



NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

**THE IMPACT OF WORKFORCE DIVERSITY ON
KNOWLEDGE SHARING: CASE OF NEAR EAST
UNIVERSITY DIVERSITY MANAGEMENT**

KARZAN QADER HAMAD

MASTER'S THESIS

NICOSIA

2018

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
INNOVATION AND KNOWLEDGE MANAGEMENT PROGRAM

**THE IMPACT OF WORKFORCE DIVERSITY ON
KNOWLEDGE SHARING: CASE OF NEAR EAST
UNIVERSITY DIVERSITY MANAGEMENT**

KARZAN QADER HAMAD
20169030

MASTER'S THESIS

THESIS SUPERVISOR
Prof. Dr. Mustafa Sağsan

NICOSIA
2018

ACCEPTANCE

We as the jury members certify the "the impact of workforce diversity on knowledge sharing: case of Near East University diversity management" prepared by Karzan Qader Hamad defended on 27th of November 2018 has been found satisfactory for the award of degree of Master.

JURY MEMBERS

Prof. Dr Mustafa SAĞSAN (Supervisor)

Near East University/ Department of Innovation and Knowledge Management

Assist. Prof. Dr. Ahmet ERTUGAN (Head of Jury)

Near East University/ Department of Marketing

Assoc. Prof. Dr. Ayşe Gözde KOYUNCU

Near East University/ Department of Business Administration

Prof. Dr. Mustafa Sağsan

Graduate School of Social Sciences

Director

DECLARATION

I Karzan Qader Hamad, hereby declare that this dissertation entitled "the impact of workforce diversity on knowledge sharing: case of Near East University diversity management" has been prepared myself under the guidance and supervision of "**Prof. Dr. Mustafa Sağsan**" in partial fulfilment of The Near East University, Graduate School of Social Sciences regulations and does not to the best of my knowledge breach any Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

- The full extent of my Thesis can be accessible from anywhere.
- My Thesis can only be accessible from the Near East University.
- My Thesis cannot be accessible for (2) two years. If I do not apply for extension at the end of this period, the full extent of my Thesis will be accessible from anywhere.

Date: 27 November 2018

Signature:

Name, Surname: Karzan Qader Hamad

DEDICATION

---This study is dedicated to my parents and friends---

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my advisor Prof. Dr. Mustafa SAĞSAN for the continuous support of my master study and related research, for his endurance, inspiration, and immense knowledge. His supervision helped me in all the time of research and writing of this thesis. I could not have imagined having a better mentor for me.

I would also appreciate the efforts and love of my parents. I would thank them for trusting in me and making me who I am today. Lastly, my family altogether, my brothers and sister, without their support I would not be able to do well.

ABSTRACT

THE IMPACT OF WORKFORCE DIVERSITY ON KNOWLEDGE SHARING: CASE OF NEAR EAST UNIVERSITY DIVERSITY MANAGEMENT

The main emphasis of the study was to examine the impact of workforce diversity on knowledge sharing. This was based on observations made that there are so many studies advocating that workforce diversity be used to deal with challenges facing organisations. However, continued observations continued to show that workforce diversity does not always lead to improved knowledge sharing. As a result, aspects such as workforce diversity, organisational culture and trust were established to be the prime factors that determine the interaction between workforce diversity and knowledge sharing. A total of 100 questionnaires were distributed and successfully retrieved and the data was analysed using regression analysis. The results showed that both workforce diversity, organisational culture and trust are positively related with knowledge sharing. Recommendations were therefore made that organizations need to ensure that their staff from different countries, cultures or ethnicities is treated equally without any discrimination. Recommendations were also made that organizations with diversified staff should have a friendly and open working environment where everyone can share and contribute in decision making.

Keywords: Knowledge sharing, organisational culture, trust, workforce diversity.

ÖZ

İŞGÜCÜ ÇEŞİTLİLİĞİNİN BİLGİ PAYLAŞIMINA ETKİSİ: YAKIN DOĞU ÜNİVERSİTESİ ÇEŞİTLİLİĞİ YÖNETİMİNDEN VAKA ANALIZI

Çalışmanın temel vurgusu, işgücü farklılıklılığından bilgi paylaşımıdır. Bu gözlemlere dayanarak, işgücü çeşitliliğinin organizasyonların karşılaştığı zorluklarla baş etmek için kullanıldığını savunan pek çok çalışma olduğu sonucuna varıldı. Ancak, devam eden gözlemler, işgücü çeşitliliğinin her zaman gelişmiş bilgi paylaşımına yol açmadığını göstermiştir. Sonuç olarak işgücü çeşitliliği, örgüt kültürü ve güven gibi unsurlar, işgücü çeşitliliği ve bilgi paylaşımı arasındaki etkileşimi belirleyen temel faktörler olarak belirlenmiştir. Toplam 100 anket dağıtıldı ve veriler regresyon analizi kullanılarak analiz edildi. Sonuçlar, hem işgücü çeşitliliğinin, örgüt kültürünün hem de güvenin bilgi paylaşımı ile pozitif ilişkili olduğunu göstermiştir. Bu nedenle, kuruluşların farklı ülkelerden, kültürlerden veya etnik gruplardan personelinin herhangi bir ayrımcılık yapılmaksızın eşit muamele görmesini sağlamaları gerektiğine yönelik tavsiyelerde bulunulmuştur. Çeşitlendirilmiş personele sahip kuruluşların, herkesin karar vermede paylaşabileceği ve katkıda bulunabileceği samimi ve açık bir çalışma ortamına sahip olması gerektiği konusunda önerilerde bulunulmuştur.

Anahtar Kelimeler: Bilgi paylaşımı, örgüt kültürü, güven, işgücü çeşitliliği.

