relational Framework). This was done by employing the general strategy of qualitative data analysis where a framework guides the process

(Bryman, 2012). It involved the identification of themes and categories emerging from the data collected. This was done by examining the transcripts to identify themes, verify and qualify them by repeatedly searching the data for further categories and themes (Pope, Ziebland & Mays, 1999).

To achieve this, open coding was applied as the first step. This was where statements that summarise elements discussed in the transcripts were made after the responses from participants have been precisely transcribed (Burnard, Gill, Stewart, Treasure & Chadwick, 2008). Subsequently, similar codes identified were grouped to form themes. Quotes, speaking directly to the research questions and objectives, were used as exemplars. Regarding the focus group discussions, a consensus was established as to the degree of agreement on the challenges associated with the management of diversity in the respective organisations. This was done by employing a Likert scale to ascertain the degree of challenges concerning the management of diversity and inclusion in the organisations under study. After presenting the cases internally, a cross-sectional analysis was performed to fully understand the challenges within the telecommunications industry in Ghana regarding diversity and inclusion.

To validate the data, the presentation was sent back to participants to confirm if it mirrors their experiences (member check). This helped in reducing subjectivity and painted a realistic picture of the phenomenon. Finally, other qualitative researchers also assessed and analysed the data to ensure conformity.

5.2 Personal data of respondents

Participants in the in-depth interviews were management level personnel, who played a major role in diversity management in the respective organisations. The corporate services department of MTN also served as the diversity department. Two staff members were interviewed in this department, a man and a woman. In the case of Vodafone, a designated department for diversity management is in place. The department has one expert who is a woman, who liaises with other departments to ensure the effective management of diversity in the organisation. In this regard, one in-depth interview was conducted since there was no one else who could provide information on equal measure. The participants in the in-depth interviews in both organisations were college graduates and fell within the age bracket of 30-40 years old. The semi-structured interviews were conducted on the premises of the respective organisations and took between one and a half to two hours.

Focus group participants were line managers from different departments and of varied background. The focus groups were made up of six members, three men, and three women. They were all college

graduates with substantial experience in management and fell within the age bracket of 30-35 years. The discussions were held on the premises of the respective organisations and lasted for almost three hours in both cases due to numerous views and counter-views by the participants.

5.3 Objectives of the study

The study sought to investigate the challenges encountered in managing diversity and inclusion and how they hampered the creation of an inclusive work environment. Selected organisations in the telecommunications industry in Ghana were investigated in the process. The main challenges investigated were associated with:

• Demographic diversity

• Socio-cognitive diversity

• Organisational diversity

Further, the historical context, national and corporate policies were assessed in the light of creating an inclusive organisation. The questions used in collecting data during the field work can be found in Appendix 1 and the codes created for the analysis is also found in Appendix 2.

5.4 Coded text from in-depth interviews (MTN-Ghana)

The analysis provided below is based on the interview questions and then coded according to the codes in Appendix 2.

5.4.1 Demographic factors

Question 1: In your view, what is diversity and inclusion in your organisation?

Interviewee's responses	Coding	
Interviewee MTN 1: Diversity and inclusion in MTN can be described as respecting the **differences** among employees to ensure that inclusion is upheld. MTN is made up of individuals from **diverse background** and the organisation recognises the need to make everyone feel that they **belong**.	A	Appreciation of differences
	B	Belongingness
	C	Utilising different background to achieve a set goal
Interviewee MTN 2: Harnessing the **different backgrounds** in the	A	Appreciation of

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			differences
organisation to achieve a set goal.		**C**	Utilising different background to achieve a set goal

Question 2: What are the challenges in managing diversity and inclusion concerning the following demographics in your organisation?

Demographic factor	Interviewees' responses	Codes	
i) Age	*Interviewee MTN 1:* The age difference **brew tension** in the sense that younger managers or team leaders find it **difficult to assign a task to older members**, this is due to the fact the cultural context dictates that older individuals do not take instruction form younger ones. In realising this fact, MTN has designed a strategy to make the task that is assigned to individuals ahead of time. This relief the younger managers or team leaders of the burden of given instructions every day, making the tension between the young and the old minimal. Another option to defuse this tension is allowing subordinates to air their grievances easily without being **victimised by senior colleagues.**	**E**	Challenges regarding age differences
	Interviewee MTN 2: MTN is a relatively **youthful** organisation in terms of employees; however, **control becomes a bit difficult** when a long-tenure employee who is younger becomes the head of an employee who is older and relatively new. This normally happens when the older employee has much **experience** in other areas from a different organisation or highly educated and has been in the same school where he/she was a senior. Per the recruitment structure,	**E**	Challenges regarding age difference
		V	Challenges regarding knowledge level
		Y	Challenges regarding job tenure
		Z	Challenges regarding work and functional experience

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Demographic factor	Interviewees' responses	Codes	
	qualification does not matter, rather the employees' ability to perform is the most important, and this makes them have **long tenure** and much **experience** on the job but may not be highly educated. This has led MTN to recruit employees' who have just completed school. This creates **tension** within the Ghanaian context since **highly educated** people find it difficult to work under individuals who are **less educated**. Similarly, older employees at times find it difficult to submit to younger leaders.		
ii) Gender	*Interviewee MTN 1:* A notable challenge is the **psychological makeup** of women since they are very emotional. Their male counterpart fails to comprehend the trend in their behaviour and wants them to be at their peak all the time. This creates **tension** and makes them feel **alienated** at time. Similarly, some female colleagues are guilty of this situation, expecting consistency from their female colleagues all the time.	**B**	Belongingness
		G	Gender challenges
		H	Challenges regarding performance of women at the work place.
	Interviewee MTN 2: The **ego** of men makes it difficult to work with managers who are women. Men naturally see themselves as heads, per the Ghanaian context, and make it difficult to take instruction from women. On the other hand, **women also tend to rebel** when they are being managed by a domineering male manager and turn to compare them to their spouses. The women especially turn to fight back when they are of **higher social standing** or associated with high-calibre individuals. E.g. When a woman is married	**G**	Gender challenges
		9A	Challenges regarding social status

Demographic factor	Interviewees' responses	Codes	
	to a prominent man in society, it becomes difficult to submit to a manager of less social standing.		
iii) Social Status	*Interviewee MTN 1*: The most easily identifiable challenge is **jealousy** since individuals of high social status are being envied by those of low social status. On the other hand, one would also find those of high social standing **disrespecting** those at the lower level, impeding harmony there by preventing inclusion.	I	Challenges regarding envy
		5A	Challenges regarding subjugation
		7A	Challenges regarding disrespect
	Interviewee MTN 2: Younger or individuals who have less social status feel subjugated by those of high social status	5A	Challenges regarding subjugation
		9A	Challenges regarding social status
(iv) Marital Status	*Interviewee MTN 1:* Marriage is seen to be prestigious in the Ghanaian context and married men and women elevate themselves higher than unmarried individuals which also brew tension and usually prevent inclusion.	J	Challenges regarding marital status as its seen as a higher social status
		5A	Challenges regarding subjugation
		7A	Challenges regarding disrespect
	Interviewee MTN 2: Married employees see themselves to be more responsible than single employees and find it difficult to take instruction from them. For example, the married employee will find it difficult to understand the manager who is single because he or she thinks they do not experience the stress that comes with issues surrounding marriage such as bringing up children. This impedes inclusion in the organisation.	J	Challenges regarding marital status as its seen as a higher social status

Demographic factor	Interviewees' responses	Codes	
(v) Financial Status	*Interviewee MTN 1*: Disrespect is the major challenge in this regard; those who are financially endowed turn to disrespect others who are less financially endowed. MTN sees this behaviour as bullying and has put measures in place to address it; such as escalating the issue to higher authorities.	**K**	Challenges regarding the financial status
		5A	Challenges regarding subjugation
		7A	Challenges regarding disrespect.
	Interviewee MTN 2: This also comes with some level of creating of in-groups due to the financial wellbeing. For example, people of the same financial standing are seen together and forms ingroups. This does not create a fully integrated or inclusive organisation.	**K**	Challenges regarding the financial status
vi) Physical appearance and capabilities	*Interviewee MTN 1:* Physical appearance has not been significantly identified as a challenge when it comes to the formation of an inclusive environment; however, it may **play in the background**. The identifiable challenge is a difficulty for individuals who are on the same level to **accept criticisms from colleagues** when it comes to forming a consensus. This prevents inclusion and delays decision-making.	**L**	Challenges regarding physical appearance
		M	Subtle challenges regarding the acceptance of criticism by colleagues
	Interviewee MTN 2: **No significant challenge** identified regarding physical appearance; however, there is the **perception that people of stature have specific temperament**; e.g. short people are noisy and quick-tempered such prejudice do not help the creation of an inclusive organisation. Similarly, **overweight people** are seen to be not trendy and hinder the quest for an inclusive organisation. Regarding capabilities,	**L**	Challenges regarding physical appearance

Demographic factor	Interviewees' responses	Codes	
	employees who do not contribute adequately to their teams normally do not feel belonging		
vii) Ethnicity	*Interviewee MTN 1:* Tolerance level is quite high and that reduces tension in this regard. The **culture of silence** makes it difficult to manage this difference. "People paint others with the same **ethnic or traditional brush** without taking time to know them.	3A	Challenges regarding ethnicity
		8A	The challenge regarding freedom of expression
	Interviewee MTN 2: No significant challenge identified, invariably there are **subtle differences**. Employees turn to gravitate towards their ethnic group or traditional beliefs, although it **does not physically manifest** in the work environment	3A	Challenges regarding ethnicity

viii)   What about other demographics I have not mentioned?

Although the following responses did not directly address demographic factors, they are included here because this is how the interviewees answered this question

Interviewees' responses	Codes	
Interviewee MTN 1: Another challenge is the different rate of adjustment by individuals who come into the organisation. This poses a problem since it takes time to get everyone on the same page regarding the organisational culture. Inclusion is attained when everyone adjusts to the organisational culture indicating that slow adjusters retard the progress of inclusion.	O	Challenges regarding the period of getting an employee to accept organisational culture.
Interviewee MTN 2: People who are over enthusiast, assertive and seen to have a fighting spirit normally do not feel belong since they are deemed disrespectful and ill-mannered.	10A	Challenges regarding assertiveness

5.4.2 Socio-cognitive factors

Question 3: What are the following socio-cognitive challenges in managing diversity and inclusion in your organisation at the individual level?

Socio-cognitive factor	Interviewees' responses	Codes	
i. Religious beliefs	*Interviewee MTN 1*: There is **no notable challenge** regarding religious diversity since the tolerance level in this regard is very high. However, one cannot discard **subtle tensions** among people of varied religious background.	**P**	Challenges regarding religion
	Interviewee MTN 2: No significant challenge identified	**N**	No significant challenge
ii. Political Inclination	*Interviewee MTN1:* Political inclinations play a part in how people carry themselves but do not surface in the work environment. Stringent measures are put in place to **curtail any visible occurrences** in this regard. For example, individuals are **forbidden** to be seen in any **political colours** during organisational functions.	**Q**	Challenges regarding politics
	Interviewee MTN 2: No significant challenge identified	**N**	No significant challenge
iii. Language	*Interviewee MTN 1:* High tolerance level in this regard reduces the tension considerably. However, the tendency for employees to gravitate towards those who speak their native language is quite high.	**20A**	Challenges regarding language
	Interviewee MTN 2: No significant challenge identified, invariably there are subtle differences. Employees turn to gravitate towards their language group, although it does not physically manifest in the work environment.		
iv. Mental challenges	*Interviewee MTN 1:* Challenges at this level is centred on the group leader or manager's ability to identify the mental capabilities of team members and quickly recommend the training to prevent overburdening of other group members.	**R**	Challenges regarding mental capabilities

Socio-cognitive factor	Interviewees' responses	Codes	
	Those overburdened feels reluctant over time taking on the added task and then withdraw. Those with lesser mental capabilities feel alienated since they are not properly engaged. This impedes inclusion and the leader or manager "must identify those who are not coping with the workload and recommend training".		
	Interviewee MTN 2: Slow thinking employees feel less belonged since they normally do not cope with the work pressure.		
v. Thinking Patterns	*Interviewee MTN 1:* More creative employees feel belonged than the less creative ones making them feel alienated	**S**	Challenges regarding thinking patterns
	Interviewee MTN 2: A significant challenge arises when the less innovative individuals feel side-lined causing them to withdraw, preventing inclusion. A notable cause of "less innovativeness in thinking" is when a task monotonous.	**S**	Challenges regarding thinking patterns
	Interviewee MTN 2: More creative employees feel belonged than the less creative ones making them feel alienated.		
vi. Sexual Orientation	*Interviewee MTN 1*: Certain sex orientation is frown upon in the Ghanaian context, making it an activity in the dark. There is remorse of LGBT in the organisation but has been kept in secret so one cannot put a finger on the challenge.	**T**	Challenges regarding sexual orientation
	Interviewee MTN 2: Since its illegal in Ghana to be of any sexual orientation other than the natural, individuals don't talk openly about it and		

Socio-cognitive factor	Interviewees' responses	Codes	
	those who indulge in it keep it secret and may not feel belonged.		
vii. Personality characteristics	*Interviewee MTN 1:* The tension identified in this regard is the subjugation of the introvert by the extrovert that makes them withdraw and prevent inclusion.	U	Challenges regarding personality characteristics
		6A	Challenges regarding stereotyping
	Interviewee MTN 2: The extrovert is not easily entertained by others since they are deemed to be less loyal and can't keep secrets, therefore they are normally alienated.	U	Challenges regarding personality characteristics
viii. Intelligence	*Interviewee MTN 1:* Tolerance level at this level is high, the intelligent and the less intelligent averagely get on well. The intelligent people are willing to mentor others and the less intelligent are also willing to learn from them	N	No significant challenge
	Interviewee MTN 2: An employee who performs intelligently, feel belonged than the person who fails to apply his or her intelligence properly. This makes those who are not peaking performers fell less belonged.	11A	Challenges regarding high performance
ix. Knowledge level (education level)	*Interviewee MTN1:* The challenge in this regard is caused by stagnation on the organisational ladder by highly educated people, making them disengaged and retarding inclusion.	V	Challenges regarding knowledge level.
		7A	Challenges regarding disrespect
	Interviewee MTN 2: The tendency for highly educated employees to subjugate the less	11A	Challenges regarding high

Socio-cognitive factor	Interviewees' responses	Codes	
	educated ones exist, the however inclusion is based on performance, the better an employee perform the more belonged he or she feels. Furthermore, employees from well-endowed schools turn to look down on those from a less endowed school, creating tension and derailing inclusion.	V	performance
			Challenges regarding knowledge level

5.4.3 Organisational factors

5.4.3.1 Challenges

Question 4: What are the following organisational challenges in managing diversity and inclusion in your organisation?

Organisational factor	Interviewees' responses	Codes	
i) Functional or Job Portfolio	*Interviewee MTN 1:* The challenge in this regard is the low internal customer satisfaction, where individuals in charge of a function fail to deliver on time to another individual with a different job portfolio who is an internal customer. This prevent the needed inclusion in the organisation since the less satisfied internal customer does not feel belonged in the process.	W	Challenges regarding job portfolios
	Interviewee MTN 2: "Knowledge is power and he or she who does not contribute to the team seems to be alienated". On the other hand, tension brews when employees having different portfolios become self-cantered in getting on the same page to achieve a set goal.	M	Subtle challenges regarding the acceptance of criticism by colleagues
		W	Challenges regarding job portfolios
ii) Job Status	*Interviewee MTN 1:* Highly ranked employees	X	Challenges

Organisational factor	Interviewees' responses	Codes	
	turn to be less concerned about lower-ranked employee plight and make them feel alienated. On the other hand, lower-ranked employees who do not report directly to a higher-ranked employee may not treat his or her instruction with the needed urgency making the senior employee feel disrespected and then withdraw, derailing inclusion		regarding the job status
	*Interviewee MTN 2: "*Knowledge is power and he or she who do not contribute to the team seem to be alienated". On the other hand, tension brews when employees having different job status become self-cantered in getting on the same page to achieve a set goal.	**M**	Subtle challenges regarding the acceptance of criticism by colleagues
		W	Challenges regarding job portfolios
iii) Job Tenure (seniority)	*Interviewee MTN 1:* Those who do not have secured tenures such as casual, contract workers and third parties normally do not feel belonged because of job security and remuneration.	**Y**	Challenges regarding job tenure
	Interviewee MTN 2: Knowledge is power and he or she who do not contribute to the team seem to be alienated. On the other hand, tension brews when employees having different job tenure become self-centred in getting on the same page to achieve a set goal.	**M**	Subtle challenges regarding the acceptance of criticism by colleagues
		W	Challenges regarding job portfolios

5.4.3.2 Hierarchical ranking

Question 5: What are the following challenges regarding hierarchical ranking in managing diversity and inclusion in your organisation?