TABLE OF CONTENTS

ACCEPTANCE	i
DECLARATION	i
DEDICATION.....	ii
ACKNOWLEDGMENTS.....	iii
ABSTRACT	iv
ÖZ	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	ix
LIST OF TABLES	x
ABBREVIATIONS.....	xi
INTRODUCTION.....	1
CHAPTER 1	3
LITERATURE REVIEW OF WORKFORCE DIVERSITY	3
1.1 The concept and theory of work force diversity	3
1.2 Workforce Diversity and its Impact on the Firm Performance	4
1.3 Workforce diversity and the organizational efficiency.....	5
1.4 Managing workforce diversity	6
1.5 Building trust and cooperation among diverse workforce	9
1.6 Challenges of workforce diversity	12
1.7 Strategies for managing diversity	13
1.8 Managing gender diversity	15
1.9 Managing cultural diversity	16
1.10 Managing racial diversity.....	17
1.11 Diversity and the performance of the firms.....	20
1.12 Knowledge Sharing	22
1.13 Diversity management for knowledge sharing.....	24
1.14 Motivation and knowledge sharing	26
1.15 Conceptual Framework/Research Model	28

CHAPTER 2.....	30
RESEARCH METHODOLOGY.....	30
2.1 Research Design.....	30
2.2 Sample.....	30
2.3 Sampling.....	31
2.4 Procedure of Data Collection.....	31
2.5 Materials for the Research.....	31
2.6 Data Analysis.....	32
2.7 Ethical Concern.....	33
CHAPTER 3.....	34
RESULTS AND DISCUSSIONS.....	34
3.1 Introduction.....	34
3.2 Data Analysis and Presentation.....	34
3.2.1 Demographic Statistics Analysis.....	34
3.2.2 Descriptive Statistics Analysis.....	35
3.3 Correlation Analysis.....	40
3.4 Model summary.....	41
3.5 Coefficient analysis.....	41
3.6 Analysis of variance.....	43
3.7 Hypothesis Results.....	43
3.8 Discussion of Results.....	44
3.7.1 Workforce Diversity.....	45
3.7.2 Knowledge Sharing.....	46
3.7.3 Organizational Culture.....	48
3.7.4 Organizational Trust.....	49
CHAPTER 4.....	51
CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS.....	51
4.1 Conclusions.....	51
4.2 Recommendation.....	52
4.3 Implication for Future Research.....	52
REFERENCES.....	53

LIST OF APPENDICES	60
Appendix I: Questionnaire	60
ETHICAL APPROVAL REPORT	63
PLAGIARISM REPORT	65

LIST OF FIGURES

Figure 1.1: Conceptual framework	28
---	-----------

LIST OF TABLES

Table 3.1: Ratio of Respondents	34
Table 3.2: Demographic Statistics	35
Table 3.3: Descriptive Statistics for Workforce Diversity.....	36
Table 3.4: Descriptive Statistics for Knowledge Sharing.....	37
Table 3.5: Descriptive Statistics for Organizational Culture	38
Table 3.6: Descriptive Statistics for Organizational Trust	39
Table 3.7: Correlation	40
Table 3.8: Model summary	41
Table 3.9: Coefficient analysis.....	42
Table 3.10: Anova	43
Table 3.11: Hypothesis results	44

ABBREVIATIONS

OC: Organisation Culture

OT: Organisational Trust

KS: Knowledge Sharing

SPSS: Statistical Package for Social Sciences

SRS: Simple Random Sampling

WD: Workforce Diversity

INTRODUCTION

The workforce diversity is not a new phenomenon to the modern organizations. The world has integrated and became a global village; people from different cultures and different parts of the world have come closer and are sharing their ideas, knowledge, skills and cultural influences. Therefore, working in a multicultural organization has different impacts on an organization. The diverse workforce is a tool that could be utilized for enhanced performance and sustainable development of the organization. The diversity of workforce refers to the diversity of religion, culture and social backgrounds of the employees or organizational members. To understand the workforce diversity; it is significant to understand the concept of culture that differentiate the workforce from another. The word culture could be defined as the way/ method of educating oneself to be more successful and prosperous human being (Edewor & Aluko, 2007).

Similarly, a paper from the agency of United States in 2002 defined culture as the distinctive material, emotional, spiritual and intellectual features of the society that have distinctive lifestyle, values/beliefs and traditions (UNESCO, 2002). The diversity would be easy to understand if it could be divided into main dimensions: primary and secondary. According to Thomas (1991), diversity is not limited to differences of cultures, race and gender in a workplace but the distinctive lifestyles, rank in an organization, age, sex, financial status and the geographic locations are very important in order to understand the actual diversity of the work place. The actual diversity is the differentiating roles of human beings in particular that constitutes the change (Brazzel, 1991). The main objective of the study to explore the relationship between workforce diversity and knowledge sharing and how it impact on the creating new opportunities for new and innovative practices for better performance. The study also seeks to identify the possibilities that accelerate the knowledge sharing process in a diversified workforce. As a result, the study seeks to answer the following questions:

- How does organizational culture and organizational trust impact the knowledge sharing process in a diversified workforce?
- What are the possibilities for improving the knowledge sharing process in a diversified workforce?

The study is structured into four chapters and the first chapter provides a review of literature related to workforce diversity and knowledge sharing and how it is influenced by the organizational culture and organizational trust. The second chapter provides details of the research methodology that was used to conduct out this research while the third chapter represents the results and discussion. The fourth chapter represents the conclusion and recommendations that are drawn based on the results of the study. The last chapter also presented some suggestions for the future research.

The research is important for academic reasons as it results in an increase in literature sources about workforce diversity and knowledge sharing. The study provided solution to manage diversity in order to promote diversified knowledge that is fundamental to growth and development in a global world of diversity. People from different cultures have different knowledge and managing the diverse knowledge is difficult which many organizations cannot do successfully. His study provides solution to those organizations in managing diversity and progressing with diversified employees.

CHAPTER 1

LITERATURE REVIEW OF WORKFORCE DIVERSITY

1.1 The concept and theory of work force diversity

According to Janssens and Steyaert (2003), the diversity of workforce is a compound, political phenomenon that is controversial. There are many researches carried out to study the concept of work force diversity with every research presented different angles and viewpoints. There are narrow perspectives on the diversity as well as open views that support it (Jackson, Joshi, & Erhardt, 2003). Some scholars have restricted the concept of diversity to ethnicity, race and gender only (Cross, Seashore, Miller, & Katz, 1994). These narrow opined scholars believed that the diversity is restricted to the cultural aspect only and not the other wide range of secondary dimensions of diversity. In comparison, the concept of diversity is also seen as a broader and open phenomenon not restricted to primary or secondary dimensions of the diversity but a combination of both.

According to Jackson, Whitney and May (1995), restricting the diversity to race, gender and ethnicity will not enable the literature to identify other contributing factors like the abilities, values, personality, age, demographic differences and individual's role in an organization to analyze the effect of diversity in an organization. It is also added that, with broader view on diversity also opens a chance for managing diversity for a more effective and efficient performance (McGrath, Berdahl, & Arrow, 1995).