Organisational factor	Interviewees' responses	Codes	
i) Work Experience	*Interviewee* **MTN1**: The experienced employee at time feels reluctant to share knowledge, especially if the new comer is highly educated and his position is threatened. this makes them feel threatened and disengaged. The new comers also feel alienated when they are not given the needed support in this regard	**Z**	Challenges regarding work and functional experience
	Interviewee **MTN 2**: "Knowledge is power and he or she who does not contribute to the team seems to be alienated". On the other hand, tension brews when employees having different work experience become self-cantered in getting on the same page to achieve a set goal.	**M**	Subtle challenges regarding the acceptance of criticism by colleagues
		W	Challenges regarding job portfolios
		Z	Challenges regarding work and functional experience
ii) Functional Experience	*Interviewee* **MTN 1**: The challenge in this regard mirrors what pertains concerning work experience	**Z**	Challenges regarding work and functional experience
	Interviewee **MTN 2**: "Knowledge is power and he or she who do not contribute to the team seem to be alienated". On the other hand, tension brews when employees having different functional experience become self-centred in getting on the same page to achieve a set goal.	**M**	Subtle challenges regarding the acceptance of criticism by colleagues
		W	Challenges regarding job portfolios
		Z	Challenges

Organisational factor	Interviewees' responses	Codes	
		regarding work and functional experience	

5.4.3.3 Policies

Question 5: In your opinion what are some of the policies of the organisation that pose a challenge to diversity and inclusion management?

Interviewees' responses	Codes	
Interviewee MTN1: The policy that makes individuals identify themselves regarding gender, age, marital status when filling forms do not auger well for inclusion since it highlights the differences in the organisations.	**4A**	Challenges regarding corporate policies
Interviewee MTN 2: Differences in employee benefit does not aid inclusion. For example, when people are assigned the same task but have different benefit. Similarly, job tenure such as permanent and contract workers are given different packages. This at the time does not inure to the benefit of the contract or casual worker, making them feel less belonged.	**Y**	Challenges regarding job tenure,
	12A	Challenges regarding employment benefit

Question 6: In your view how do policies enacted by various regimes (governments) hinder the management of demographic, socio-cognitive and organisational diversity in the organisation?

Interviewees' responses	Codes	
Interviewee MTN 1: The country's stand on LGBT does not encourage inclusion.	**T**	Challenges regarding sexual orientation
Interviewee MTN 2: Laws that prevent people from coming out to express themselves such as LGBT laws make people go underground and prevent inclusion. "An observation that I have regarding labour department is its dysfunctional nature". This makes the laws ineffective, leading to employers not adhering to legislature enacted by the government.	**2A**	Challenges regarding various policies by government,
	8A	Challenge regarding freedom of expression

5.4.3.4 Challenges to management

Question 7: In a country like Ghana with over ninety ethnic groups, how does it pose a challenge to the management of diversity?

	Interviewees' responses	Codes	
Demographic Diversity	*Interviewee MTN 1:* Difficulty in accepting differences, stereotyping	**7A**	Challenges regarding disrespect
		E	Challenges regarding age difference
	Interviewee MTN 2: Northerners and those from the Volta region are normally marginalised since they are not much endowed in education, wealth, etc. "This makes them feel oppressed."	**6A**	Challenges regarding stereotyping
		5A	Challenges regarding subjugation
		K	Challenges regarding the financial status
		V	Challenges regarding knowledge level.
Socio-cognitive Diversity	*Interviewee MTN 1:* Difficulty in accepting differences, stereotyping	**E**	Challenges regarding age difference
		6A	Challenges regarding stereotyping
	Interviewee MTN 2: Northerners and Voltarians (people from the Volta region) are normally marginalised since they are not much endowed in education, wealth, etc. "They feel oppressed"	**5A**	Challenges regarding subjugation
		7A	Challenges regarding disrespect
		K	Challenges regarding the financial status
		V	Challenges regarding knowledge level
Organisational Diversity	*Interviewee MTN 1:* Difficulty in accepting differences, stereotyping.	**E**	Challenges regarding age difference
		6A	Challenges regarding stereotyping

	Interviewees' responses	Codes	
	Interviewee MTN2: Northerners and Voltarians (people from the Volta Region) are normally marginalised since they are not much endowed in education, wealth, etc. "They feel oppressed."	**5A**	Challenges regarding subjugation
		7A	Challenges regarding disrespect
		K	Challenges regarding the financial status
		V	Challenges regarding knowledge level.

Question 8: What are the challenges in managing diversity and inclusion within the historical context regarding socio-cultural values, politics and economic conditions?

Interviewees' responses	Codes	
*Interviewee **MTN 1**:* There is no significant challenge identified in my view.	**N**	No significant challenge
*Interviewee **MTN 2**:* Northerners and Voltarians (people from the Volta Region) are normally marginalised since they are not much endowed in education, wealth, etc. "They feel oppressed"	**5A**	Challenges regarding subjugation
	7A	Challenges regarding disrespect
	K	Challenges regarding the financial status
	V	Challenges regarding knowledge level.

5.4.3.5 Challenges to the management of diversity

Question 9: In your view, how does the present socio-cultural, political and economic environment pose a challenge to the management of the following aspects of diversity in your organisation?

	Interviewees' responses	Codes	
a) Demographics	*Interviewee **MTN 1**:* There is no significant challenge identified in my view	**N**	No significant challenge

	Interviewees' responses	Codes	
	Interviewee MTN 2: No significant challenge identified	**N**	No significant challenge
b) Socio-cognitive diversity	*Interviewee MTN 1:* There is no significant challenge identified in my view	**N**	No significant challenge
	Interviewee MTN 2: No significant challenge identified	**N**	No significant challenge
c) Organisational Diversity	*Interviewee MTN 1:* There is no significant challenge identified in my view	**N**	No significant challenge
	Interviewee MTN 2: No significant challenge identified	**N**	No significant challenge

Question 10: How do the corporate diversity policies pose a challenge to diversity management in its subsidiary in Ghana regarding the following?

	Interviewees' responses	Codes	
a) Demographic Diversity	*Interviewee MTN 1:* More sophisticated policies for the Ghanaian context, preventing the older employees who are not much in tune with current trends do not fully feel belonged.	**A1**	Challenges regarding organisational policy
	Interviewee MTN 2: Policies are tailored to suit the Ghanaian context due to the differences between the two environments. An identifiable policy that is not suitable is employees urged to speak out which is not very Ghanaian since those who speak out are normally seen to be arrogant. 'Candour with respect'	**8A**	The challenge regarding freedom of expression
		10A	Challenges regarding assertiveness
b) Socio-cognitive Diversity	*Interviewee MTN 1:* More sophisticated policies for the Ghanaian context, preventing those with little exposure to feel belonged.	**A1**	Challenges regarding organisational policy

	Interviewees' responses	Codes	
	Interviewee MTN2: Policies are tailored to suit the Ghanaian context due to the differences between the two environments. An identifiable policy is that is not suitable now is the employees urged to speak out which is not very Ghanaian since those who speak out are normally seen to be arrogant. "Candour with respect"	**8A**	The challenge regarding freedom of expression
		10A	Challenges regarding assertiveness
c) Organisational Diversity	*Interviewee MTN1:* Liberal policies encouraged in the Ghanaian context such as the acceptance of LGBT as a normal way of life make some employees take entrenched positions in my view, preventing inclusion in the work environment.	**1A**	Challenges regarding organisational policy
	Interviewee MTN 2: Policies are tailored to suit the Ghanaian context due to the differences between the two environments. An identifiable policy not suitable is employees urged to speak out which is not very Ghanaian since those who speak out are normally seen to be arrogant.	**8A**	The challenge regarding freedom of expression
		10A	Challenges regarding assertiveness

Question 11: What are the convergence and divergence found between the corporate diversity policies and that of the subsidiary in Ghana regarding the following?

	Interviewees' responses	Codes	
a) Demographic Diversity	*Interviewee MTN 1:* Divergent policies More sophisticated policies for the Ghanaian context Convergent policies – Business strategy that engages team members on an individual basis.	**A1**	Challenges regarding organisational policy
	Interviewee MTN 2: "I will touch on the	**8A**	The challenge

	Interviewees' responses	Codes	
	divergence since the convergence such as training policies aid inclusion". Candour with respect is a departure from the Ghanaian culture since they are not brought up to speak up against issues that affect them negatively. The declaration of gifts and sharing it among team members is also not Ghanaian.		regarding freedom of expression
		10A	Challenges regarding assertiveness
b) Socio-cognitive Diversity	*Interviewee MTN 1:* Divergent policies More sophisticated policies for the Ghanaian context Convergent policies – Business strategy that engages team members on an individual basis.	**A1**	Challenges regarding organisational policy
	Interviewee MTN 2: The issues of candour with respect and declaration of gifts are points of divergence with religious tolerance being a point of convergence.	**8A**	The challenge regarding freedom of expression
		10A	Challenges regarding assertiveness
c) Organisational Diversity	*Interviewee MTN 1:* Divergent policies more sophisticated policies for the Ghanaian context Convergent policies – Business strategy that engages team members on an individual basis.	**A1**	Challenges regarding organisational policy
	Interviewee **MTN 2**: Candour still plays a major role in this respect as well as the flat organisational structure of the organisation since the Ghanaian social-cultural structure is hierarchical. Regarding convergence, strict adherence to a superior's approval suits the Ghanaian context since most employees do not want to be liable for any initiative.	**8A**	The challenge regarding freedom of expression
		10A	Challenges regarding assertiveness

Question 12: What else is important to know about managing diversity and inclusion in your organisation?

Interviewees' responses	Codes	
Interviewee MTN 1: I cannot put my finger on anything now	**N**	No significant challenge
Interviewee MNT 2: Socio-culturall differences among ethnic groups play a major role in diversity and inclusion.	**F**	Challenges regarding the cultural context

5.4.3.6 Suggestions to mitigate the challenges

Question 13: Do you have any suggestions that will help mitigate the challenges in diversity and inclusion in your organisation?

Interviewees' responses	Codes	
Interviewee MTN 1: Encourage individuals to share their grievance	**8A**	The challenge regarding freedom of expression
Interviewee MTN 2: The cultural background should be clearly defined to enhance its appreciation.	**F**	Challenges regarding the cultural context

Interviewer: Do you have any questions for me concerning the topic under discussion?

Interviewee MTN1: Why did you decide to write on diversity and inclusion?

Interviewee ***MTN2: No question***

5.5 Coded text from focus group discussion (MTN-Ghana)

Moderator: How would you describe diversity and inclusion concerning your organisation (MTN)?

Responses	Codes	
Participant 1: The **organisation recognises differences** in the work environment and therefore steps are taken to make everyone feel **belonged**. This points to the fact that diversity and inclusion are appreciably practiced in the organisation. I, therefore, I agree that diversity and inclusion exist in the organisation.	**A** **B** **D**	Appreciation of differences. Belongingness Existence of challenges

Responses	Codes	
Participant 2: The organisation is made up of people from varied background and the internal structures create the opportunity for individuals to <u>**feel included**</u> as part of the organisation. This makes diversity **an integral part** of the organisation. In this regard, I agree that diversity and inclusion exist in the organisation.		
Participant 3: Diversity and inclusion are strongly practiced in the organisation and can be seen in all departments. This encourages inclusion and the appreciation of differences.		
Participant 4: The organisation ensures that employees are treated with equal measure indicating that <u>**differences are appreciated**</u> and <u>**utilised for the good of the organisation**</u>. To this end, I agree that diversity and inclusion exist in the organisation.	**A** **B** **C**	Appreciation of differences Belongingness Utilising different background to achieve a set goal. Existence of challenges
Participant 5: Diversity and inclusion in the organisation can be described as ensuring that <u>**individuals of different background**</u> work in an environment that their talents are fully utilised and this is evident in the organisation. I agree that diversity and inclusion exist in the organisation.	**D**	
Participant **6**: The organisational structures portray good diversity management and I fairly agree that it exists. However, there are pertinent <u>**issues that impact negatively**</u> on this goal, such as the culture of silence regarding ethnic and LGBT issues.	**A** **E**	Appreciation of differences Challenges regarding age difference

Table 5-1: Consensus (existence of diversity)

Likert Scale	Participants	Percentage %
Do not agree	0	**0**
Fairly agree	1	16.66
Agree	4	66.66
Strongly Agree	1	16.66
Total	6	100

Moderator: Are there challenges regarding the management of diversity and inclusion in MTN?

Response	Codes	
Participants 1: I fairly agree that there are challenges in managing diversity and inclusion due to the differences found within the employees in MTN. *Participant 2:* Although there are challenges in managing diversity, attempt has been fairly made to create an inclusive work environment. *Participant 3*: I side with the first four participants that there is a fair measure of challenge, however, MTN is working around the clock to ensure an inclusive work environment.	**13A**	Challenges regarding differences
Participant 4: Yes, I agree that there are challenges in managing diversity in MTN. Few reasons can be identified such as weak structures regarding the management of diversity and the deep-seated differences found within the work environment.	**13A** **14A**	Challenges regarding differences Challenges regarding weak structures
Participant 5: I agree that there are challenges regarding the management of diversity and inclusion since there are notable dissatisfaction among employees which are not easily visible such as stereotyping of others from different regions of the country within the organisation	**6A**	Challenges regarding stereotyping
Participant 6: I beg to differ with others who agree to the fact that there are challenges in managing diversity in the organisation. MTN has put measures in place to ensure an inclusive work environment by encouraging employees to focus on the task instead of the differences found among them.	**N**	No significant challenge

Table 5-2: Consensus (existence of challenges)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	3	50
Agree	2	33.33
Strongly Agree	0	0
Total	6	100

Moderator: Are there any challenges in managing diversity and inclusion regarding religious beliefs, gender and political inclination in MTN?

Responses	Codes	
Participant 1: Although there is significant collaboration among individuals of varied **age, gender and political** inclination, the male and the female tension still prevails. This is where females are not accorded the needed respect due to the cultural setting.	**G** **H**	Gender challenges Challenges regarding the performance of females at the workplace
Participant 2: I concur but would go further to address the issue of the tension between **youthful exuberance** and **more matured employees**. In my view, the friction emanates from **generational differences**.	**E**	Challenges regarding age difference
Participant 3: I disagreed with the earlier two participants in the sense that **per the work environment none of the above is tolerated** and all activities are geared towards the task at hand.	**1A**	Challenges regarding organisational policy
Participant 4: I agree with the first two and will like to buttress it with a level of **political differences** in the organisation. These differences are subtle and assume an **ethnic dimension** at times.	**Q** **3A**	Challenges regarding politics Challenges regarding ethnicity/ language
Participant 5: The challenge of diversity management concerning **gender, religion, and politics** is a reality but hardly manifest in the organisation. However, it is prevalent in the larger society.	**G** **P** **Q**	Gender challenges Challenges regarding religion Challenges regarding politics.
Participant 6: I will focus on **religious differences** which also look innocuous but can be harmful. Even in the majority **Christian** fraternity, there are significant differences regarding denominations and at times rear its ugly head. One cannot easily identify this challenge in the workplace due to corporate policies.	**P**	Challenges regarding religion

Table 5-3: Consensus (existence of religious beliefs, gender, and political inclination challenges)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	3	50
Agree	2	33.33
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there are challenges regarding diversity management concerning organisational diversity such as job portfolios, status, experience, and seniority?

Responses	Codes	
Participant 1: organisational diversity adds to the complexity of the work environment since it dovetails into demographic diversity. This creates tension due to the conflict between organisational structures and socio-cultural setting. This is evident in younger employees assuming higher position than older ones. The societal norms frown on older individuals submitting to younger ones. *Participant 2:* There are challenges in this regard, especially when women are seen to aspire to greater heights in the organisation. This is due to the male-dominated nature of society.	G	Gender challenges
Participant 3: I agree with the earlier participant since organisational diversity is directly related to demographics. Experience and seniority are mostly associated with age and when the younger one is made senior over the older, tension is generated.	W X Y	Challenges regarding job portfolios Challenges regarding job status Challenges regarding job tenure
Participant 4: Organisation diversity is underpinned by merit and in the work environment the task is the focus. I, therefore, see no significant challenge in my view.	N	No significant challenge
*Participant 5***:** I fairly agree that aspects of the organisational diversity pose a challenge to the management of diversity since it does not always conform to the socio-cultural norms of the people. Especially in instances	G H	Gender challenges Challenges

Responses	Codes	
such as the elderly is always right and men should always take a leadership role		regarding performance of females at the workplace
Participant 6: Certainly, there are challenges in this regard due to the differences between the socio-cultural dynamics and organisational structures. E.g. organisation emphasising exclusively on output while society considers age and gender.	**E**	Challenges regarding age difference
	G	Gender challenges

Table 5-4: Consensus (existence of challenges regarding organisational diversity)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	2	33.33
Agree	3	50
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that policies enacted by various governments hinder the management of diversity management in your organisation?

Responses	Codes	
Participant 1: Policies by various government impact on the quest to create an inclusive environment. Government policies normally fail to protect employees in a certain respect. E.g. wage levels do not correspond to inflationary rate-making employees dissatisfied and reduce their sense of belonging. *Participant 2:* The challenge can be seen from both sides, that is from employer and employee angle. The employee normally bears the brunt of ineffective policies; however, the employer is also put in a precarious situation when policies force them to pay higher wages than they generate. This creates an unconducive environment for inclusion since tension ensues between the employee and employer.	**2A**	Challenges regarding various policies by the government
Participant 3: I fairly agree with the earlier submission since policies enacted by the government do not adequately protect employees. E.g.	**2A**	Challenges regarding various

Responses	Codes	
contract workers are kept at the level for too long, making them feel insecure, reducing their sense of belonging. *Participant 4:* I fairly agree that government policies do not always create the job security needed to foster inclusion. Especially when policies do not effectively help in job creation. It prevents job security and that not make employees feel belong.	**Y**	policies by the government Challenges regarding job tenure
Participant 5: I disagree with the assertion of the first two contributors in the sense that most policies are thoroughly discussed by stakeholders before its implementation. I do not see the various policies impacting negatively on the management of diversity in the organisation.	**N**	No significant challenge
Participant 6: I strongly agree in the sense that government policies normally favour a group of people, endowing them with the needed skill to fill most positions in the organisation. This situation normally hinders ethnic balance and creates a gap between the north and the south regarding education, making a group more acceptable in organisations than others.	**2A** **3A** **V**	Challenges regarding various policies by the government Challenges regarding ethnicity/ language Challenges regarding knowledge level.

Table 5-5: Consensus (existence of challenges regarding government policies)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	4	66.66
Agree	0	0
Strongly Agree	1	16.66
Total	6	100

Moderator: Do you agree that ethnicity and language pose a challenge to diversity management in your organisation?

Participant 1: I do not see a significant challenge regarding ethnicity since individuals are required to perform their task as prescribed and have no ethnic connection.

Participant 2: I also agree that ethnicity does not play any part in the task at hand and each employee is much concerned about the task than ethnic issues. However, ethnicity cannot be underestimated in the quest for an inclusive work environment.

Participant 3: I also concur with the above submission.

Participant 4: I do agree with the earlier participants.

Participant 5: I do agree with the earlier contributors.

Codes (Participants 1-5): N- No significant challenge

Participant 6: I am of the view that ethnicity and language play a role in the management of diversity although not easily seen. Individuals turn to align with their ethnic group or those who speak the same language but in a subtle manner, impeding the desire to create an inclusive organisation.

Code: 3A- Challenges regarding ethnicity, 20A – Challenges regarding language.

Table 5-6: Consensus (existence of challenges regarding ethnicity and Language)

Likert Scale	Participants	Percentage %
Do not agree	5	83.33
Fairly agree	0	0
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that socio-cultural values such as ethnicity pose a challenge to diversity and inclusion in your organisation?

Participant 1: Culture values play a significant role in the management of diversity since it embodies the thinking pattern of individuals. Individuals of varied background normally find it difficult coping with other values different from theirs and this is a great source of tension.

Participant 2: I fairly agree with the first contributor. Culture is very pervasive and controls how individuals relate to others. In this regard, there are challenges in ensuring inclusion since there are issues of "stereotyping."

Codes (Participants 1 and 2): F- Challenges regarding the cultural context

Participant 3: I disagree with the earlier participant in the sense that the task is the focus and that create inclusion.

Participant 4: I fully agree with the second contributor.

Participant 5: I do agree with participants two and three.

Participant 6: I do not see the impact of socio-cultural values on the management of diversity in the work environment since the organisation is a unit and the task is the focus.

Codes (Participant 4-6): N- No significant challenge

Table 5-7: Consensus (existence of challenges regarding socio-cultural values)

Likert Scale	Participants	Percentage %
Do not agree	4	66.66
Fairly agree	2	33.33
Agree	0	0
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that the historical context of the country poses a challenge to the management of diversity in your organisation?

Participant 1: I do not see any significant challenge in this context.

Participant 2: I equally don't see any significant challenge.

Participant 3: I agree with the first two participants, there is no significant challenge.

Participant 4: There is no significant challenge in my view.

Codes (Participants 1-4): N- No significant challenge

Participant 5: I agree that there are challenges in managing diversity regarding historical context since ethnic groups see themselves to be more prominent than others due to history. e.g. ethnic group that sees themselves as great warriors' whiles while others see themselves as great scholars etc. This creates a challenge when ensuring inclusion, "it turns to be a battle for pride".

Participant 6: I fairly agree that there is a challenge in the sense that historically preoccupation of ethnic groups is still used against them, "putting them in a downtrodden bracket". This does not make them feel belonged in the work environment. e.g. "an ethnic group noted for been watchmen or security personnel".

Codes (Participants 5 and 6): 15A- Challenges regarding historical context

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Table 5-8: Consensus (existence of challenges regarding historical context)

Likert Scale	Participants	Percentage %
Do not agree	4	66.66
Fairly agree	1	16.66
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that the present economic condition poses a challenge to diversity management in your organisation.

Participant 1: The present economic condition does not always ensure inclusion since moderate spenders and less trendy individuals are not much appreciated by those who are trendy and high spenders. E.g. In the age of technology, those in tune with the latest technology align easily. This can be said for those who generate high income and it can be seen in the work environment.

Code: 16A- Challenges regarding economic condition

Participant 2: I do not see any significant challenge in this regard.

Participant 3: There is no significant challenge in my view.

Participant 4: There is no significant challenge in my view.

Codes (Participants (2-4): N - No significant challenge

Participant 5: I agree that there are challenges in this respect since the "haves" form a group easily and "the have not" are also seen aligning, this does not augur well in the creation of inclusion.

Participant 6: Those who are relatively sound finically normally lord it over those who are less financially endowed, creating a less inclusive work environment.

Codes (Participants 5 and 6): K- Challenges regarding financial status, 16A- Challenges regarding economic condition

Table 5-9: Consensus (existence of challenge regarding present economic condition).

Likert Scale	Participants	Percentage %
Do not agree	3	50
Fairly agree	2	33.33
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there is convergence between the corporate and the subsidiary in Ghana regarding policies in diversity management?

Participant 1: Corporate policies are normally tailored to suit specific context; however, it is normally not accurately aligned to make employees feel fully belonged. This is the case in some instances in MTN.

Participant 2: Most corporate policies cannot address context-specific issues indicating its unsuitability.

Participant 3: There needs to be a tailor-made policy at the organisational level to suit the Ghanaian context since policies do not suit the environment.

Codes (Participants 1-3): 4A- Challenges regarding corporate policies.

Participant 4: There is a level of convergence but more needs to be done to suit the context.

Participant 5: There is a level of convergence but more needs to be done to minimise the challenge in managing diversity.

Participant 6: There is an appreciable level of convergence; however, there is a significant challenge regarding aligning corporate and subsidiary policy.

Codes (Participants 4-6): 4A- Challenges regarding corporate policies, 18A - Convergence of policies

Table 5-10: Consensus (existence of challenges regarding the convergence of corporate and subsidiary policies)

Likert Scale	Participants	Percentage %
Do not agree	3	50
Fairly agree	2	33.33
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there is a divergence between the corporate and the subsidiary in Ghana regarding policies in diversity management?

Participant 1: I do not see any significant divergence in my view.

Code: N - No significant challenge

Participant 2: Divergence in policies exists since more sophisticated ones are normally imposed on the subsidiary in Ghana. This does not foster inclusion as desired in the organisation.

Participant 3: Corporate policies and the dynamics within the socio-cultural context of the subsidiary are normally in conflict since most policies are not formulated with the subsidiary environment in mind.

Participant 4: I agree with the first and the third contributors regarding divergence in policies especially concerning the differences in ethno-demographic composition between the mother organisation and the subsidiary.

Participant 5: Divergence in corporate and subsidiary policies is an issue in managing diversity. The major challenge is aligning both contexts to ensure inclusion.

Participant 6: I do agree with an earlier submission regarding contextual differences poses a challenge since policies are not "one- size- fits- all".

Codes (Participants 2-6): 4A- Challenges regarding corporate policies, 1A- Challenges regarding organisational policy

Table 5-11: Consensus (existence of challenges regarding divergence of corporate and subsidiary policies)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	3	50
Agree	2	33.33
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that diversity and inclusion policies in your organisation are effective?

Participant 1: I agree that the organisation is doing well in the management of diversity; however, "there is room for improvement".

Participant 2: I agree with the earlier participant, especially in ensuring a context-specific approach.

Participant 3: The strategy adopted is quite effective but needs a more detailed approach especially in aligning all ethnic groups to foster inclusion.

Participant 4: The strategy has proven effective so far but a rigorous approach is needed especially in creating awareness of the diversity concepts.

Participant 5: The strategy is effective but awareness should be created regarding its positive benefits when managed well and its detrimental effect when mismanaged. This will highlight the importance of the concept.

Participant 6: I agree that a significant effort is made by the organisation to ensure inclusion; invariably, more attention is needed to derive home its maximum benefit.

Codes (Participants 1- 6): 19A- Effective diversity strategy, D- Existence of challenges

Table 5-12: Consensus (existence of effective strategies)

Likert Scale	Participants	Percentage %
Do not agree	0	0
Fairly agree	4	66.6
Agree	2	33.33
Strongly Agree	0	0
Total	6	100

5.6 Themes: In-depth interviews and focus group (MTN-Ghana)

The themes were created using common codes between in responses from in-depth interviews and focus group discussion in MTN- Ghana.

Theme	Codes
Existence of diversity management	**A** – Appreciation of differences. **B** - Belongingness **C** – Utilising different background to achieve a set goal. **D**- Existence of challenges in managing diversity.
Challenges regarding demographic diversity.	**E**-Challenges regarding age difference **B** - Belongingness **G** – Gender challenges **H** - Challenges regarding the performance of females at workplace. **I** – Challenges regarding envy **J** –Challenges regarding marital status as it is seen as a higher social status **K**- Challenges regarding the financial status

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Theme	Codes
	L – Challenges regarding physical appearance.
	M- Subtle challenges regarding the acceptance of criticism by colleagues.
	O- Challenge regarding the period of getting employees to accept organisational culture.
	V- Challenges regarding knowledge level.
	Y – Challenges regarding job tenure.
	Z- Challenges regarding work functional experience.
	1A – Challenges regarding organisational policy
	3A – Challenges regarding ethnicity
	5A – Challenges regarding subjugation.
	6A – Challenges regarding stereotyping.
	7A – Challenges regarding disrespect.
	9A - Challenges regarding social status.
	10A- Challenges regarding assertiveness.
	13A – Challenges regarding differences
	14A – Challenges regarding weak structures.
Challenges regarding socio-cognitive diversity.	**E** – Challenges regarding age difference
	F – Challenges regarding the cultural context
	K – Challenges regarding financial status.
	P – Challenges regarding religion.
	Q – Challenges regarding politics
	R – Challenges regarding mental capabilities.
	S – Challenges regarding thinking patterns.
	T – Challenges regarding sexual orientation.
	U – Challenges regarding personality characteristics
	V – Challenges regarding knowledge level.
	4A – Challenges regarding corporate policies
	5A – Challenges regarding subjugation.
	6A – Challenges regarding stereotyping

Theme	Codes
	7A – Challenges regarding disrespect. **8A** – Challenge regarding freedom of expression **11A** – Challenges regarding high performance.
Challenges regarding organisational diversity.	**F** – Challenges regarding the cultural context **G** – Gender challenges **H** – Challenges regarding the performance of females in the workplace. **K** – Challenges regarding financial status. **M** – Subtle challenges regarding the acceptance of criticism by colleagues **V** – Challenges regarding knowledge level. **W** – Challenges regarding job portfolios. **X** – Challenges regarding the job status **Y** – Challenges regarding job tenure. **Z** – Challenges regarding work and functional experience **4A** – Challenges regarding corporate policies. **5A** –Challenges regarding subjugation. **7A** – Challenges regarding disrespect

Challenges regarding economic condition, historical context, government, corporate and organisational policies	K –Challenges regarding financial status.
	T – Challenges regarding sexual orientation.
	V – Challenges regarding knowledge level.
	Y – Challenges regarding job tenure.
	   1A – Challenges regarding organisational.
	   2A – Challenges regarding various policies by the government.
	   3A – Challenges regarding ethnicity/language.
	   4A – Challenges regarding corporates policies.
	   5A – Challenges regarding subjugation.

Theme	Codes
	7A – Challenges regarding disrespect.
	8A – Challenges regarding freedom of expression.
	10A – Challenges regarding assertiveness.
	15A – Challenges regarding historical context.
	16A – Challenges regarding economic condition.

5.7 Archival materials – MTN

A recent assurance made by MTN -Ghana Limited indicated the organisation's quest to create an inclusive work environment. The head of human resource stated that individuals with disabilities will not be discriminated against regarding hiring policies. This assertion was made at the first Ghana Federation of Disability Organisation fair. She categorically stated that MTN- Ghana Limited is "a very inclusive organisation, we believe in diversity and inclusion, for us is getting the right talents on board whether they are able-bodied or disable". The organisation seeks to employ individuals who can deliver on the job. Further, MTN – Ghana Limited work towards empowering the less privileged in the society by creating a diverse workforce that translates into inclusion (MTN 2017).

A notable study of MTN -Ghana Limited identified five dimensions of diversity, namely: nationality, religion, gender, age and education (Suleman 2017). Further, Suleman (2017) inferred that the dimensions make each employee identify with one or more individuals in the organisation and then established a positive correlation between diversity management and productivity.

5.8 Coded text from an in-depth interview (Vodafone-Ghana)

Interviewer: In your view what is diversity and inclusion in your organisation?

Interviewee: Diversity in Vodafone refers to the appreciation of differences and ensuring that the employees feel belonged.

Code: A - Appreciation of differences, B - Belongingness

Interviewer: What are the challenges in managing diversity and inclusion concerning the following demographics in your organisation?

a)   Age

Interviewee: No significant challenge identified; Vodafone has a youthful workforce who are treated equally.

Code: N- No significant challenge

b)   Gender

Interviewee: Gender balance at mid-level needs to be worked on.

Code: G- Gender challenges

c)   Social Status

Interviewee: No significant challenge identified. Employees are expected to focus on the task.

i)   Marital Status

Interviewee: No significant challenge identified. Employees are expected to focus on the task.

ii)   Financial Status

Interviewee: No significant challenge identified; however, capability determine role which translates into belongingness.

Code: N- No significant challenge

d)   Physical Appearance and Capabilities

Interviewee: No significant challenge identified; however, capability determine role which translates into belongingness.

Code: N- No significant challenge

a)   Ethnicity

Interviewee: No significant challenge identified; however, employees are comfortable with individuals from their ethnic group

Code: 3A – Challenges regarding ethnicity

Interviewer: What are the socio-cognitive challenges in managing diversity and inclusion in your organisation at the individual level?

b) Religious beliefs

Interviewee: No significant challenge identified

c) Political inclinations

Interviewee: No significant challenge identified

d) Mental challenges

Interviewee: No significant challenge identified

Code: N- No significant challenge

e) Language

Interviewee: The desire to speak the mother tongue creates a challenge regarding the free flow of information. One will have to translate mother tongue into English at any formal gathering

Code: 20A – Challenges regarding language.

f) Thinking patterns

Interviewee: Thought processes are uniquely appreciated, although there are divergence views which normally delay decision- making.

Code: S- Challenges regarding thinking patterns

g) Sexual orientation

Interviewee: The laws of the country frown upon it, making it difficult to ascertain any challenge.

Code: T- Challenges regarding sexual orientation

h) Personality characteristics

Interviewee: The introverts are normally subjugated.

Code: U- Challenges regarding personality characteristics

i)   Intelligence

Interviewee: Slow thinkers are normally marginalised and there is the need to encourage them to be competitive.

Code: R- Challenges regarding mental capabilities

j)   Knowledge level (education level)

Interviewee: No significant challenge since employees' capabilities play a major role, however, employees from supposedly first-class school and those highly educated clings onto this prestige which at a time create friction between those who are less educated or from less endowed schools and highly educated or from top class schools.