William and O'Reily (1998) presented three contrasting theories to examine the work force diversity. The first theoretical framework constitutes the social categorization including gender, age and ethnicity that forms the opinions of diversity. The second theory is called the similarity/attraction that illustrates the similarity between the distinctive attributes of the individuals like race, attractions, values and affections. The last theory known as the information and decision making observes the impact of information distribution and skills on the work force. There are some findings suggesting

that work force diversity could inflame the conflicting situation among the employees because of difference of opinions and ideas but this is common to human nature despite their differences. The people within the same ethnicity or race could have difference of opinions that provokes the conflict. Pelled, Cummings, and Kizilos (1999) found that differentiating individuals in a group affect the group dynamics but the difference of language could foster misunderstanding that leads to conflict (Hogg, Cooper-Shaw, & Holzworth, 1996).

1.2 Workforce Diversity and its Impact on the Firm Performance

The diversity of the workforce impacts the performance of a firm in many different ways. The diversity of the employees is the diversity of the knowledge, skills, experience, and intellectual level and in general distinction in the employee personality and behavior that affects the firm's performance (DeLancey, 2013). Schaubert (2001) outlined that it is also important the organization is ready to adopt the change that is linked to diversity of the workforce for the performance and productivity (Saxena, 2014). The heterogeneous work force in an organization is more open to the innovation and knowledge by taking up challenges and learning from the experiences with distinctive interpretations of lessons learnt and developing distinctive solutions from the past experiences. This makes it more convenient for the organization to for the future by avoiding the same mistakes and thus enhances the performance of the organization in a more sustainable and positive way (Jehn, Northcraft, & Neale, 1999).

The perceptions and the beliefs of the work force with their diverse experiences and skills combine together with organizational needs and objectives can do wonders. According to Gupta (2013), the workforce diversity has an increasing influence on the performance of the firm; different aspects/dimensions of the diversity have different impact on the performance through, decision making, creativity, innovation, competitive advantage, strategy, and team building with accountability, enhanced distribution of financial opportunities and achievement of the firm.

According to the research conducted by Society of Human Resource Management SHRM and fortune magazine (2002), 75% and above organizations that were surveyed

had been involved in some dimensions of diversity for the organization and were taking more initiatives on diversity, because diversity affects the performance of the team and the team performance affects the performance of the organizations.

Brighton and Troske (2001) outlined the same in a poll study; 81% of the respondents signified the work force diversity for high performance of an organization. The respondents outlined the work force with distinctive race, gender, cultures, knowledge and backgrounds contribute to effective team performance and lead to high firm performance. The survey utilized New Worker-Establishment Characteristics Database (NWECD) and observed the relationship between productivity and workforce diversity. The research came up with a significant argument; either there is a positive relationship between work force diversity and productivity/ performance of the firm or there is no relationship. This means that the diversity is not negatively related to the firm performance.

1.3 Workforce diversity and the organizational efficiency

Omankhanlen and Ogaga-Oghene (2011) presented a research of the Nigerian bank to outline the relationship between work force diversity and the organizational effectiveness. The study utilized the index of heterogeneity of Blau's 1977 for measuring the index of diversity. The growth strategy of two years was taken as a base and performance outcome was calculated with that of the group diversity. The study observed a positive relationship between the group diversity with organizational effectiveness and the individual diversity with the organizational effectiveness. However, it was also observed that the group diversity positively affects the organizational effectiveness with effective strategies for managing the group diversity which the Nigerian bank was following as well. The empirical studies have also revealed that the work force diversity is observed to have a dual influence on the organizational efficiency.

It is argued that 'diversity appears to be a double-edged sword, increasing the opportunity for creativity as well as the likelihood that group members will be dissatisfied and fail to identify with the group (Milliken & Martins, 1996). According to Sessa and

Jackson (1995), functional background and tenure of working is given more significance in relation to diversity for organizational effectiveness whereas, age, gender and race are less prominent on the work place (Pelled, Cummings, & Kizilos, 1999).

The idea of work force diversity and the organizational efficiency is contested and as discussed above there are narrow and broad empirical evidences for whether or not there exist a direct and positive relationship between the work force diversity and the firm performance. Anderson and Metcalfe (2003) studied that there exist an evidence for the assured positive gains with consequences. There is still a continuing discussion on the relationship and indeed both positive and negative aspects of diversity and its impact of performance are considered (Mulholland, Ozbilgin, & Worman, 2005). The identities and diversity is also argued to have an adverse individual diversity impact; Nkomo (1995) argued that having in a diversity group can lead to fading of individual's group identity. This means that if a person is in a diverse workforce may have a chance of losing one's personal identity and characteristics that differentiate one individual with one's cultural values to the other and in the same way other's cultural values.

1.4 Managing workforce diversity

Richard and Johnson (2001) utilized the Configurational theory for analyzing the human resource diversity practices to analyze performance of the firm. They analyzed that the diversity management is not dependent on one or two strategies/policies rather they need a whole set of integrated perspectives that devote to elimination of discrimination, promote work force equality, empower them for decision making and given them a confidence to own the organization. In this way, the diversity management could be fairer and more impartial to all the employees regardless of their age, gender, ethnicity, functional background, and tenure in the organization and any cultural or linguistic difference. They also suggested that the organization must be ready to accept the inefficiencies with the growth and be open to failures with success. The working environment is to be highly committed and dynamic. The firm has to accept the workforce diversity genuinely which will yield the positive outcomes and sustainable growth (Dyer & Reeves, 1995).The successful and efficient management of the

workforce diversity requires dynamic and competitive human resource policies especially within the organizations that are multinational and multicultural.

The modern organizations are focusing in achieving the workforce diversity but often are lacking evidences to claim strategic management and workforce equality. Integration and diversification are the modern social needs and the organizations have to affirm with these needs to successfully grow in the market and sustain their businesses. Önday (2016) presented a comparison of four regions in analyzing the global workforce diversity and in particular the case of Turkey is studied and explained. The findings of the research suggested that the global diversity management is more towards profitability than the moral considerations. Women are retained, recruited and promoted more in comparison to other genders predominantly in the North American and Western Europe regions. The paper suggested two main approaches to diversity management that can help promote a more fair and effective organizational structure. The first approach is the multicounty approach that seeks to implement programs by individuals in several locales. The local knowledge is preferred for the initiatives to promote the workforce diversity. Customs, laws, cultural values and leadership for local commitment is to be considered as well. The second approach focuses on the consistency and the implementation of the plans and programs. But local commitment must also be ensured (Gillivray & Golden, 2007).

Managing workforce diversity is often associated with the retention, attraction and prioritizing the diversity needs in an organization. It is important to explore the real understanding of the global diversity for proposing the strategies to manage the global diversity in an effective and efficient manner. The positive image of the firm, sustainable growth and the creative ideas work parallel in the success and prosperity of an organization. Kim (2006) presented a study with diversity management paradigms to promote the development of a learning organization: (1) resistance paradigm, (2) discrimination and fairness paradigm, (3) access and legitimacy paradigm, and (4) learning and effectiveness paradigm.

The resistance paradigm is associated with the apparent or physical distinct attributes of the employees such as gender, race etc. On the basis of these contrasting attributes;

the groups are not considered as homogenous. This paradigm is less based on the racial/ethnic difference and more in a result of having workforce diversity. Dass and Parker (1999) observed that the resistance paradigm was more common United States before the civil rights movement. The discrimination and fairness paradigm elaborates on despite having the opportunities and equality treatment; there are some disadvantaged groups that are to be considered and encouraged equally and fairly. All the members of the organization must be given an equal ownership and the environment must be balanced for all the employees regardless of their differences (Gröschl & Doherty, 1999).

Consequently, the third paradigm is an outcome of 1980s and 1990's competitive working environment. This paradigm signifies the affirm differences like the values, gender, nationality. The preceding paradigm was adopted as a social or legal need, this paradigm is generally adopted by choice. The organization by its access and legitimacy implements the group differences on the basis of the above mentioned affirmative attributes. Thomas and Ely (1996) outlined that the access and legitimacy paradigm is leading to the exploitation of the employees even they are not mainly the part of the intuitional agenda which negatively impacts the employees and their performance as well.

The fourth and the last paradigm is the learning and effectiveness paradigm which is popular in the modern organizations. The modern organizations are incorporating the strategy of internalizing the differences for learning and growing as an organization. The organizations are more proactive in their response to learning and adopting effectively. This paradigm is observed to respect the dissimilarities and differences within an organization among the workforce. In addition, multiple goals are also catered with a focus on customer satisfaction, innovation, equality and justice within multiculturalism and the issues of ethnicity, race, gender inequality and other differences are tried to be minimized (Kim, 2008).

1.5 Building trust and cooperation among diverse workforce

Diversity with it brings about difference of opinion which often creates the conflicting situation among the employees and within an organization. Therefore, the management of diversity is crucial to avoid conflicts and bringing people together by building cooperation among the workforce. Bassett-Jones (2005) emphasized the significance of diversity for creativity and innovation. The people working in a team are to be identified as one team and one group rather than by their race and or ethnicity and gender. This will promote harmony and collaboration among the team members and will build trust among the diverse workforce (Eckel & Grossman, 2005). The term 'diversity management' is defined as the systematic and planned strategies of an organization for recruiting and retaining employees having diverse backgrounds and capabilities. These planned activities are found in the HRM domains of an organization (Bsssett-Jones, 2005).

In addition, the recruitments, retention, performance rewards, appraisal, development of the employees and the management of individual behavior is all included in the HRM domains of an organization which promotes leadership and team work among the multicultural employees of an organization. The concept of diversity management is recognized as important among the organizations to promote creativity, innovation and the production of new products. The concept of diversity management emerged as a need for the high performance and increased economic benefits and sustainability of the firm (Knight, et al., 1999). Therefore, the diversity of the groups leads to the significant change in the performance of the organization and the outcome of the production and the innovation.

Eckel and Grossman (2005) suggested that the diversity could be successfully managed within a group by creating group identity which is essential for building trust among the employees and collaboration for a friendly and open working environment that promotes sustainability and development of the firm. In the growing business economy, the organizations have identified the need for diversity and the potential outcomes of the diversified workforce. Therefore, they are struggling with finding an

appropriate and adequate strategic HRM planning to manage diversity well for promoting the organizational growth (Pless & Maak, 2004).

Pless and Maak, (2004) argued that the diversity on an organization has played a significant and prominent role in the high performance of an organization. The diversity brings about the trust and collaboration among the people with different ethnic backgrounds and builds trust among them which enable the organization to experience multidimensional ideas and creative innovations to the problems for seeking solution that are sustainable and are valued. Bringing technology, ideas and resources together is the biggest achievement that the organization or a society can achieve.

Therefore, the organizations need proper planning and implementation of the HRM activities that would promote innovative and creative employees, encourage more people and be able to retain them. The world has a competitive environment where not only recruiting but retaining is also emphasized. The organizations would not want to lose an employee that has been beneficent for the performance of the organizations (Shaw & Barrett-Power, 1998). The diversity of cultures, diversity of values, diversity of knowledge, diversity of skills and diversity of ideas play an essential role in the development and the expansion of the global business. The international organizations are operating worldwide with employees from different backgrounds and are undoubtedly expanding continuously (Wright, Ferris, Hiller, & Kroll, 1995).

Milliken and Martins (1996) outlined the effects of diversity management for bringing in people and ideas together for growth and sustainability within and among organizations. They outlined that are multiple effects of diversity on an organization. Gilbert, Stead and Ivancevich (2000) added to it by presenting the example of two organizations. the diversity management and the diversity of the workforce brings about the innovative and evolving solutions to the problems identified and historically the innovations have been related to the idea and the need assessment. The needs assessment play an important role for identifying the idea appropriate for further development and solving the problem in a way to provide the society with a sustainable product and innovation that could continue further.

Fortune (1999) added the same for collaboration and trust among the diversified workforce needs identification of right problems and right solution in the HRM planning as well. Cox and Beale (1997) argued about developing competency for managing the diversity of the workforce within and among organizations. The workforce diversity promotes creativity that many institutions are focusing on in the modern society. The institutions are promoting the innovation and creativity to enhance knowledge and share the information among the majority of people so that they can benefit from the innovative products and value the product that would enhance the sustainability of the firm and will enhance the performance of the organization. The degree of diversity in a workplace differentiates one firm from another.

McGrath, Berdahl and Arrow (1995) identified different dimensions of diversity in an organization: diversity of information and social diversity. The diversity of information is focused on the skills, talents, abilities and ideas of the diverse workforce whereas, the social diversity focus on the social aspect that differentiate one group and or individual from the other; race, ethnicity, gender, and sex (Jehl, Northcraft, & Neale, 1999). The management of diversity could be competitive if it is recognizing the strengths and weaknesses of the employees individually. Each employee has a potential which needs to be identified in order to main the diversity of the workforce. This functional diversity is suggested which comes from the Japanese firms and is appreciated for significant outcome in terms of diversity management. Ethnicity, race, gender and educational background promote the problem solving-skills and capability of the individual working in a diverse group is also improved. The individuals working in a group are more open to interactions and opinions given by their colleagues that can help them to shape their existing ideas in a more effective and efficient manner (Tushman, 1997).