Code: V- Challenges regarding knowledge level

Interviewer: What are the following organisational challenges in managing diversity and inclusion in your organisation?

a)   Functional or job portfolios

Interviewee: Technical personnel normally find it difficult to get on the same page quickly to achieve a common goal which delays decision- making.

Code: W- Challenges regarding job portfolios

b) Job-status.

Interviewee: No significant challenge identified, however, the quest to level the playing field to make everyone feel belonged at times get on the way of other employees' such as the usage of everyone's first name irrespective of job status is upfront to the Ghanaian culture. Individuals of high status are culturally accorded with the needed respect such as calling them by their respective titles.

Code: X- Challenges regarding the job status

c)   Job tenure (seniority)

Interviewee: Contract workers do not feel belonged as fulltime and permanent employees.

Code: Y- Challenges regarding job tenure

d)   What are the following challenges regarding hierarchical ranking in managing diversity and inclusion in your organisation?

i)   Work experience.

Interviewee: The organisation employs intense internal recruitment making it a bit difficult for highly educated new entrants to feel belonged. This is because highly educated personals feel reluctant working as subordinates with the less educated individual who has been promoted to a senior level due to experience on the job.

iii)   Functional experience

Interviewee: Delay in decision- making which is normally because of self-centredness by employees of different background who finds it difficult to accept others' views easily.

Code: Z- Challenges regarding work and functional experience

Interviewer: What else is important to know about managing diversity and inclusion in your organisation?

Interviewee: A notable challenge is a quest for gender equality without emphasis on competence?

Code: G- Gender challenges

Interviewer: In your opinion, what are some of the policies of the organisation that pose a challenge to the management of diversity and inclusion?

Interviewee: No significant policy identified

Interviewer: In your view how do policies enacted by various regimes (governments) hinder the management of demographic, socio-cognitive and organisational diversity in the organisation?

Interviewee: No significant policy identified.

Code: N- No significant challenge

Interviewer: In a country like Ghana with over ninety ethnic groups, how does it pose a challenge to the management of demographic, socio-cognitive and organisational diversities?

Interviewee: ethnicity and language have great influence in this regard; however, it is not very visible in the organisation.

Code: 3A – Challenges regarding ethnicity, 20A – Challenges regarding ethnicity

Interviewer: What are the challenges in managing diversity and inclusion within the historical context regarding socio-cultural values, politics and economic condition?

Interviewee: No significant challenge.

Code: N- No significant challenge

Interviewer: In your view, how does the present socio-cultural, political and economic environment pose a challenge to the management of the following aspects of diversity in your organisation?

a)   Demographic diversity

Interviewee: Creates segmentation due to different preferences of employees.

b)   Socio-cognitive diversity

Interviewee: Creates segmentation due to the different background of employees

c)   Organisational diversity

Interviewee: Creates segmentation due to the different expertise and experiences of employees.

Codes: Q- Challenges regarding politics, 16A- Challenges regarding economic condition

Interviewer: How does the corporate policy pose a challenge to diversity management in its subsidiary in Ghana regarding the following?

a)   Demographic diversity

Interviewee: No significant policy identified.

b) Socio-cognitive diversity

Interviewee: No significant policy identified

c)   Organisational diversity

Interviewee: No significant policy identified

Code (corporate policy): N- No significant challenge

Interviewer: What are the convergence and divergence found between the corporate diversity policies and that of the subsidiary in Ghana regarding the following?

a)   Demographics

Interviewee: The subsidiary in Ghana derives its policy from the mother company. In this regard, there is much convergence.

Code: N -No significant challenge

b)   Socio-cognitive diversity

Interviewee: An identified divergence in this regard is the love for dialogue instead of writing in the Ghanaian context.

Code: 1A- Challenges regarding organisational policy, 4A- Challenges regarding corporate policies.

c)   Organisational diversity

Interviewee: There is much convergence in this regard since working in teams suits the Ghanaian context.

Code: N -No significant challenge

Interviewer: Do you have any suggestion that will help mitigate the challenges in diversity and inclusion in your organisation?

Interviewee: A clearly defined policy should be enacted to address the issue of making other stakeholders feel belong in the organisation.

Code: D- Existence of challenges, Y- No significant challenge

5.9 Coded text from focus group discussion (Vodafone-Ghana)

Moderator: How would you describe diversity and inclusion concerning your organisation (Vodafone)?

Participant 1: Diversity and inclusion management strategy seeks to involve all stakeholders of the organisation and it's highly recognised by the organisation.

Participant 2: I fully agree with the initial participant.

Participant 3: Diversity is visible in the organisation and the organisation works towards ensuring the involvement of all employees.

Participant 4: Diversity and inclusion in the organisation can be described as an on-going process that seeks to ensure favourable work environment for all employees irrespective of their beliefs or background.

Participant 5: Diversity and inclusion in the organisation are seen to be a branch of management that focuses on the importance of every employee regarding their expertise to achieve a common goal.

Participant 6: Although it is a relatively new phenomenon in the organisation, it is a management approach that seeks to build unity or cohesiveness among employees without suppressing differences.

Code (participants 1-6):

A - Appreciation of differences.

B - Belongingness

C - Utilising different background to achieve a set goal.

Table 5-13: Consensus (existence of diversity and inclusion)

Likert Scale	Participants	Percentage %
Do not agree	0	0
Fairly agree	1	16.66
Agree	1	16.66
Strongly Agree	4	66.66
Total	6	100

Moderator: Is there any challenges in managing diversity and inclusion in Vodafone?

Participant 1: I do not see a significant challenge regarding the management of diversity and inclusion in the organisation.

Participant 2: Although there are factors that may impede inclusion in a diverse environment such as ethnicity, classism, etc. I can't put my finger on any significant challenge.

Participant 3: In as much as there are individuals with various backgrounds, the differences do not emerge at the workplace since employees are required to focus on the task at hand. This makes it difficult to identify any significant challenge.

Participant 4: Activities in the organisation are task-oriented, suppressing individual differences.

Code (participants 1-4): N- No significant challenge

Participant 5: I fairly agree that there are challenges in managing diversity and inclusion in the organisation.

Code: D- Existence of challenges

Participant 3: I agree that there are challenges in managing diversity and inclusion in the organisation due to the number of ethnic and religious groups in the organisation.

Code:

D- Existence of challenges

P- Challenges regarding religion.

3A- Challenges regarding ethnicity/ language

Table 5-14: Consensus (existence of challenges)

Likert Scale	Participants	Percentage %
Do not agree	4	66.66
Fairly agree	1	16.66
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Is there any challenges in managing diversity and inclusion regarding religious beliefs, gender and political inclination in Vodafone?

Participant 1: I do not see the manifestation of differences regarding religious beliefs, gender and political inclination in the work environment. In this regard, I do not see its impact on the management of diversity and inclusion.

Participant 2: I agree with the above submission.

Participant 3 I do agree with the first two submissions.

Participant 4: I have not identified any challenge.

Participant 5: There is no significant challenge in my view.

Code: N- No significant challenge

Participant 3: I disagree with the first two participants. The fact that the situation is not significant does not mean it does not exist or has no effect. Individuals focus on the task in the work environment but may be uncomfortable in one way or the other. What happens in the larger society has a direct impact on the work environment. These are ethnic friction and gender inequality etc. However, corporate policy turns to overwhelm this situation.

Code:

D- Existence of challenges

4A- Challenges regarding corporate policies.

3A- Challenges regarding ethnicity/ language

Table 5-15: Consensus (existence of religious beliefs, gender, and political inclination challenges)

Likert Scale	Participants	Percentage %
Do not agree	5	83.33
Fairly agree	0	0
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there are challenges regarding diversity management concerning organisational diversity such as job portfolios, status experience, and seniority?

Participant 1: In my view, there are no significant challenges.

Participant 2: I agree with the first submission.

Code (participant 1-2): N- No significant challenge

Participant 3: there are difficulties in blending the various categories of employees in the organisation. This happens when individuals do not appreciate the background of others regarding status, seniority, and experience, etc.

Code: E- Challenges regarding age difference

Participant 4: I concur with the second submission that individuals of varied experience status and portfolios find it difficult to coexist with others in the organisation which may be due to lack of appreciation of other's competence.

Participant 5: Status, experience, and portfolios normally impede inclusion since people of higher pedigree and high social standing finds it difficult to blend with others of lower standing.

Code (participant 4-5):

E- Challenges regarding age difference

W- Challenges regarding job portfolios

X- Challenges regarding the job status

Participant 6: I fairly agree with the submission that social standing and status in the work environment play a role in inclusion. Experience and seniority also create division in the work environment.

Code:

E- Challenges regarding age difference

W- Challenges regarding job portfolios

X- Challenges regarding the job status

Z - Challenges regarding work and functional experience

Table 5-16: Consensus (existence of challenges regarding organisational diversity)

Likert Scale	Participants	Percentage %
Do not agree	2	33.33
Fairly agree	1	16.66
Agree	3	50
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that policies enacted by various government hinder the management of diversity management in your organisation?

Participant (1-5): I do not identify any challenge in this regard.

Code: N- No significant challenge

Participant 6: I fairly disagree with the earlier submissions, various government policies impact on the quest to create an inclusive environment. If a policy favours a group of people, they may be empowered, creating an uneven playing field. E.g. the concentration of economic activities in a region

may empower the inhabitants to attain greater socioeconomic status. This may make them feel more belong in this regard than others.

Code: 2A- Challenges regarding various policies by the government.

Table 5-17: Consensus (existence of challenges regarding government policies)

Likert Scale	Participants	Percentage %
Do not agree	5	83.33
Fairly agree	1	16.66
Agree	0	0
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that ethnicity and language pose a challenge to diversity management in your organisation?

Participants (1-5): The first five participants did not see any significant challenge since the policy of the organisation emphasises on the task in the work environment and nothing else.

Code: N- No significant challenge

Participant 6: The sixth participant had a counter view, arguing that ethnicity and language play a role in an employee's decision regarding associating with others

Code: 3A- Challenges regarding ethnicity, 20 – Challenges regarding language

Table 5-18: Consensus (existence of challenges regarding ethnicity and language)

Likert Scale	Participants	Percentage %
Do not agree	6	100
Fairly agree	0	0
Agree	0	0
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that socio-cultural values pose a challenge to diversity and inclusion in your organisation?

Participants (1- 4 and 6): The first four and sixth participants did not see any significant challenge.

Code: N- No significant challenge

Participant 5: I disagree with my colleagues since socio-cultural values are vital aspects of an individual's life. The policies of the organisation ensure that those values do not manifest in the job environment. However, they play a major role in the quest to create inclusion. Group formation is largely based on this and creates tension in a diverse environment when not managed properly.

Code: 17A- Challenges regarding socio-cultural values

Table 5-19: Consensus (existence of challenges regarding socio-cultural values)

Likert Scale	Participants	Percentage %
Do not agree	5	83.33
Fairly agree	0	0
Agree	1	16.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that the historical context of the country poses a challenge to the management of diversity in your organisation?

Participants (1-2 and 4): The first two and fourth participants found no significant challenge in this regard.

Code: N- No significant challenge

Participant 3: I disagree with the other submissions; I fairly agree that the historical context plays a role to ensure inclusion in the sense that past policies and past glories of some ethnic groups are critical issues. E.g. the development of the southern sector at the expense of the north coupled with the pride of ethnic groups normally finds its way into the work environment.

Participant 5: The historical context manifests itself in the workplace through individuals. Individuals who belong to an ethnic group with historical pride turn to lord it over others and this poses a challenge in creating an inclusive work environment. e.g. Ashanti's pride themselves as the descendants of the occupant of the golden stool and for that matter great warriors. The Akyem's pride themselves as legal luminaries with the Fante's seeing themselves as highly enlightened due to their contact with Europeans during the colonial era. The Akuapems hold themselves as a very disciplined and respectful.

Participant 6: It plays a pivotal role in creating an inclusive environment. This manifest itself in group formation in the workplace. Further, it reduces belongingness of individuals who can't identify with any prestigious group.

Code (participants 3, 5 and 6):

15A-Challenges regarding historical context

Table 5-20: Consensus (existence of challenges regarding historical context)

Likert Scale	Participants	Percentage %
Do not agree	3	50
Fairly agree	1	16.66
Agree	2	33.33
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that the present economic condition poses a challenge to diversity management in your organisation.

Participants (1-4 and 6): The first four and sixth contributors saw no challenge in this regard.

Code: N- No significant challenge

Participant 5: I fairly agree that there is a challenge in creating an inclusive environment emanating from the present economic condition. Most people align with individuals who have the same economic power and that bring segmentation.

Code: 16A- Challenges regarding economic condition.

Table 5-21: Consensus (existence of challenge regarding present economic condition)

Likert Scale	Participants	Percentage %
Do not agree	5	83.33
Fairly agree	1	16.66
Agree	0	0
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there is convergence between the corporate and the subsidiary in Ghana regarding policies in diversity management?

Participants (1-6): I do agree that there is a level of convergence in training and development, serving diverse customers, recognising disabilities, respecting varied views and values.

Code: 18A- Convergence of policies

Table 5-22: Consensus (existence of challenges regarding the convergence of corporate and subsidiary policies)

Likert Scale	Participants	Percentage %
Do not agree	0	0
Fairly agree	2	33.33
Agree	4	66.66
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that there is a divergence between the corporate and the subsidiary in Ghana regarding policies in diversity management?

Participant 1: I fairly agree that there is a divergence in the context, such as the level of sophistication of the various contexts. Normally a more sophisticated policy and imposed on a less sophisticated one.

Participant 2: I fairly agree that divergence exists in the approach of embracing diversity since Ghana is highly heterogeneous.

Participant 3: I agree that there is a divergence in communication. Ghanaians are comfortable with dialogue than written communication.

Participant 4: I fairly agree that divergence exists in communication, Ghanaians prefer diplomacy, but the corporate policy requires frankness.

Code (participants 1-4):

F- Challenges regarding the cultural context

4A- Challenges regarding corporate policies

Participant 5: I do not see any divergence in my view.

Code: N- No significant challenge

Participant 6: I agree that there is a divergence in sexual orientation such as LBGT.

Code:

F- Challenges regarding the cultural context

4A- Challenges regarding corporate policies

T- Challenges regarding sexual orientation

Table 5-23: Consensus (existence of challenges regarding divergence of corporate and subsidiary policies)

Likert Scale	Participants	Percentage %
Do not agree	1	16.66
Fairly agree	2	33.33
Agree	3	50
Strongly Agree	0	0
Total	6	100

Moderator: Do you agree that diversity and inclusion policies in your organisation are effective?

Participants (1-4): The first four contributors agree strongly that the strategy is effective.

Code: 19A- Effective diversity strategy

Participant (5 and 6): Although I agree that the policies are effective, there is more room for improvement. In other words, a robust approach is needed to ensure its effectiveness.

Code: 19A- Effective diversity strategy, D- Existence of challenges

Table 5-24: Consensus (existence of effective strategies)

Likert Scale	Participants	Percentage %
Do not agree	0	0
Fairly agree	0	0
Agree	0	0
Strongly Agree	6	100
Total	6	100

5.10 Archival materials – Vodafone

Vodafone prides itself as an organisation that offers equal opportunity irrespective of "race, nationality, cultural background, gender, age, marital status, sexual orientation, gender identity, disability, religious or political belief". Going forward, Vodafone seeks to leverage diversity through the creation of an inclusive work environment where employees feel belonged, they belong and where their talents are harnessed. Vodafone believes wants to create a better future for its employees, partners, and society by embracing diversity and ensuring inclusion.

Vodafone intends to become the world's number one employer of women. The organisation has decided to become relentless in their quest in this regard. The group CEO has been voted by the Financial Times as the number primary crusader of for employing women. Vodafone has made great progress in this respect by having 27% of its management force being women, hoping to clock the desired mark of 30% in 2020 (Vodafone, 2017).

5.11 Themes: In-depth interview and focus group (Vodafone -Ghana)

The themes are created using common codes between response from in-depth interviews and focus group discussion in Vodafone- Ghana.

Theme: the existence of diversity management

Codes:

- A - Appreciation of differences.
- B - Belongingness
- C - Utilising different background to achieve a set goal.

Theme: challenges regarding demographic diversity

Codes:

- D - Existence of challenges
- E – Challenges regarding age difference
- G – Gender challenges
- 3A – Challenges regarding ethnicity

Theme: challenges regarding socio-cognitive diversity

Codes:

- P – Challenges regarding religion.
- S – Challenges regarding thinking patterns.
- T – Challenges regarding sexual orientation
- U – Challenges regarding personality characteristics
- V – Challenges regarding knowledge level.
- 2A – Challenges regarding various policies by the government.
- 20A – Challenges regarding language

Theme: challenges regarding organisational diversity

Codes:

- D - Existence of challenges

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- W – Challenges regarding job portfolios.
- X – Challenges regarding the job status
- Y – Challenges regarding job tenure
- Z – Challenges regarding work and functional experience

Theme: challenges regarding economic condition, historical context, government, corporate and organisational policies

Codes:

- D - Existence of challenges
- F – Challenges regarding the cultural context
- Q – Challenges regarding politics
- T – Challenges regarding sexual orientation.
- Y – Challenges regarding job tenure
- 1A – Challenges regarding organisational policy
- 2A – Challenges regarding various policies by the government.
- 4A – Challenges regarding corporate policies.
- 15A – Challenges regarding historical context
- 16A – Challenges regarding economic condition.

5.12 Cross-sectional analysis using common challenges of MTN and Vodafone

The similarities found between the themes regarding MTN and Vodafone constitute the cross-sectional analysis. In this regard, the following are the codes found to be similar between the themes:

Theme: the existence of diversity management.

Codes:

- A - Appreciation of differences.
- B - Belongingness
- C - Utilising different background to achieve a set goal.

Theme: challenges regarding demographic diversity

Codes:

- E – Challenges regarding age difference
- G – Gender challenges
- 3A – Challenges regarding ethnicity

Theme: challenges regarding socio-cognitive diversity

Codes:

- P – Challenges regarding religion
- S – Challenges regarding thinking patterns
- T – Challenges regarding sexual orientation.
- U – Challenges regarding personality characteristics.
- V – Challenges regarding knowledge level.
- 20A – Challenges regarding language.

Theme: challenges regarding organisational diversity

Codes

- W – Challenges regarding job portfolios
- X – Challenges regarding the job status
- Y – Challenges regarding job tenure.
- Z – Challenges regarding work and functional experience

Theme: challenges regarding economic condition, historical context, government, corporate and organisational policies.

Codes

- T – Challenges regarding sexual orientation.
- Y – Challenges regarding job tenure.
- 1A – Challenges regarding organisational policy
- 2A – Challenges regarding various policies by the government.
- 4A – Challenges regarding corporate policies
- 15A – Challenges regarding historical context
- 16A – Challenges regarding economic condition.

5.13 Chapter summary

The chapter has presented the data collected from the organisations being investigated (MTN - Ghana, and Vodafone -Ghana). The data from each organisation has been presented on a standalone basis and further merged. The codes and themes were created to reflect the research questions and objectives. The next chapter analyse the data and align (synthesise) it to what is known in the literature. Furthermore, the chapter presents the personal observation of the researcher and a framework is also proposed to mitigate the identified challenges.

CHAPTER 6: DISCUSSION AND ANALYSES OF DATA

6.1 Introduction

The results from this study confirm that selected multinational organisations in the telecommunication telecommunications industry in Ghana encounter challenges in managing diversity and inclusion regarding demographics, socio-cognitive and organisational diversities. This has also been asserted in previous studies within other contexts by scholars such as Chumbow (2009), Cox & Blakes (1991), Gershman and Rivera (2016), Kostova, (1999), Jones et al. (2000), and Syed (2008a) among others. In addition, it is found that historical context, national and corporate policies, have a relatively adverse effect on the present strategy in managing diversity in the organisations investigated (MTN – Ghana, Vodafone – Ghana). The additional findings support the claim by Cheong et al. (2007) and Ferner et al. (2005) regarding context and policies respectively. A major contribution of this study is the identification of factors that influence the strategy of diversity and inclusion management in the organisations under investigation. Further, the results of this study confirm that an individual's identity can be traced to his or her social construct (Alderfer & Smith, 1982), which is made up of multiple interwoven elements. The social construct of an individual identified in this study influences his or her sense of belonging in a diverse environment. On the other hand, some elements of the constituents investigated proved to pose little or no significant challenge.

The discussion and analysis are presented in two sections and captioned under each theme created in the data presentation chapter (chapter 5). The themes are created to synthesise the main findings with what is known in the literature by placing it within the context of earlier studies of diversity and inclusion The first section presents the state of diversity and inclusion identified under theme one; the state of diversity and inclusion management in the selected organisations, it is then followed by the themes emanated from the data collected under the following; existence of diversity management in the selected organisations, followed by challenges regarding demographic diversity, challenges regarding socio-cognitive diversity, challenges regarding organisational diversity and challenges regarding economic condition, historical context, government, corporate and organisational policies. The challenges identified are aligned to previous studies to highlight the differences and similarities.

The second section revisits the research question and answers are mostly provided within the confines of the themes. In this regard, observation is made on the key elements; demographic, socio-cognitive and organisational diversities. Further, the findings are aligned to the relational framework to consider the extent to which the case study has developed understanding within the societal context under

investigation. Furthermore, a proposed framework fashioned out of the findings of this study is presented, aiming at providing a strategy to mitigate the challenges encountered in creating an inclusive organisation in a diverse environment.

6.2 Theme 1: The state of diversity and inclusion management in the selected organisations

This section reflects on how diversity and inclusion management is perceived by employees in the organisation by applying coding categories per the research question and objectives. As mentioned earlier in the previous chapter (chapter 5), three main categories are used to describe the nature of diversity and inclusion in the selected organisations. They are coded as follows:

A- Appreciation of differences.

B- Belongingness

C- Utilisation of different background to achieve a set goal.

However, a fourth element is identified from the response from MTN- Ghana, signifying a challenge. This is denoted by a code as follows:

D- Existence of challenge in managing diversity and inclusion.

Per the responses, it is obvious that diversity and inclusion management exist in the organisations under investigation but there are some challenges in its management. Point A (Appreciation of differences) that describes the nature (appreciation of differences) of diversity supports the description put forward by Thomas (2010) in chapter 1. Diversity has been described as seen through the prism of differences. In the case of Ghana, one element of diversity which differs from existing studies is a race. The different nature of diversity in other context supports the argument of contextual differences by Thomas (2010) as race does not feature significantly as a diversity factor in the selected organisations.

The second point B (Belongingness) signifies the need to study diversity which is recognition of belongingness leading to inclusion. The identification of belongingness buttresses the assertion made by Shore et al. (2014) that "belongingness and uniqueness" drive diversity and inclusion. Enforcing the need for belongingness, Mor Barak (2014) affirms it to be the degree to which an individual is formally and informally integrated into a group.

The third point C (Utilisation of different background to achieve a set goal) confirms the existence of diversity and inclusion management in the organisation. In this regard, the three most important elements describing diversity and inclusion management have been identified, namely; differences, belongingness and the utilisation of differences. A study by April et al. (2009) and Giovanni (2004) supports the third point (C) as the consideration of differences found among employees to establish a

sense of belongingness which leads to inclusion (McDonald, 2010; Thomas, 1991). It can, therefore, be concluded that MTN-Ghana and Vodafone-Ghana both embrace inclusiveness. The differences seen in this context have no racial element as pertains in other contexts like the United States of America (Thomas, 2010). The Ghanaian environment is more ethnically and genders diverse. In this light, the Ghanaian context may require an approach to diversity and inclusion management which is context-specific and dissimilar to what is found in contexts such as United States of America (Bleijenbergh et al., 2010). It can also be inferred that the organisations' quest to create an inclusive organisation speaks to the discrimination and fairness paradigm (Thomas & Ely, 1996).

The quest to create an inclusive organisation is associated with challenges. A fourth point denoted by code D points to challenges encountered by the selected organisations in managing diversity and inclusion. Notable challenges mentioned by participants from MTN-Ghana are the deep-seated differences found among employees and stereotyping. The challenge confirms that the literature bas been skewed leading to a sketchy understanding of the phenomenon. Most studies concentrate on the broader society, neglecting what pertains in the work environment (e.g., Agbenyaga, 2007; Dei, 2005; Gyare- Kwabi, 2012).

Another significant challenge is the absence of strong structures in the selected organisations. In the case of MTN-Ghana, diversity and inclusion are managed by corporate services which are not the core mandate of that department. Vodafone- Ghana has a department for diversity but it is not fully staffed since it is manned by one person who liaises with other departments.

The absence of strong structures to cater to the needs of individuals of varied backgrounds in the selected organisations may compel multinationals to implement home strategies in their subsidiaries. Home strategies applied in subsidiaries normally do not augur well for the organisations (Özbilgin, 2007). Similarly, the lack of deep understanding of the phenomenon coupled with weak structures at the workplace which lead to the application of alien concepts supports the concern raised by Jones et al. (2000) and Syed (2008a) regarding its practicability in other contexts. The presence of weak structures suggests the importance of a more effective approach to the management of diversity and inclusion in the organisations under study. It can, therefore, be inferred that a strong framework is needed to ensure the efficient management of diversity and inclusion in the organisations. In principle, the findings indicate an appreciation of differences as purported by the access and legitimacy paradigm (Thomas & Ely, 1996). The results put the selected organisations almost on the same page regarding the appreciation of diversity and inclusion. The next section deals with differences at the individual level, which may be classified as the basic make-up of individuals' backgrounds.

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6.3 Theme 2: Demographic challenges

Challenges associated with demographics are one of the key components investigated in this study. In this section, two main elements found in the selected organisations are discussed. However, other elements identified especially from the responses by participants from MTN-Ghana are also mentioned. Two major elements constituting the results of the cross-sectional analysis between the two organisations (MTN-Ghana and Vodafone-Ghana) are coded as follows:

E- Challenges regarding age differences.
F- Gender challenges.
G- 3A- Challenges regarding ethnicity

The first point coded E highlights challenges associated with the age difference. The study revealed that age differences create tension in the workplace, concurring with the argument that demographic dissimilarities create tension in the workplace (Pelled et al., 1991). Similarly, employees leave the organisation when there is an age disparity (Jackson et al., 1991). The findings depicted a situation where older employees find it difficult to submit to younger managers, reducing their sense of belonging. The tension between the older employee and the younger manager pinpoints the socio-cultural norm that makes the elder entitled to a higher position in the Ghanaian context.

The tension points to a communication breakdown in the organisations as asserted by Zenger & Lawrence (1989) and O'Reilly et al. (1989), indicating that demographic dissimilarities have a negative correlation to effective communication. One can speculate that an important element of an inclusive work environment (communication) may be ineffective if older employees find it difficult to comply with instructions from younger managers. The situation may create exclusion in the workplace if the appropriate communication strategy is not applied. The narrative supports the argument that different communication strategies are suitable for young and older employees (Wong et al., 2008). Similarly, the cultural context depicting a suitable approach in managing diversity and inclusion regarding age is required (Ferndale et al., 2015), suggesting that inclusion is impeded if group formation in the organisation is driven by age differences (House et al., 2004). The responses further indicate the quest for the organisations to recruit relatively younger employees, disregarding experience acquired elsewhere. Similarly, the responses point to one's level of education not playing a major role in hiring decisions which rather focus on the ability to perform. The recruitment procedure deepens the challenges regarding age differences since older employees may not be given the needed recognition for their experience or level of education.

Furthermore, the findings indicate that the decision to appoint an employee based on performance without considering his or her education level creates tension since highly educated employees find it difficult to be subordinated to less educated managers. MTN-Ghana has put measures in place to mitigate the tension by setting out task descriptions ahead of time and encouraging employees to air their views without being victimised. In this regard, appointing an older and more educated manager than his or her subordinates may reduce the tension associated with diversity and inclusion in the organisation.

The second point coded G reflects on gender challenges. Gender is seen to play a major role in the quest to create an inclusive organisation per the response from the participants. The response indicates that the emotional nature of women is not appreciated by their male counterparts. Male employees in this regard expect their female counterparts to perform at peak all the time without considering issues like their natural cycle which has an impact on their psychological wellbeing. The results also revealed that the cultural context dictates the roles played by female employees in the organisation (Aycan, 2011; Ferndale et al., 2015). The issue of the role played by women confirms the natural tendency for men to be at the helm of affairs all the time. The situation led a respondent from Vodafone-Ghana to call for a complete overhaul of employees in management, especially the mid-management level to reflect gender equality. The situation regarding gender challenges in Ghana has forced the government to launch a policy to ensure equality (GNA, 2015). The results indicate a poor adherence to the discrimination and fairness paradigm since female employees encounter challenges regarding equality in the workplace (Thomas & Ely, 1996). The gender challenges mentioned put the societal context in the high bracket of egalitarianism per the description put forward by House et al. (2004:12) as "the degree to which an organisation or society minimises gender role differences while promoting gender equality".

A significant challenge put forward by the participants concerning other components of demographic diversity is envy and disrespect between the endowed and less-endowed regarding social, marital and financial status. A critical challenge regarding demographic diversity highlighted by a respondent from MTN-Ghana, which was not envisaged earlier, is the rate at which newly recruited employees adjust to the organisational culture, inferring that the longer the period of adjustment the more inclusion is delayed.

The third point 3A represents the challenges associated with ethnicity. Ethnicity proved to be very sensitive and therefore there is a culture of silence regarding its discussion. The culture of silence is normally due to its sensitive nature making it difficult to identify challenges, although there is ethnic

tension in this regard. The results indicate stereotyping which breeds friction (Chumbow, 2009; Gershman & Rivera, 2016). A typical example is the Akan ethnic group which enjoys the dominance in the society and often creates tension in organisations and the larger society (Dei, 2005). The results confirm ethnic tension between Akans and non-Akans does not manifest openly in the workplace. The corporate policy may be responsible since it normally prevents employees from airing their views and rather insists that employees concentrate on the task at hand. The situation may suggest that the larger ethnic group would subjugate the smaller ethnic groups preventing inclusion at a subtle level.

Although ethnic tension may not be significant in the work environment, it has been identified in the larger society. The situation in the larger society supports the argument by Zoogah (2016), who disputes the claim that ethnic tension is not significant since studies point to the fact 59% of Ghanaians identify themselves with both ethnicity and nationality. He affirms that the findings of the study do not reflect reality due to a relatively high level of ethnic tension in society. The situation in the workplace may mirror what pertains in the larger society (Turner et al., 2006). Ethnicity may, therefore, be a significant element that influences any diversity and inclusion management strategy employed in the societal context under investigation. The consensus of both focus group discussions in Chapter 5 indicates a level of challenge regarding ethnicity in managing diversity and inclusion. The difference between MTN-Ghana and Vodafone-Ghana in this regard is the degree of agreement is significant and non-significant respectively. The difference between the two organisations may signify the level to which the corporate policy prevents employees from airing their views.

6.4 Theme 3: Socio-cognitive challenges

The purpose of this section is to assess how the socio-cognitive element found in the selected organisations foster or hamper inclusion. The following challenges were identified and coded as follows:

P- Challenges regarding religion

S – Challenges regarding thinking patterns

T – Challenges regarding sexual orientation.

U – Challenges regarding personality characteristics.

V – Challenges regarding knowledge level.

20A – Challenges regarding language

The first code P represents the religious challenges identified. Participants indicated that challenges regarding religious diversity are hardly visible in the workplace since the level of tolerance is high. However, they were quick to add that tension in this regard is very subtle, making it difficult to notice.

Challenges associated with religious diversity may be understood through the socio-cultural commonality within the organisation (Bussey & Bandura, 1999). The commonality within the organisation can be found in the religious bond and accounts for the characteristics of the members as indicated by the socio-cognitive theory (Bandura, 1986, 1999; Bussey & Bandura, 1999). The subtle nature of the religious challenge enforces the argument made by Kim et al. (1994), asserting that distinct cultural systems suppress differences within a group of people. The results of the study indicate that a corporate culture creates the assumption that there is no undercurrent but there are deep-seated differences, which can even be found in homogenous societies (Vandello & Cohen, 1999).

The second point (coded S) represents challenges regarding thinking patterns. Creativity and innovation are the products of a diverse workforce (Nelson, 2014) and this is fuelled by the thinking patterns of the members (SHRM, 2009). The results identified a challenge in this regard where divergent views normally delay decision-making. Further, the findings point to individuals who feel alienated due to their lack of innovation. The monotony of a task has also been seen to be one of the causes of the lack of innovation in the selected organisations. Since diversity creates innovation, the side-lining of employees in the organisation due to lack of innovation may defeat the purpose of utilising different talents to achieve a set goal (April et al., 2009; Giovanni, 2004).

The third point (T) represents challenges associated with sexual orientation. The results paint a gloomy picture of this element of diversity in the social context under investigation and there is little likelihood of reversing this situation anytime soon. Other sexual orientations apart from the natural have no room in either the socio-cultural norms of the society or the legal framework. It is illegal to indulge in any sexual behaviour apart from heterosexual relationships.

Although individuals of other sexual orientation are increasing in the global workforce (McPhail et al., 2014), it is a tall order to go public due to the challenges associated with it (Gedro et al., 2013; McPhail et al., 2014) in different contexts. The situation points to a sharp divergence regarding global practice. The results also indicated that individuals have resorted to practising their unorthodox sexual orientation in the dark due to the criminality attached to it. The situation defeats the purpose of diversity management as it entrenches exclusion.