Consequently, managing diversity helps building trust, sharing the resources effectively and helping the organization to cope with challenges efficiently as well. The diversity and the diversity management lead to the minimization of risk and maximization of profit. It is also effective for decision-making and helps in critically evaluating the factors of growth and sustainability. However, commitment on behalf of the HRM planning and implementation is also significant for the high performance of the diversified employees

and the sustainability of the organization (Bssett-Jones, 2005; Eckel & Grossman, 2005).

1.6 Challenges of workforce diversity

Workforce diversity can be challenging not only for the organization to manage but also for the employees to work in a multicultural organization. Along with infinite benefits; there comes some challenges too which can be handled with adequate planning and adequate activities of organizational structure and process. It can also help promote the diversity environment and overcome challenges. Edewor & Aluko (2007) argued that for optimal diversity management and to overcome these challenges, it's the employers and the policymakers to work in accordance for promoting diversity by understanding the changing demographics and human behaviors with increase in the workforce diversity.

The management of diversity can only be a success of the business that aims at incorporating multiculturalism for development of innovation and knowledge. Firms are now focusing on increasing the workforce diversity for the growth of their business but within this paradigm; there are both opportunities and challenges for the firms and for the employees. There are many studies that highlight that the firms are in need of promoting diversity but there is a lack of technical and strategic planning with effective activities that could promote the diversity well (Tsui, Egar, & Xin, 1995).

The changing trends of diversity are more likely to require the transformational changes that are structural and the organization is also committed to practically implement the HRM activities that promote diversity equally and promote a fair working environment for the employees regardless of their race, gender, ethnicity and religion. The multinational organizations are working across the world and they are extending their social and economic network around the globe. They are employing people from different countries and different ethnicities; these people are sharing distinctive ideas and they are benefiting the firms with distinctive skills and their distinctive knowledge. The world has integrated to a global village where everybody is connected and

everybody has the opportunity that comes with some challenges (Bedi, Lara, & Gupta, 2014).

Therefore, it is the responsibility of both the organizations and the employees to follow and cope with the competing environment. For this reason, they need to follow the growing trends in diversity management to recognize the growing needs and be effectively working in the environment to gain maximum outcome (Patrick & Kumar, 2012). Bedi, Lara, & Gupta (2014) argued that the organizational approach to managing diversity is necessary for achieving the strategic goals and it is not possible for an organization to manage the workforce diversity but creating and benefiting from a diverse workforce is not a short term process; it requires long term planning and commitment. It is also stressed that an organization must not be defocused for not having immediate returns for the creating and management of diversity. Therefore, the process will definitely produce significant outcomes as it is proven empirically from man studies (Wright, Ferris, Hiller, & Kroll, 1995; Saxena, 2014).

The individuals from diverse backgrounds and distinctive cultures, ethnicities and genders have difference of opinions and idea. This can be challenging when working in a team. The individual behavior of working in a team may affect the team performance (Al-Lamki, 2002). The individuals working in group of multicultural people may not be able to relate themselves for this reason their performance can be affected. This is one of the biggest challenges of working in a multicultural environment and also it is a biggest challenge for the organizational management activities. The performance of the people depends on the working environment. The multicultural environment is challenging because of the difference of ideas and skills with linguistic challenges and the perspectives of the people from diverse backgrounds (Reagans & Zukerman, 2001).

1.7 Strategies for managing diversity

Edewor and Aluko (2007) argued that the management of diversity in a workplace is the very important and there is an ongoing debate on how the organizations can successfully manage the increasing human diversity and respond to the challenges and

opportunities that are modeled from this growing diversity. The strategies for managing diversity are essential for performance and sustainability of the organization.

Wyatt-Nichol & Antwi-Boasiako (2012) argued that for the effective strategy of diversity management: recruitment, retention, development and promotion play a significant role and the organizations must try to find an appropriate and adequate plan for that focus on all of these attributes of successful diversity management. The management of diversity is not only need when dealing with innovation and knowledge but also when an organization has more aging employers that would be retiring and are not having young recruitments. In this case, foreign immigrants with cultural and ethnic differences can be considered which also requires effective diversity management as analyzed in the crisis of U.S corporations (Nguyen, 2008).

Canada is a state of diversity and multicultural people with multiple ethnicities. Evans (2005) outlined that in poll response; Canada was unique because of its diversity of population and multicultural population. The study also outlined that Canada's huge cities like Montreal, Toronto, Ottawa and Victoria, Vancouver. The Canadian cities being largely diverse and multicultural population in the world poses a great deal of challenge upon the government as well to manage this diversity and promote growth and prosperity (Jedwan, 2004). The diversity of urban population is seen as an asset for the state that could be promoting economic growth. Graham & Phillips (2006) also highlighted that the perspectives on population diversity shifted from negative to positive with the analysis of the benefits that the Canadian government with the time and policy implementation experienced for the economic growth in North America.

In addition, a study conducted by Hur (2013) from 464 police departments outlined that, diverse teams perform better and increases the employee turnover. The study also observed that more diverse teams performed well to increase the productivity of the organization. For this reason, the managers have the responsibility to manage the diversity in a way that would benefit the organization. Their practices and activities for promoting diversity mean a lot. The managers can also turn negative effects of diversity to the positive and optimizing impact through effective practices and through the organizational behaviors towards the diversity management. These practices can be

used to reduce the negative results of being diverse to the positive growth and high performance among the diversified workforce (Hur, 2013).

The management of diversity could be prioritized for the equality strategy for promoting the workforce diversity which does not discriminate the employees racially, ethnically or on the basis of their gender (Kapoor, 2011). A new phase of 'Creative Diversity' identified by Malik (2013) in the UK public Service Broadcasting as the concept of equality/inequality and/ the positive recognition of the social and cultural distinction. The public service broadcasting experienced the multicultural crisis and from that the concept of creativity and diversity evolved to protect interests and the priorities of public service broadcasting (Malik, 2013).

1.8 Managing gender diversity

The management of gender diversity on a workplace is very important and it has been observed through many empirical studies that the more equal and just working environment that is not gender discriminatory; promotes more effective and efficient employees that contribute to the organizational performance and the high economic outcomes. The organizational policies that promote gender equality are observed to have a positive impact on the employee recruitment, retention and the promotion. It also plays a significant role in the development of the employees to work effectively for benefiting the organization. Because of increasing diversity and gender identification perspectives; there are laws that also recognize the same sex couples that are LGBT laws (Harley & Teaster, 2016).

An organization to manage the successful gender diversity has to also recognize the gender diversity for not only males and females but also for the other genders. This can help promote the equality and justice among the diverse employees and everyone can equally value each other and themselves. Building respect and self-esteem is very important for an organization to promote and manage the workforce diversity (Awasthy & Sahai, 2015). Respecting the individual's opinions and perspectives regardless of their gender definitely helps to build a more cooperative and harmonized working

environment that helps the employees to share their thoughts openly without any hesitation of being judged and being bullied for their ideas and values.

Furthermore, building collaborative and cooperative environment is consequently and equally benefitting for the organization. The diverse workforce working in collaboration will definitely bring about extravagant ideas and innovation. The knowledge sharing will improve the existing techniques and the way of working. People with self-confidence and self-esteem will ensure the sustainability of the workforce and also it will help in outlining their intrinsic ideas for maximum utility. The organization will also be able to attract and recruit smarter people because of its environment and it will also be able to retain the existing talented employees. This will ensure the competitive advantage for the firm and developmental growth with sustainability.

Similarly, the sustainable development will help the organization in achieving the strategic goals and organizational objectives. The organizations are competing in market where by every firm is focused and aimed at maximizing their financial outcomes and enhance their market position through the concept of recruiting diverse workforce. Thus, the gender equality and respecting gender diversity in a workplace is prominent for ensuring these organizational objectives (Bal & Bozkurt, 2013).

1.9 Managing cultural diversity

The people with distinctive cultures may be having a conflicting situation while working in a diversified group. Difference of culture brings with it some positive and negative outcomes that are to be minimized through effective and efficient institutional and or organizational policies. The effective policies can promote tolerance and a sense of harmony among the multicultural employees. There is a difference of language and perspective for difference of cultures that has to be minimized through effective and efficient strategic development of organizational culture. Therefore, it is essential for the organization to manage the cultural diversity for motivating each individual for their idea and respecting their difference of opinion that would bring about a positive and growing work environment for the sustainable development of an organization. The organizational also has to focus on the cultural values and the cultural norms of the

employees working with them. This is also effective for promoting diversity among the workforce for a positive and growth oriented environment.

A study conducted among the employers of New Zealand outlined that successful management of the cultural diversity is essential for the organizational performance and the financial turnover for the employees. The organizations that aim at including a diversified staff could not get the desired results until they are managing that diversity through respecting and promoting each individual (Houkamau & Boxall, 2011). The employees could also experience high job satisfaction and trust for their employer/ the organization they are working for. Therefore, the diversity management not only brings about the economic benefits but the social and emotional affiliations for the development of an individual itself.

Nevertheless, the multicultural organizations must be able to promote the multicultural in a positive and strategically planned way. There are studies that outline that the organizations that are focused on preserving the cultural differences and promoting the cultural values through minimizing the cultural clashes are more likely to yield competitive advantage and it also helps in the development of innovation process and its successful management. The innovation and knowledge management in an organization is only possible through the maintenance of diversity and sustenance. The organizations may experience negative or unexpected outcomes for not managing the diversity well which could also lead to the failure of the diverse and/ multicultural organizations. The innovation and knowledge plays a significant role but its effective management is equally important (Soldan & Nankervis, 2014).

1.10 Managing racial diversity

The racial diversity has been another more significant part of the diversity management. The strategies for managing the racial diversity and the racial issue are not very new and it exists since the history. The issues and the challenges of racial diversity could be experienced not only in the developing but the developed countries as well. The integration of the global businesses and the expansion of the multinational firms have overcome the racial challenges and some of them have managed to overcome racial

discrimination and issues among the workforce. There are many existing racial differences that could restrain the positive working environment within a firm and can hurdle its development. For the firms to manage the racial diversity, it is really important that they firms are able to design and implement the strategies that would promote the employees and develop them according to their skills and individual abilities rather than their race ethnicity or gender (Schermerhorn, et al., 2014).

The expansion of the multinational corporations across the world is evident to have a positive impact of the positive maintenance of the workforce diversity rather than the organizations that fail to even recruit the diverse workforce. The global business are minimizing the cost and maximizing the efficiency through the maximization of diversity and managing the diverse workforce successfully. It is not only evident in the public management and the private sector firms as well (Schermerhorn, et al., 2014). It is also observed to support the equal employment opportunity. The diverse workforce can work more confidently and sow high performance in more open and fair working environment.

Therefore, an organization is expected to have more fair and practical HRM policies for recruiting, retaining and promoting the racially diverse workforce (Panaccio & Waxin, 2010). The studies outlined that the diversity management in any organization and in any sector is equally important and its significance cannot be denied. It outlined that the management of diversity to promote the innovation and knowledge development is directly linked to the diversity management for high performance and sustainability of the firm. The diversity management in practical activities and the organizational behavior of the organization contributed for the organizational development and high performance in developed and developing countries (Konrad, Prasad, & Pringle, 2005).

There are many studies that illustrate that the management of diversity adequately can reduce the costa and generate the benefits. It is empirically evident that the economic benefits and cost are directly related to the diversity. Yet, the impact of diversity would be positive or negative upon the cost and benefits are determined by other parameters like the fixed values as well. It promotes the integration and at the same time promotes the productivity within an organization (Sparber, 2007).

To this response, it is claimed that diversity may augment social conflict because of contrasting values, cultures and ideologies which further lead to the violence and disorder leading to exploitation of some individuals and or groups (Sparber, 2007). Though, it is empirically proved that diversity enhanced the income by 3.8 times as compared to the homogeneity (Easterly & Levine, 1997). Therefore, the management of the racial diversity may have positive and negative outcomes depending on the organization that is managing the diversity that whether it promotes the harmony and equal decision-making power. The firm must design and implement fir HRM activities and practices that would promote growth and equality among the employees (Ottaviano & Peri, 2006). The management of racial diversity has been evidently producing high benefits for the huge firms that are operating in different sectors. This is proven for not any specific industry but for all the business industries (Sparber 2006; Sparber, 2007).

It is also studied that the workers from distinctive races have an ability to share some commonalities that would develop a bond between these workers for increasing the efficiency and performance of these workers (Sparber, 2007). The study revealed that the racial diversity among the workers of the US College increased the output per worker by 0.6% from 1990 to 2000. Thus, this percentage of diversity is higher than that of the workers with no diversity (Sparber, 2007). Economists have proposed the theories of diversity and production, drawing attention to both the positive and negative aspects. A greed-motivated conflict model illustrates the negative aspects of the increasing diversity. This model outlines the increasing ethnic conflicts due to the increase in the diversity (Caselli & Coleman, 2002).