The fourth point (coded U) represents personality characteristics, the results indicate that extroverts are normally domineering and subjugate the introverted. The situation does not favour what the discrimination and fairness paradigm seek to address (Gutmann, 2004), where employees are meant to be treated with equal measure to feel belonged. Employees tend to align with like-minded colleagues, favouring the in-groups created at the expense of the out-group (Matsumoto et al., 1996; Yamagishi, 1988). One can, therefore, describe this situation as a challenge, since it creates factions among employees in an organisation. It is a tall order to reverse this trend since personality characteristics are formed during one's formative life and determine later preferences (Loden & Rosener, 1991).

The fifth point (V) represents challenges regarding knowledge level, employees of equal knowledge level tend to bond easily and that defines their relationships (Freeman & Bordia, 2001). The results show that knowledge level creates segmentation in the organisation as employees of the same level of education form groups easily impeding the creation of inclusion in the entire organisation. Another challenge highlighted by the participants points to stagnation on the organisational ladder created by the highly educated employee leading to their withdrawal and preventing inclusion. Challenges regarding knowledge level may hamper inclusion due to employees' propensity to align only with similarly qualified colleagues and to look down on other of a lower level of education.

The sixth element, language coded 20A, and ethnicity has similar characteristics. Participants indicated that employees tend to gravitate towards individuals who speak the same native language irrespective of their ethnic background. In this regard, language can create segmentation (Chumbow, 2009; Gershman & Rivera, 2016) and makes it one of the core elements influencing diversity management in the organisations under study.

6.5 Theme 4: Organisational challenges

This section discusses the elements within the organisational structure that impact the diversity and inclusion management such as functional or job portfolios, job status, job tenure, and hierarchical ranking. The identified challenges from the cross-sectional analysis of the organisations are coded as follows:

W – Challenges regarding job portfolios

X – Challenges regarding the job status

Y – Challenges regarding job tenure

Z – Challenges regarding work and functional experience

Challenges regarding job portfolios, denoted by code W, are caused by the dissatisfaction of employees' due to the organisational structures put in place. The situation is seen to be responsible for delays in decision-making as indicated by the findings. Job portfolio challenges can be seen to reduce an employee's sense of belonging and hamper integration and swift decision-making (Lirio et al., 2008). The situation creates a challenge since the negative aspects of job portfolios promote exclusion or a low sense of belonging which does not help the retention of employees, thereby reducing organisational competitive advantage (Gilbert & Ivancevich, 2000; Shaw, 1993). In this regard, diversity in organisational context needs to be geared towards collectivism to ensure harmony (Chatman et al., 1998).

Job-status challenges coded X requires a tactful approach since they touch on the personality traits of employees. In this case, employees demand respect from their subordinates such as being addressed properly. On the other hand, employees also demand reciprocal respect from their superiors to feel that they belong. Employees who are not accorded the needed respect tend to withdraw, derailing the process of inclusion. In the same vein, employees of supposedly lower status tend to feel alienated when they are not treated with the needed respect by those of higher status. The results paint a picture that all employees demand respect to feel that they belong, leading to the creation of an inclusive organisation.

The situation will make an organisation dysfunctional if steps are not taken to reverse the trend since the challenge may negatively affect communication and increase labour turnover and conflict among employees (Cox, 1991). The issue of social categorisation in this regard should be integrated into diversity and inclusion management strategies in the societal context under investigation (Anderson & Metcalf, 2003) to mitigate the challenge. The challenge hinges on how the organisation is being structured and the type of culture cultivated to suit the socio-cultural norms.

Challenges regarding job tenure coded Y, mimic that of job status since both require taking the employees' sense of belonging into consideration. The results show a level of exclusion emanating from job security. In this regard, the organisation should employ a strategy that considers information diversity as put forward by Anderson & Metcalf (2003).

Hierarchical challenges, coded Z (challenges regarding work and functional experience) are comprised of two main elements. These are the recognition of the level of education and the acceptance of other employees' views. The organisation's over-reliance on internal recruitment and the inability of

employees to consider alternative views create a non-inclusive work environment. In this case, the nature of the task should be considered when applying a diversity and inclusion management strategy (Tatli & Özbilgin, 2006) since employees' in-depth understanding of their duties determines the level of appreciation of other's views.

The focus group consensus in chapter 5 revealed that employees accept the fact that the hierarchical structure of the organisation breeds tension to a certain extent. For example, when a new highly educated and more experienced employee is the subordinate of a less educated and less experienced manager due to the organisations' heavy reliance on internal recruitment, it becomes difficult for them to work towards a common goal due to lack of effective communication and coordination. The approach that promotes internal recruitment over the level of education, age difference, and experience gained outside the organisation is a bone of contention. In this regard, the hierarchical structure of the organisation does not normally help the cause of an inclusive work environment.

6.6 Theme 5: Challenges regarding economic conditions, historical context, government, corporate and organisational policies

This section deals with the dynamics within the larger society and its impact on the organisation regarding diversity and inclusion management. The challenges coded below are derived from the cross-sectional presentation in Chapter 5.11.

T – Challenges regarding sexual orientation.

Y – Challenges regarding job tenure.

1A – Challenges regarding organisational policy

2A – Challenges regarding various policies by the government.

4A – Challenges regarding corporate policies

15A – Challenges regarding historical context

16A – Challenges regarding economic condition

Challenges regarding sexual orientation coded T, have been discussed earlier in section 6.3 of this chapter within the context of socio-cognitive diversity. However, this section highlights the impact of government policies on the organisation. The issue of sexual orientation in the organisation takes its root from the national policy where any other sexual preference other than heterosexuality is

prohibited. The policy surrounding LGBT emanates from the national level and organisations have little or no power to reject it. In this regard, the quest by organisations to ensure an inclusive work environment is hampered, since people with alternative sexual orientations may not be fully accepted, defeating the purpose of the access and legitimacy paradigm, which maintains that the acceptance of social differences promotes efficiency and productivity, therefore translating into equality (Knoppers et al., 2015).

Job tenure, coded Y, has been mentioned earlier in this chapter (6.4) within the context of organisational challenges. Further, challenges regarding job tenure in this context are caused by organisational policy where an employee's tenure is determined by management. The situation is evident in the case of temporal or casual workers, where they are not accorded full status as employees of the organisation, and for that matter, are not entitled to benefits as permanent employees. The findings point to the fact that individuals who become perpetual contract or casual workers do not feel belonged and the situation foster exclusion. The organisational policy may be the main driver of job tenure in this respect and the need to be structured to promote inclusion is critical.

Challenges regarding organisational policies, coded 1A, affect the core operations of the organisation. The findings of this study point to the deficiencies in job tenure, benefits, and administrative procedures. Each of the challenges regarding organisational policy hampers inclusion due to their exclusive tendencies. It should be noted that the promotion of diverse perspectives of employees in an organisation reverses exclusive trends and foster inclusion (Shin & Parker, 2013). However, the promotion of diverse employees' perspectives within the organisational policy should be aligned to the corporate strategy since both are directly connected (Harzing, 2001). Furthermore, organisations operate within a national context and one cannot gloss over government policies since they supersede all organisational policies.

Government policies have also been seen to hurt the quest to create an inclusive organisation. Laws controlling labour and wages have been identified per the findings do not protect the employee, leading to the dissatisfaction of employees in many cases and preventing inclusion. The findings also indicate that laws regarding LGBT hurt creating inclusion since it prevents employees from expressing themselves openly concerning their sexual orientation. The situation regarding laws governing LGBT points to a wide institutional distance where there is a divergence between the regulatory systems of the subsidiary organisation's country and that of the mother organisation (Ferner et al., 2015).

Challenges regarding corporate policy, coded 4A, have been identified to have a negative impact on the creation of an inclusive organisation. The corporate policy controls the dynamics within its

subsidiaries to ensure conformity (Harzing, 2001). The strategy compels the organisation to adopt a recruitment approach that conforms to their global strategy (Bartlet & Ghoshal, 1998). The results point to a critical challenge that prevents inclusion, that is, the imposition of more sophisticated policies on the subsidiary organisation. Most of the parent companies are found in a more advanced nation and there will be the need to align the corporate policy to the societal context in which the subsidiaries operate due to the institutional profile (Ferner et al., 2005). Aligning the corporate policy to what pertains in the subsidiaries context is critical since effective management practices mirror the dynamics within the societal context (Hollingsworth & Streeck, 1994). A policy which is a departure from the Ghanaian culture is candour. An MTN interviewee indicated that Ghanaians are not brought up to speak openly about issues and a lot of diplomacy is needed to unearth their concerns. In this regard, a lot of issues may be swept under the carpet which do not normally foster inclusion. However, a convergent strategy identified is the business strategy. The strategy suits the Ghanaian context as it places more emphasis on "employee-level perspective" (Brewster & Mayrhofer, 2012).

The historical context of the country has been identified to pose a level of challenges regarding the creation of an inclusive organisation. The challenges in this regard are denoted by 15A (challenges regarding historical context). The result shows a historical challenge which is ethnically based. Ethnic groups are seen to be inferior and others seen to be superior. The situation creates tension in both the larger society as well as within the organisation. The Akan ethnic group has a strong presence in most sectors of the economy (Dei, 2005) and the results point to the fact that they see themselves as superior, creating tension between them and other ethnic groups. The situation supports Kanter's (1997) theory arguing that unbalanced groups promote subjugation, preventing inclusion. The economic conditions favour the ethnic groups that have a heavy presence in most sectors of the society, and therefore, the challenge regarding economic conditions denoted by 16A may mirror that of the historical context.

A personal observation during the data collection period indicates that power is centred in certain diversity elements such as ethnicity and religion. Employees who belong to seemingly dominant and prestigious ethnic groups often use their status as a source of power to marginalise the out-groups. Similarly, members of larger religious groups, in some instances, tend to lord it over other employees belonging to less-recognized religions. Other elements observed and usually used as power to derail inclusion are the level and type of education. Employees of the same level of education bond easily, creating an in-group, with the others forming the out-group. Furthermore, financial status and an employee's social network may create a similar situation as observed regarding the level of education.

6.7 Revisiting the research question

Question

What are the demographics, socio-cognitive and organisational challenges encountered by multinationals in managing diversity and inclusion in the telecommunications industry regarding the socio-cultural, political and economic environment in Ghana?

The socio-cultural environment significantly influences the challenges in managing diversity and inclusion in the selected multinationals. Although the political and economic environment plays a role in the management of diversity band inclusion it's not very profound. A common challenge that cuts across all the elements (demographics, socio-cognitive and organisational challenges) investigated is the deep-seated differences and stereotyping among employees found in theme one. The deep-seated differences and stereotyping emanate from the socio-cultural dynamics of the Ghanaian environment. In that case, the socio-cultural context is an important element to consider in the management of diversity and inclusion (Ferndale et al., 2015). Another challenge identified is the lack of structures in the selected organisations which encouraged the imposition of home strategies (Özbilgin, 2007), bringing the suitability of alien concepts to question (Jones et al. 2000; Syed, 2008a). Demographics, socio-cognitive and organisational diversities have various levels of challenges as portrayed by the respondents. Answers to the sub-questions below explain the challenges of the various elements investigated.

Sub-questions

1. How are diversity and inclusion managed presently in the telecommunications industry in Ghana?

Drawing on theme one (the state of diversity and inclusion management in the selected organisations), diversity and inclusion is managed through the appreciation of differences and ensuring the sense of belongingness. Further, the selected organisations work towards the utilisation of the differences found among the employees. To ensure the effective management of diversity and inclusion in the selected organisation, the corporate services department in MTN-Ghana is responsible for the process. On the other hand, Vodafone -Ghana has a designated department responsible for the management of diversity and inclusion. However, both structures are still at their infant stage and encounter challenges regarding the elements (demographic, socio-cognitive and organisational diversities) understudy.

2. What is the convergence and divergence in the management of diversity in the multinational organisations in the telecommunications industry in Ghana and the global practice?

Convergence in managing diversity and inclusion in the selected organisation and global practice is evident in the appreciation of differences. Secondly, the quest to utilise the differences in both instances signifies convergence. In addition, it's a common practice in both the selected organisations and globally, that structures are put in place to facilitate the management of diversity and inclusion. The degree of convergence is outlined in theme one. Notable divergence is the type of differences in the selected organisations and what pertains in other regions where diversity management is advanced. The differences in the selected organisations are socio-culturally or ethnically based and it is elaborated in theme four. Whereas, in most regions, diversity management is advanced or regarding global practice, the differences are mostly racial. Secondly, the influence of government policies on the management of diversity and inclusion turn to direct the approach in a different direction from the strategies employed in global practice such as laws governing LGBT, this is outlined in theme five. Furthermore, the selected organisation cannot cope with sophisticated policies that are applied in global practice which is also described in theme five.

3. What is the current situation of diversity management and the effectiveness of the strategies employed in mitigating the challenges in the telecommunications industry in Ghana?

Diversity and inclusion management in the selected organisations which exemplify the telecommunication industry is still at its embryonic stage. This is evident in the structures tasked with its management. MTN-Ghana does not have a full-fledge department, rather the corporate services double as the diversity department. In the case of Vodafone, a designated department is in place to facilitate the process, however, it is not fully staffed. The situation is fully elaborated in theme one. Per the archival materials obtained, both organisations have put measures in place to ensure inclusivity. In this regard, MTN – Ghana is working to empower the less privileged in the society by creating a diverse workforce (MTN, 2017). In the case of Vodafone – Ghana, the organisation is working towards reversing the gender imbalance in the workplace, ensuring that by the year 2030, the management force will be made up of 30% female (Vodafone, 2017).

4. What are the similarities and differences between the multinational companies in the telecommunications industry in Ghana concerning challenges in managing diversity?

The selected organisations find themselves on the same page regarding the following; the existence of diversity and inclusion management, the appreciation of differences and the quest to utilise the differences for organisational goals. Further, both organisations have structures in place to manage

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diversity and inclusion in the organisation as outlined in theme one. In addition, both organisations are influenced by government policies such as the law governing LGBT and crumble under the imposition of sophisticated policies described in theme five. However, MTN-Ghana does not have designated department but Vodafone-Ghana has a designated department as mentioned in theme one. Referring to these two, MTN-Ghana has a more liberal environment than Vodafone -Ghana, eg. Employees in MTN-Ghana express themselves freely than Vodafone-Ghana.

5. How do the challenges in managing diversity in multinational companies in the telecommunications industry in Ghana compare to that of global practice?

There are two main issues in this regard, the challenges encountered by the selected organisation or the societal context understudy may be more complex than what global practice encounter. The societal context is made of numerous ethnic and religious groups which inform the behaviour and the sense of belonging as well as thinking patterns of individuals as discussed in themes two and three. On the other hand, a global practice normally turns to contend with racial challenges. Secondly, the selected organisations or the societal context understudy is confronted with challenges which they may lack the sophistication to handle since the management of diversity and inclusion is not developed as compared to global practice which is much advanced, as discussed in theme five.

6.8 Experimenting with the chosen framework

Experimenting with the chosen framework in section 3.12 (relational framework) looks at how the challenges fit into the relational perspective of diversity management. The historical context has led to the socio-cognitive diversity found in society. The organisational level (meso) mirrors the organisational diversity and the individual level (micro) reflects the demographic diversity. The intersection in Figure 6-1 may be referred to as core elements (gender, job tenure, age difference, ethnicity, thinking patterns, and sexual orientation) influencing the dynamics in the organisations under investigation within the societal context regarding diversity and inclusion. The findings of the study show that the elements enumerated within the intersection are directly related to individuals' characteristics or micro (demographic diversity) controlled by the policies found in the organisation or meso (organisational diversity) and at the national level or macro (government policy) and normally directed by the socio-cultural environment or historical context (socio-cognitive diversity).