In the opposite response, it is argued that the more diversified workforce is more likely to the problems in a way that would enable the diverse workforce to outperform as compared to that of the homogenous workforce. The diverse workforce is more likely to outperform as compared to that of the homogenous workforce. The existence of the conflict is a natural phenomenon and it can prevail within a homogenous group too. Therefore, conflicting situation cannot only be as the result of the heterogeneous group and not only due to the difference of racial and ethnic bases (Sparber, 2007; Page, 2007). The diversified workforce is not only efficient in problem solving but also they are

efficient in the decision-making that enable them to bring new perspectives to the table (Sparber, 2007). The management of the racial diversity has gain reputation within and among the organizations after the Civil Rights Act of 1964. They are more focused on diversity and equality management issues for not only outperforming in the economic terms but also to promote the racial diversity and efficient working environment for the employees (Richard, Roh, & Pieper, 2013).

In an empirical study, it is outlined that the promoting the diversity and equality management by focusing on the minority opportunity and the management of diversity and equality by successfully implementing the managerial accountability; racial diversity could be promoted for the high performance and sustainability (Richard, Roh, & Pieper, 2013). To manage the racial diversity it is important to consider the diversity in the managerial ranks of the firm and also how these managerial ranks are exercising the Diversity and Equality Management DEM in their HRM practice and activities. Promoting the activities that are diverse and equal in nature would boost the performance of the employees but lack of accountability and minority opportunity development would lead to the failure of the performance despite of the racial diversity (Harrison & Klein, 2007; Richard, 2000; Richard, Roh, & Pieper, 2013).

1.11 Diversity and the performance of the firms

The diversity management within an organization determines that extent to which the organizations are open and fair in practically implementing the DEM in the HRM activities. The management of diversity plays a key role in the overall working of an organization. The management of the diversity is viewed as a strategy that the organization is utilizes to gain more efficient benefits from the existing opportunities that are provided by the diversity (Richard, Roh, & Pieper, 2013). The firms can benefit by utilizing the cultural competencies of the diverse workforce that is employed within an organization. The firm's performance is determined by the way and practical implementation of the strategies and policies for managing the diversity. In a survey of 2010, 68% of the organizations reportedly address the practices of the workforce

diversity within their organizations as the part of Strategic Human Resource Management SHRM practices (Richard, *et al.*, 2004).

In contrast, the study also highlighted that the diversity related performance evaluation has reportedly increased the representation of the white women but it has done limited or the black men. The racial diversity with racial discrimination cannot be bring about the desired results and also can do least to impact the performance of the firm (Kalev, *et al.*, 2006). So, the firms that are promoting diversity with fair working environment for the retention and development of the minority employees would promote the performance of the organization. With the equal opportunities, just performance evaluation and the performance appraisal would also be significant in improving the performance through the promotion of diversity (Richard, Roh, & Pieper, 2013).

The management of diversity and equality in a workplace is significant for the development and high performance of the firms as researched empirically. Sharma (2016) observed that the organizations are to develop capabilities for managing the diversity and equality to sustain their performance and benefit from the diversity of the workforce. The diversity of the workforce needs to be managed and handled appropriately by the firms because of the rapidly changing external work environments due to the global business development (Ghosh, 2016). The management of diversity and equality is a significant part of the management studies and the adequate strategies for retaining and managing human as a resource is equally important (Sharma, 2016).

The management of diversity is important because of sustaining the performance and productivity and the organizations are designing and implementing strategies that would promote diversity by avoiding the "us" versus "them" concept to promote harmony and collaboration among the employees (Hill, Stephens, & Smith, 2003). The management of the diversity is directly impacting the firm's performance especially hat focusing on the diversity for growth and development. In addition, to act on the expectations and enhance the motivations of the employees; firms are thriving for better and more feasible diversity management policies and implementation for promoting the employees from distinctive backgrounds and encouraging them for retention and development (Cennamo & Gardner, 2008).

The management of diversity is associated with the two fundamental concepts that distinctive and essential for maintaining and promoting diversity for the high performance of a firm. The management of diversity is different firm that of ensuring equal opportunities for the diverse workforce. The management of diversity through provision of equal opportunities can result in the enhanced performance and the success of the organization (Cornelius, Gooch, & Todd, 2000; Greene & Kirton, 2002; Geddes, 2004).

The workplace diversity management requires the identification of the cultural barriers. The identification of cultural barriers could impact the equality and fair working environment in a workplace (Kossek, Lewis, & Hammer, 2010). The planned and focused approach to manage diversity in a multicultural organization has been evident in increasing the firm's competitiveness and high performance in comparison to the firms that are not focused on managing the diversity and equality (Sharma, 2016). The western countries like the European Union states are always dealing with multiculturalism as the basic element for diversity. But the racial equality is the most dominant issue observed in the United States and South Africa (Kossek, Lautsch, and Eaton 2005; Shen, Chanda, D'Netto and Monga, 2009; Gilbert and Ivancevich, 2000).

1.12 Knowledge Sharing

The most and competitive advantage of the diversified workforce is the diverse knowledge. People from distinctive cultures and distinctive backgrounds have distinctive knowledge which if shared among the other members could bring about significant changes in the performance of the group and individual. Knowledge differs among different people. Some people have a lot of knowledge certainly due to experiences and learning that they can share with other people to help them achieve high performance and better delivery of services. Workforce diversity has an advantage of increased innovation and enhanced knowledge. However, the existence of knowledge is only useful if it is shared among other people and other people can benefit from this knowledge (Eckel & Grossman, 2005).

Therefore, knowledge sharing is a significant tool that can enhance the performance of the firm and could improve the productivity and turnover of an organization. The knowledge sharing may not be an easy or informal task for an organization and also for the individuals. Knowledge sharing requires formal processes, adequate strategies and proper activities which are to be embedded within the organizational structure and behavior. The knowledge sharing among the workforce is significant tool that can give positive results for individuals, groups and organizations (Oye, Mazleena, & Noorminshah, 2011).

Liyanage, *et al.*, (2000) argued that knowledge sharing can be motivated and demotivated depending on the organizational structure behaviors and working environment. Some organizations value their employees and their suggestions are welcomed in decisions-making process depending on the knowledge and experienced skills they have. But some organizations do not consider human as a resource and thus are not obliged to allow the employees to take part in decision-making process. Also, within a group and among individuals some people always welcome suggestions and revise themselves accordingly whereas, some individuals and groups may turn a suggestion into a conflict that ultimately impact their performance and also the productivity. So, sharing knowledge in workplace requires formal processes that are not likely to turn into a conflict and adequate knowledge management strategies can play a vital role in this situation (Oye, Mazleena, & Noorminshah, 2011). Nevertheless, industry, age and culture also impact the knowledge sharing on the firm and individual level. Where, technology has also played an important role in knowledge sharing (Oye, Mazleena, & Noorminshah, 2011).