The elements in the intersection of Figure 6-1 may, therefore, suggest the core factors that influence the management of diversity and inclusion, representing the theoretical contribution of this study to knowledge. On the other hand, the practical contribution of the study to management is as follows:

- Due to the embryonic nature of diversity and inclusion management, the findings of this study suggest the need to highlight the importance of diversity management through the entire organisation to increase its appreciation.
- The need for management to further decentralize the diversity and inclusion strategies in the organisation.
- The corporate policy needs to be properly aligned to the socio-cultural context of the subsidiary to ensure efficiency.
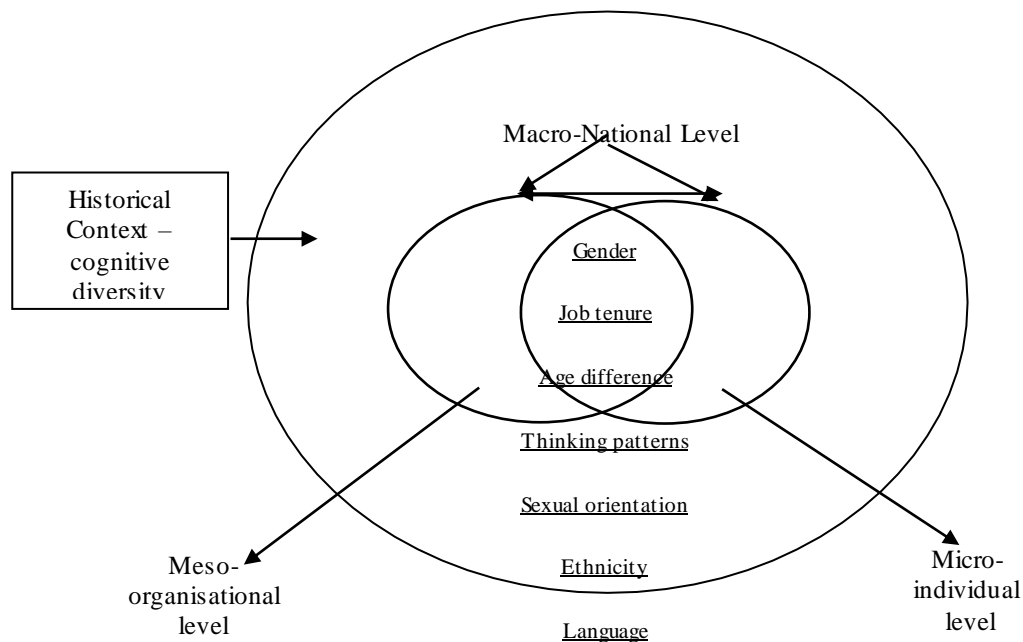
Figure 6-1: Experimenting with the relational perspective of diversity management

Source: Adapted from Syed & Özbilgin (2009).

6.9 Proposed framework

The proposed framework argues that the social construct of an individual reflects the socio-cultural background and translates into his or her identity. This reveals the incentives needed for one to feel belonged in a diverse environment. The argument can be juxtaposed to what is put forward by Alder & Smith (1992) that, the social construct of an individual is related to the socio-cultural background. However, the framework under discussion further indicates that an individual's identity and needs are

known through his or her social construct. An individual's social construct may, therefore, give a clue to his or her needs. In that regard, identifying and satisfying an individual's need to make him or her feel belonged in a diverse environment, fostering the needed inclusion. The diverse elements constituting an individual's social construct are seen to be interrelated and therefore needs to be recognised simultaneously. In other words, an integrated approach which is undergirded by an individual's social construct is suitable in creating an inclusive environment.

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                      ┌─────────────────────────┐
                      │   Enhanced performance  │
                      └─────────────────────────┘
                                 ↑
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                      │        Inclusion        │
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                                 ↑
                ┌──────────────────────────────────────┐
                │         Social construct             │
                │           (Identity)                 │
                └──────────────────────────────────────┘
           ↗                      ↑                      ↖
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────────┐
│  Demographic     │   │  Organizational  │   │  Socio-cognitive     │
│  • Gender        │   │  • Job Tenure    │   │  • Religion          │
│  • Age           │   │  • Work Experience│  │  • Thinking Patterns │
│  • Ethnicity     │   │  • Job Portfolio/│   │  • Sexual Orientation│
│                  │   │    Status        │   │  • Language          │
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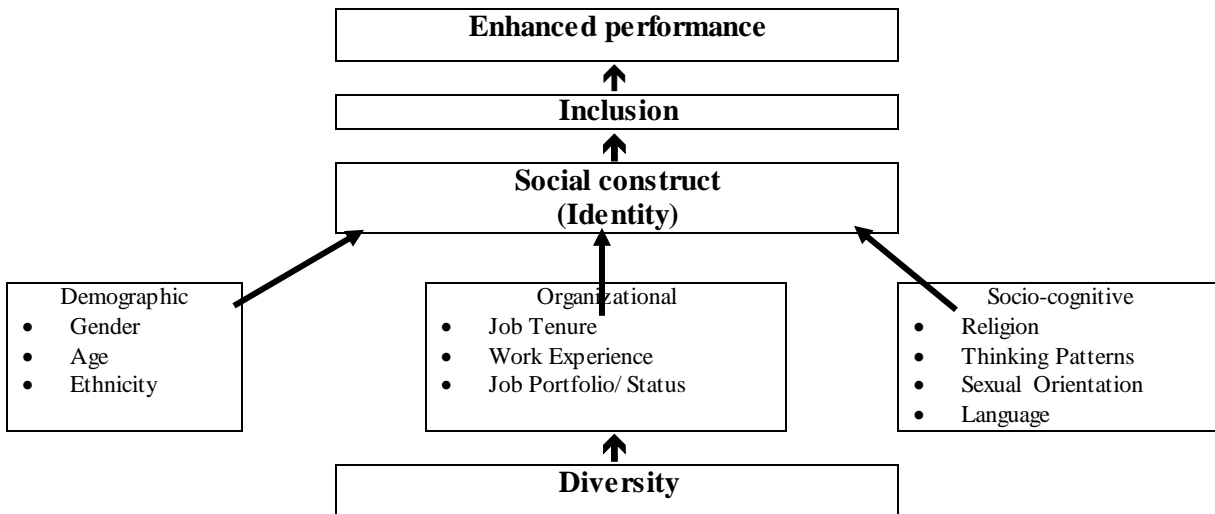
Figure 6-2: Socio-construct diversity framework

Source: Researcher's construction

The main socio-construct elements discussed in this framework, as shown in Figure 6-2, are demographic, organisational and socio-cognitive diversities. There are major sub-elements also highlighted such as;

• Demographics – Age, Gender and Ethnicity;

• Organisational – Job Tenure, Work Experience and Job Portfolio/ Status;

• Socio-cognitive – Religion, Thinking Patterns, Sexual Orientation, and Language.

Age, gender and ethnicity forming the constituents of demographics are the most visible differences in an organisation or society (Shin & Park, 2013). Age is seen to have a significant impact on values, motivation as well as the performance of employees (Lyons & Kuron, 2014; Kooij et al., 2009; Armstrong-Stessen, 2008). On the other hand, conceptualisation of age has proven to have a solid relationship with "work-related attitude" (Ferndale et al., 2015). The study suggests that the major sub-

elements under organisational diversity (job tenure, work experience, job portfolio/ status) are directly connected to work-related attitudes which is a derivative of age.

It can therefore be argued that age, gender and ethnicity are indispensable of each other since age cut across both sexes and all ethnic groups, making the demographic elements very critical in organisational wellbeing. Cox (1991) supports this argument to an appreciable extent by asserting that, the degree to which an organisation accepts and appreciate diversity from both sexes have a positive correlation to gender productivity. Roping in ethnicity, age and sex are the units of all ethnic groups, therefore establishing the interrelationship among them.

It should be noted that the dynamics surrounding age, gender and ethnicity within an organisation or in the society occurs within a context. The context is controlled by socio-cultural diversity which embodies cultural (beliefs) values, religious beliefs, thinking patterns, sexual orientation, language, etc. (Shin & Park, 2013). Further, a socio-cognitive environment creates innovation (Nelson, 2014). Speculatively, this is propelled by organisational diversity with demographics as the basic unit. In this regard, the effect of demographic elements in the organisation or society ripples through organisational and socio-cognitive diversities. The interrelated elements of diversity culminate into an individual's social construct, defining his or her real being.

The narration depicts the interrelated nature of the diversity constituents (demographic, organisational and socio-cognitive diversities) investigated in this study. Per the framework, it can, therefore, be suggested, that the degree of satisfaction an individual derives from a diverse organisation or the society determines the level of inclusiveness therein. It, therefore, leaves us with the question of how we determine the needs of an individual since satisfaction will not be achieved without it. This refers us to the central argument of the framework, positing that an individual social construct to a large extent points to his or her needs. Further, the social construct (identity) identified which is made up of interrelated elements of diversity should be dealt with in tandem to achieve the needed inclusion, translating into a desirable efficiency and productivity (enhanced performance) in the organisation.

6.10 Chapter summary

The chapter discussed the challenges identified concerning the three main variables of diversity, that's demographic, socio-cognitive and demographic. Further, challenges regarding economic condition, historical context, and government, corporate and organisational policies were also discussed. The diversity elements identified as factors influencing its management were aligned to the chosen framework (relational perspective of diversity). A proposed framework indicating the interrelated

nature of the diversity elements was also discussed. The next chapter concludes the study by pointing out the limitations and presents the entire summary. Finally, it evaluates the findings against the research objectives.

CHAPTER 7: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

7.1 Introduction

This chapter summarises the entire study by pointing out relevant aspects of previous chapters and areas that need further study. The original aim of the study was to explore the challenges encountered by selected multinational organisations. The key research question was: what are the organisational, demographics and socio-cognitive challenges encountered by selected multinationals in managing diversity and inclusion in the telecommunications industry regarding the socio-cultural, political and economic environment in Ghana?

7.2 Summary of the study

The study began by explaining diversity and inclusion, highlighting its relevance within the management context as well as the associated challenges. The objectives, research questions as well as the problem statement of the study were clearly stated. The need to study the societal context was also clarified to establish the gap that needed to be filled, portraying the importance of the study.

The second chapter elaborated on the concept of diversity and inclusion as discussed in the literature. This was done by tracing the roots of the concept and how it has evolved over the years. Specific attention was given to the constituents under investigation, that is demographic, socio-cognitive and organisational diversities. The relevance of the constituents to the study and the concepts were also highlighted to conclude the chapter.

A conceptual framework was employed in the third chapter to discuss various diversity constructs and concepts which are of relevance to the study. The constructs were carefully chosen to help elucidate the concept of diversity and inclusion concerning the research question and objectives. The relational framework was employed to guide the interpretation of the findings. Apart from situating the results in the literature, applying the relational framework placed the analysis in the right context, which gave the results the needed credence.

The fourth chapter outlined the procedure used to collect and analyse the data. Qualitative data collection and analysis were explained and justified to be a suitable approach to answer a research question of this nature. Other methods were also explained to buttress the suitability of the chosen strategy for data collection and analysis.

The fifth chapter presented the data and interpretation; it employed the chosen strategy (qualitative data analysis) to present the data in a meaningful manner that speaks to the questions and objectives of

the research. The data are in two parts, from in-depth interviews and focus group discussions. Both sets of data were coded, and themes were created out of the codes. A cross-sectional presentation between the two organisations under investigation was performed using the themes created to explain the challenges encountered in managing diversity and inclusion.

The discussion and analysis of data were presented in the sixth chapter; the results were aligned to what is known in the literature and the research question was revisited. The analysis revealed that there are challenges encountered by the selected multinationals under study. The challenges identified are related to the three main diversity variables investigated, these are, demographics, socio-cognitive and organisational diversities. Further, challenges regarding economic conditions, historical context, government, corporate and organisational policies are identified. Furthermore, ethnicity, corporate and government policies are identified as elements influencing the management of diversity and inclusion. Chiefly, the findings pointed to the fact that an individual's social construct influences his or her sense of belonging. In this regard, the major contribution of the study to theory and practice are highlighted, as elements that influence diversity and inclusion and the need to align societal context to corporate policy respectively.

7.3 Conclusion

In this section, the findings from the field study are discussed and evaluated against the research objectives stated in Chapters 1 and 5. The findings are aligned with the objectives of the study and answer the research question. The elements identified from the study which tend to influence diversity and inclusion management are highlighted and aligned to the chosen framework. The findings are discussed concerning how the study has deepened the understanding of the phenomenon by indicating the contribution of the study to knowledge and practice.

Although the findings such as appreciation of differences, belongingness, and utilisation of talents suggest the existence of diversity and inclusion management in the organisations, significant challenges have also been identified. The established challenges are per the objectives and the overarching research question of the study stated in Chapter 1. The challenges identified through the cross-sectional analysis in section 5.11 are outlined as follows:

7.3.1 Abbreviated Findings of the Study

The findings are captured succinctly per the objectives of the study as analysed in the previous chapter (chapter 6), as follows:

It is identified that diversity and inclusion management exist in the organisations under study as well as associated challenges. The organisations under investigation have similarities and differences, such as they have similar challenges but differ in the approach in expressing their views. Employees of MTN -Ghana are more explicit than their counterparts in Vodafone- Ghana. Three main challenges are identified regarding demographic diversity; they are age, gender differences, and ethnicity. Socio-cognitive diversity poses several challenges regarding religion, thinking patterns, knowledge level, personality characteristics, language, and sexual orientation. Further, four main challenges are identified regarding organizational diversity. These challenges are influenced by job portfolio, job status, job tenure, and functional experience. In addition, challenges regarding economic conditions, historical context, and government, corporate and organizational policies are undergirded by the interwoven nature of the challenges identified concerning demographic, socio-cognitive and organizational diversities. Corporate and government policies are the two main distinct challenges in this regard. Regarding the identified challenges, there are no clear-cut measures in place to address the situation. However, convergence between the corporate and organizational policy such as a suitable business strategy and a level of liberty to operate in line with the societal context regarding MTN-Ghana, and Vodafone- Ghana respectively are identified. Practices regarding sexual orientation are at variance with what pertains globally but ethnic issues reflect global challenges. The subsequent sections of this chapter present an elaborate version of the findings of the study.

7.3.2 Demographic challenges

Three main elements have been identified to establish the challenges in this regard. Firstly, age differences play a major role within the organisation in creating an inclusive workplace. It dictates what one should do and say at any given time. Errors committed in this respect by an employee are not taken kindly especially by the offended employee, normally an older individual. The age difference also poses a challenge to the organisational structure, as older employees find it difficult to take instruction from younger superiors. The culture of the older individuals always having a leadership role is seen to be problematic in creating an inclusive organisation per the findings. The situation creates dissatisfaction for both older and younger employees and creates a sense of entitlement instead of competence. A similar tension surrounds gender issues in the organisation.

Secondly, gender was identified as a critical element, both in the organisations and the societal context under investigation. In this case, there are two main issues hampering inclusion in the organisation. The first one is the expectation of women to perform at their peak all the time. Second is the difficulty of male employees taking instructions from female managers? The challenge is a recipe for the gender

imbalance in organisations and was supported by an interviewee who advocated for a total overhaul at the mid-management level. Organisations risk the high cost of reversing the trend if the challenge is mismanaged. Both organisations under investigation have similar challenges since respondents indicated the need to address the issue of equal opportunities for women.

Thirdly, the organisations under investigation consisted of individuals of various ethnic backgrounds, accounting for the greater portion of the diversity context. Ethnicity is normally found to be the cause of the tension, such as the subjugation of one ethnic group by another within the organisation. It is seen to be one of the strongest demographic elements in the society with which individuals identify themselves.

Respondents from Vodafone-Ghana were not very articulate regarding the demographic challenges but agreed to its subtle nature. In the case of MTN-Ghana, the respondents were explicit regarding their views, pointing out challenges regarding demographics. In both organisations, there is no clear measure to mitigate the challenges identified; although there are few instances where the organisations are working towards inclusion, such as encouraging mutual respect among employees. Challenges surrounding gender and age differences are global issues with that of age differences being much more prevalent in the Ghanaian societal context due to the socio-cultural dynamics. On the other hand, ethnicity seems to mimic what pertains on the global front due to its impact on the organisation under investigation.

7.3.3 Socio-cognitive diversity

Socio-cognitive diversity is the invisible differences among employees, but it has a strong impact on the process of creating inclusion. An aspect of socio-cognitive diversity is religion, which is found to be very important in the lives of the employees. The employees do not compromise on their religious views making it a very important aspect of their thinking patterns. Challenges regarding thinking patterns, knowledge level, personality characteristics, and language are also seen to be subtle. However, the results from the study suggest that the challenges can manifest significantly at times. One can, therefore, conclude that the invisible challenges underlie most of the visible challenges seen in the organisation and society.

Another aspect of socio-cognitive diversity is sexual orientation, in that both the government and the society have an entrenched position, which is at variance with global practice. However, a convergence noted between the organisational and corporate policies was the business strategy of MTN-Ghana. The business strategy is tailored to meet individuals' needs while a measure of liberty is given to

Vodafone- Ghana to operate to suit the societal context. In this regard, employing the balance theory discussed in Chapter 1 to ascertain the suitable degree of convergence and divergence between the organisational and corporate policies may be a critical area for further studies

7.3.4 Organisational diversity

Job portfolio, job status, job tenure, work, and functional experience pose significant challenges to the organisations. It should be noted that challenges, in this case, have a bearing on demographics where age differences and gender comes into play. Demographic dynamics fuel the challenges found in the organisational structure such as the difficulty male employees encounter in taking instruction from female superiors and the willingness of older employees to work as subordinates of younger managers, perpetuating inequality.

The challenges created by organisational diversity speak to the issue of the moral-ethical perspective mentioned in Chapter 1. The challenges regarding organisational diversity differ from what pertains globally, especially concerning age differences. It, therefore, can be concluded that the socio-cultural dynamics account for this difference. Both organisations under investigation have similar challenges in this regard and there is no practical measure identified to reverse the trend.

7.3.5 Economic conditions, historical context, government, corporate and organisation policies

The interwoven nature of the challenges is addressed in this section. Sexual orientation challenges are fuelled by societal norms and government policies. Job tenure is jointly controlled by organisational and government policies. The labour laws of the country have a bearing on the organisational policy, therefore compelling both the government and organisational policies to operate in tandem. Sexual orientation has been mentioned earlier in this chapter under socio-cognitive diversity as a significant challenge. Organisational policy determines the degree of challenge job tenure creates in the sense that the higher the job insecurity of an employee, the greater the challenge associated in building an inclusive work environment. The rate at which organisational policy creates a base of temporal and casual workers has a positive correlation with the sense of belongingness. Another connection found between challenges is that of local organisational policies and those of the multinational corporation. The organisational policies are an extension of the corporate policies and have a lot in common regarding challenges. In this regard, challenges created by local organisational policies emanate from the corporate policies. Challenges regarding corporate policies often create discomfort for employees' due to contextual differences. A more sophisticated policy usually imposed on a less-developed

environment creates uneasiness for the employee, as shown in the findings. The situation creates exclusion since those unable to cope are often isolated and feel less connected.

A broader element controlling the dynamics within the organisation and the society is the historical context which fuels subjugation in most instances since employees belonging to the larger and historically dominant Akan group tend to marginalise others of non-Akan groups. The economic conditions mirror the historical context since the well-endowed lord it over the less-privileged. The results point to the fact that both organisations encounter similar challenges in this regard, be it significant or subtle.

7.3.6 Elements influencing diversity and inclusion management

Drawing on the findings, a few broad elements have been found to influence diversity and inclusion in the organisations under study. The following broad elements have been identified to strongly influence the management of diversity and inclusion.

7.3.6.1 Ethnicity

Ethnicity in the organisation proved to have a significant impact on the management of diversity and inclusion. It is an issue most respondents tried to shy away from, both in the interviews and focus group discussions due to its sensitive nature. Ethnicity, per the findings, is an element that significantly defines an individual; it dictates a person's thinking and choices. Ethnicity is a double-edged sword regarding diversity and inclusion; it promotes inclusion internally and fuels exclusion externally. The situation suggests that ethnicity should be considered as critical in the formulation of diversity and inclusion strategies. Other factors may be impacted by ethnicity due to its direct relationship concerning diversity and inclusion: their thinking patterns, historical context, age difference, religion, language, and gender. These elements may be the appendages of ethnicity since employees' behaviour usually finds its roots in their ethnic background.

7.3.6.2 Corporate policy

The corporate policy has a huge influence on the effectiveness of diversity and inclusion management since it controls the dynamics within the subsidiaries in another context. In this regard, the feasibility of an organisation to create an inclusive work environment depends on how the corporate policy is aligned to the subsidiary's policy. Notable factors that are seen to be sub-elements per the results of this study regarding corporate policy are job tenure and recruitment strategy. The dynamics within the subsidiary organisations controlled by the corporate policy determine the degree to which employees

feel that they belong. The degree of belongingness has a bearing on the inclusiveness of the work environment, making the corporate policy a critical element.

7.3.6.3 Government policy

Government has a huge influence on organisations within the nation or the societal context in which they operate. Government policy directs the organisational policy and therefore determines the organisation's ability to create an inclusive work environment. For example, alternative sexual orientation such as LGBT is not permissible by the government policy, making it unacceptable within the organisation. In this regard, the degree to which government policy encourages inclusion will reflect in organisation's operation within the nation.

7.4 Limitations of the study

In addition to the main shortcomings of the methodology employed in this study, such as the degree to which the findings can be applied in other contexts, there are other practical limitations of the study that need clarification. A critique of this thesis should be focused on the lack of adequate data to inform the understanding of the phenomenon under study (telecommunication industry in Ghana).

It should be noted that there was only one employee available from Vodafone-Ghana for an in-depth interview since no-one else had the needed expertise in diversity and inclusion. This may hurt the richness of the data concerning the industry under investigation. Secondly, it is observed that the corporate policy prevented respondents from providing details regarding the challenges regarding diversity and inclusion. It was also observed that the lack of deep appreciation of the diversity concept reduced the ability of participants to answer some of the questions properly. Further, during the focus group discussions, participants were cautious regarding certain sensitive issues such as ethnicity. The situation prevented the researcher from obtaining rich information regarding challenges associated with ethnicity, which may hamper an in-depth understanding of the phenomenon.

Thirdly, the findings may not adequately represent the telecommunications industry since the two top market leaders investigated may not encompass all the challenges in the industry. The telecommunications companies at the bottom of the ladder in terms of market share declined to take part in the study, leaving us with the unanswered question of what challenges could be encountered by smaller players in the telecommunications industry in Ghana.

7.5 Recommendations for further study

The research concludes with some proposed areas for further study. The following recommendations arise from the findings of the study discussed in the previous chapter (chapter six). Three main areas are deemed worthy of further study, there are:

1. The deep-seated differences discussed in theme one in chapter six (section 6.2), require further study into the socio-cultural environment of the societal context which is mainly underlined by demographic and socio-cognitive diversities. Further study into the socio-cultural context understudy will assist in creating strategies that will align the differences to ensure inclusion.
2. Further study is needed to assist in building strong structures to ensure efficient management of diversity in the organisations. The study revealed that structures responsible for the management of diversity in the organisations lack the needed robustness to ensure inclusion. In this regard, a study that seeks to fashion out an approach that will help in creating strong structures is much desired to prevent the imposition of alien strategies as mentioned in chapter six (section 6.2).
3. Another area of concern is the non-alignment of the corporate policies and the societal context as discussed in chapter six (section 6.6). Further study is needed to align the dynamics within the societal context and the corporate policies to prevent the application of unsuitable strategies.

In addition, a critical observation points to the fact that the appreciation of diversity and inclusion concepts in the selected organisations is relatively low and further study is needed to measure its impact on organisations' bottom-line to make it more receptive. Furthermore, to obtain a conclusive result regarding the entire telecommunication industry in Ghana, the study needs to be broadened to cover both leaders of the market as well as followers (relatively smaller organisations in the industry).

Lastly, given the practical challenges encountered during the data collection and the impact it may have on the findings coupled with the extent to which it can be generalised, a mixed-methods approach is recommended for further study. A mixed-methods approach would be suitable since the quantitative aspect using a survey questionnaire would increase the number of participants, broadening the views missing in the qualitative approach. Since the questionnaire would be answered by the respondents in their comfort zone, there would be no uneasiness regarding sensitive issues as seen in the interview sections and focus group discussions. The approach would significantly eliminate the paucity of data gathered through the qualitative method and elicit further information.

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APPENDICES

Appendix 1: Interview questions

Brief overview of diversity and inclusion

Diversity refers to the representation of all forms of visible and invisible difference including but not limited to race, gender, ethnicity, disability, sexual orientation, education, class, rank and age. It is also described as the variety of differences and similarities or dimensions among people, such as gender, race/ethnicity, tribal/indigenous origins, age, culture, generation, religion, class or caste, language, education, geography, nationality, disability, sexual orientation, work style, work experience, job role and function, thinking style, and personality type.

Inclusion relates to the acknowledgement and respect granted to every employee's unique difference. It is also defined as how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected, feel engaged and motivated, and their contributions toward meeting organizational and societal goals are valued.

Brief overview of demographic diversity

Demographic diversity is the easily detectable element found in any diverse society and are age, gender, social status etc.

Questions

1. In your view what is diversity and inclusion in your organisation?

……………………………………………………………………………………………………

2.   What are the challenges in managing diversity and inclusion with respect to the following demographics in your organisation?

a) Age

……………………………………………………………………………………………………

b) Gender

……………………………………………………………………………………………………

c) Social status

……………………………………………………………………………………………………

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d) Marital status

………

e) Financial status.

………

f) Physical appearance and capabilities.

………

g) Ethnicity

………

h) What about other demographics I have not mentioned?

………

Brief overview of socio –cognitive diversity

Socio-cognitive issues include religious, traditional and political beliefs, language and thinking patterns, sexual orientation, intelligence and knowledge.

Questions

1. What are the following socio- cognitive challenges in managing diversity and inclusion in your organisation at the individual level?

a) Religious beliefs

………

b) Political inclinations

………

c) Language

………

d) Mental challenges

………

e) Thinking patterns

……

f) Sexual orientation

……

g) Personality characteristics

……

h) Intelligence

……

i) Knowledge level (education level)

……

Brief overview of organisational diversity

Diversity also involves the organisational context that adds to the diverse perspectives of the group dynamism such as occupation and functions of the employees, seniority in the firm, and hierarchical ranking within the organization.

Questions

1. What are the following organisational challenges in managing diversity and inclusion in your organisation?

a) Functional or job portfolios.

……

b) Job status.

……

d) Job tenure (seniority)

……

d) What are the following challenges regarding hierarchical ranking in managing diversity and inclusion in your organisation?

i) Work experience.

………

ii)   Functional experience.

………

iii)   What else is important to know about managing diversity and inclusion in your organisation?

………

1. Do you have any suggestions that will help mitigate the challenges in diversity and inclusion in your organisation?

………

2. In your opinion what are some of the policies of the organisation that pose a challenge to diversity and inclusion management?

………

3. In your view how do policies enacted by various regimes (governments) hinder the management of demographic, socio-cognitive and organisational diversity in the organisation?

………

4. In a country like Ghana with over ninety ethnic groups, how does it pose a challenge to the management of:
a) demographic diversity

………

b) socio-cognitive diversity

………

c) Organisational diversity

………

6. What are the challenges in managing diversity and inclusion within the historical context regarding socio-cultural values, politics and economics?

………

7. In your view, how do the present socio-cultural, political and economic environment pose a challenge to the management of the following aspects of diversity in your organisation?

a) Demographic diversity

……………………………………………………………………………………………

b) Socio-cognitive diversity

……………………………………………………………………………………………

d) Organisational diversity

……………………………………………………………………………………………

e) How does the corporate diversity policies pose a challenge to diversity management in its subsidiary in Ghana regarding the following?

i)   Demographic diversity

……………………………………………………………………………………………

ii) Socio- cognitive diversity

……………………………………………………………………………………………

iv)   Organisational diversity

……………………………………………………………………………………………

8. What are the convergence and divergence found between the corporate diversity policies and that of the subsidiary in Ghana regarding the following?

a)   Demographics diversity

……………………………………………………………………………………………

b)   Socio-cognitive diversity

……………………………………………………………………………………………

   c)   Organisational diversity

……………………………………………………………………………………………

9. Do you have any questions for the researcher with respect to the topic under discussion? ……

Appendix 2: Code Categories

The code categories have been created in accordance with the interview question, each code has been assigned an alphabet or a combination of a digit and alphabet.

A - Appreciation of differences.

B - Belongingness

C - Utilising different background to achieve a set goal.

D - Existence of challenges

E – Challenges regarding age difference

F – Challenges regarding cultural context.

G – Gender challenges

H – Challenges regarding performance of females at the work place.

I – Challenges regarding envy

J – Challenges regarding marital status as its seen as a higher social status

K – Challenges regarding financial status.

L – Challenges regarding physical appearance.

M – Subtle challenges regarding the acceptance of criticism by colleagues.

N – No significant challenge.

O – Challenges regarding period of getting employee to accept organizational culture.

P – Challenges regarding religion.

Q – Challenges regarding politics.

R – Challenges regarding mental capabilities.

S – Challenges regarding thinking patterns.

T – Challenges regarding sexual orientation.

U – Challenges regarding personality characteristics.

V – Challenges regarding knowledge level.

W – Challenges regarding job portfolios.

X – Challenges regarding job status

Y – Challenges regarding job tenure.

 Z – Challenges regarding work and functional experience.

1A – Challenges regarding organizational policy

2A – Challenges regarding various policies by government.

3A – Challenges regarding ethnicity

4A – Challenges regarding corporate policies.

5A – Challenges regarding subjugation.

6A – Challenges regarding stereotyping.

7A – Challenges regarding disrespect.

8A – Challenge regarding freedom of expression.

9A – Challenges regarding social status

10A – Challenges regarding assertiveness

11A – Challenges regarding high performance

12A – Challenges regarding employment benefit

13A – Challenges regarding differences

14A – Challenges regarding weak structures

15A – Challenges regarding historical context

16A – Challenges regarding economic condition.

17A – Challenges regarding socio-cultural values

18A – Convergence of policies

19A – Effective diversity strategy

20A – Challenges regarding language.

Appendix 3: Gateway letter: MTN-Ghana

MTN GHANA FOUNDATIONINVESTORS
   MTN House. Independence Avenue, Accra.IN PEOPLE
P. O Box TF281, Trade Fair. La. Accra. Ghana.
Tel: +233 (0)24 4300000 Fax. +233 (0)30 2231974
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RK/CS/0721/OL/2017

October 9, 2017

The Academic Leader

University of Kwazulu Natal

Graduate School of Business & Leadership UKZN, Westville Campus
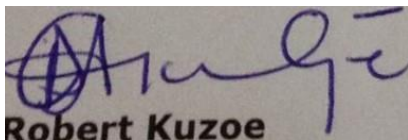
Dear Sir/Madam,

RE: AUTHORITY TO CONDUCT DOCTORAL STUDIES RESEARCH: ERASMUS KOFI APPIAH

We write to confirm that Erasmus Kofi Appiah has been granted permission to use MTN Ghana for his Doctoral Thesis titled "Exploring the challenges encountered in Managing Diversity and Inclusion in the Telecommunication Industry by selected Multinationals in Ghana".

We hope that information grated him will be treated with the confidentiality it deserves and used for the thesis as such.

The necessary assistance required to enable Erasmus complete this thesis   be granted him.

Yours faithfully,

Robert Kuzoe

Executive Secretary.

Appendix 4: Gateway letter: Vodafone - Ghana

Hello Erasmus,

Reference your email on the 11th October 2017 regarding data collection in diversity and inclusion in multinationals using Vodafone Ghana as your case study, I write to inform you of your request being approved by the privacy and legal department.

We have forwarded to the diversity and inclusion manager to provide the necessary information.

Best Regards.

Jonas Aryeh
Business Risk and Continuity Specialist
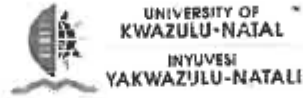
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The future is exciting. Ready?

Appendix 5: Ethical clearance

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

Protocol reference number : HSS/2243/017D

Project title : Exploring the challenges encountered in managing diversity and inclusion in the telecommunication industry by selected multinationals in Ghana

ACKNOWLEDGEMENT:
BREACH OF ETHICAL PROCESSES AT UKZN

I, the undersigned,

Student Name (Student Nr) : Mr Erasmus Kofi Appiah (214585632)

School : Graduate School of Business & Leadership

Campus : Westville

as the Principal Investigator ("the Applicant") in the above stated project, do hereby acknowledge that:

1. The University of KwaZulu-Natal's (hereinafter "UKZN") Research Ethics Policy (V) does not make provision for Retrospective Ethics Approval;

2. All researchers (both students and staff) at UKZN are obliged to be familiar with this policy;

3. I have been informed that research cannot be done without obtaining full ethical clearance as per the policy and guidelines of the University;

4. Research for the above project was undertaken by myself without final ethical clearance being obtained.

5. The University reserves its right to, at any stage and time, withdraw the relevant degree obtained by myself if

    5.1 It becomes known to UKZN that there was an additional ethical breach during any field work or whilst collection data for the above stated project, and / or

    5.2 I fail to apply for ethical clearance for any future research projects.

6. In addition to point 5 above, the appropriate disciplinary processes will follow should this occur again.

I further acknowledge that should there be any legal implications/actions emanating from the research in terms of any ethical violations, I will be personally liable and hereby indemnify UKZN against any legal action that may arise from my failure to adhere to the University Research Ethics Policy (V).

Signed at Accra on the 21st day of December 2017

Signature of applicant: _____

Signed at _____ on the _____ day of _____ 2017   04|01|18

Signature of Chair (HSSREC): _____   Date: _____

Humanities & Social Sciences Research Ethics Committee
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