The knowledge sharing is also important because sharing knowledge leads to the creation and generation of new knowledge. Ideas combine to generate new ideas and in this way not only an individual but people altogether can benefit from the innovation that is a result of new knowledge. It is observed that the knowledge sharing is a natural process (Oye, Mazleena, & Noorminshah, 2011). Studies have outlined that the extrinsic factors like the economic benefits and productive outcomes are among the prime promoters of knowledge sharing within organization (Pfeffer & Sutton, 1999).

Rewards have also been researched as the motivators for the employees to share their knowledge and innovative ideas that could have increase the productivity and enhance the performance of the individuals and the team together (Hall, 2001). Employees that are rewarded for their knowledge sharing are more likely to share their experienced based knowledge with their colleagues and in this way they can generate more knowledge and the whole team can benefit from this tacit knowledge that been significant contribution to the firm performance and the performance of the employees (Oye, Mazleena, & Noorminshah, 2011). The implicit and explicit knowledge sharing among the workforce helps to create new knowledge through the conceptualization process (Alwis & Hartmann, 2008). Tacit knowledge is unconventional and is hard to share because of being in the mind of an individual but explicit knowledge is the experienced based and skilled knowledge that can be transferred easily (Oye, Mazleena, & Noorminshah, 2011; Alwis & Hartmann, 2008; Kikoski & Kikoski, 2004; Hall, 2001).

1.13 Diversity management for knowledge sharing

The people with different beliefs, values, traditions, knowledge, customs, and educational backgrounds have distinctive personalities and distinctive approaches in behavior. These personalities and behaviors have often being analyzed by the researchers to study the relationship between the workforce diversity and its effect in the particular organization. The workforce diversity is popularly debated and has several pros and cons for an organization. Because of the globalization process; the companies and people are extending beyond the borders. The multinational corporations are extending their businesses in the neighboring countries and regions and thus the concept of workforce diversity is also signifying with this extension (Schauber, 2001). Diversity and equality could be better managed through the performance appraisals that only promote the employees on the basis of their work performance and there is not any other factor for their growth like the race, culture ethnicity and religion. Age, gender and sexual preferences must also be avoided for a fair evaluation of the employees. It will not only encourage employees to perform better but their performance will positively affect the performance of the organization (Sharma, 2016; Syed and Pio,

2010; Ahmed, 2007; Thorne and Saunders, 2002; Sandercock, 2000; Shen, *et al.*, 2009).

Managing diversity and equality is important for all the members of the organization because of having a probability to improve output, competition and increasing the opportunities (Gilbert & Ivancevich, 2000). The business strategy, racial and or cultural diversity and the performance of the firm are inter related. The study analyzed their relationship in a banking industry and the diversity in relation to the business strategy and the firm performance outlined that the relationship shaped three determinants: productivity, return to equity and the market performance and observed that the diversity has added value and is capable of improving the performance in terms of competitive advantage (Richard, 2000).

Increasing diversity among the workforce is aggregating the challenges for the human resource and organizational disputes. The issues of recruiting, selecting and using diverse human resources are propagating within the modern business environment (Richard, 2000). The diversity management within organization fosters integration of ideas, skills, decision-making and the opportunities for people with distinctive background. This is aimed to integrate and share their knowledge to form more knowledge. Also, this is essential for the organization to encourage and adopt diversity on the managerial level. There are studies that outline that the employee gender diversity including that among the managers and the non-managers to achieve high performance and sustainability (Shrader, Blackburn, & Iles, 1997). The performance of the employees is linked to the performance of firm. The diversity not only impacts the performance of the firm but also the group diversity impacts the performance of the group (Bell, Villado, Lukasik, Belau, & Briggs, 2011).

According to Van Den Hooff and De Ridder (2004), knowledge sharing has two fundamental aspects: collecting/gathering and distributing/giving. The information that an individual has or the an organization possess can be turned into knowledge through systematic processes and properly collecting and then distributing to ensure knowledge sharing for maximum benefits (Alwis & Hartmann, 2008). Knowledge sharing is motivated within and among individuals because of appreciation and acknowledgment

that they receive on their work or knowledge which is stated in the Herzberg's theory that outlines the promotional opportunities and appreciation as motivators for the individuals to share knowledge (Oye, Mazleena, & Noorminshah, 2011).

In relationship, to the idea of positive relationship, productivity and growth of the firm associated with diversity and the diversity management. It is also argued that the conflicts among the diverse group adversely impact the performance of the firm and bring about negative consequences for the organization promoting group diversity (Schwab, Werbel, Hofmann, & Henriques, 2016). The group conflicts and lead to the disturbing factors for their performance within the group and among their employees. This can also reduce the returns to the overall cost by reducing the benefits of the diversity and exceeding the costs of the diversity or multiculturalism in an organization (Ali, *et al.*, 2011; Schwab, Werbel, Hofmann, & Henriques, 2016).

1.14 Motivation and knowledge sharing

Knowledge sharing has to be motivated and there are many factors that contribute to the knowledge sharing among individuals and motivate them to learn and expand their existing knowledge. The knowledge sharing is motivated by many factors. Therefore, for an organization to share and expand their knowledge; combined sharing of implicit and explicit knowledge play a significant role. It is also researched that knowledge is a valuable resource that people do not give away easily. Stenmark (2000) argued that there has to be motivating factors for the knowledge sharing that could inspire people to share and expand their knowledge with the team. Diversity of the workforce is the diversity of the knowledge that could lead to innovation and development (Drolet & Morissette, 2002).

Exchanging knowledge and ideas have been evidently beneficent and the organizations have mostly developed on this fundamental principle. Knowledge sharing is different from the knowledge transfer and to transfer knowledge, knowledge sharing play a fundamental role (Jonsson, 2008). Similarly, it is argued by Reige (2005; 2007) that there is lacking research on knowledge sharing and transfer which has negatively impact the knowledge management and restricted the knowledge to provide high

returns in distinctive organizations and among many different businesses (Paulin & Suneson, 2012).

Liyanage, *et al.*, (2009) argued that despite being distinctive, there is a little research on the distinctive features of knowledge transfer and knowledge sharing. There are rare clear definitions for the knowledge transfer and knowledge sharing that has also restricted the adequate management of knowledge to experience significant changes in growth and investment return. The knowledge transfer and knowledge sharing are significant for the knowledge management and the firms that are more focused on the knowledge management and knowledge sharing for adequate knowledge transfer experience high performance (Paulin & Suneson, 2012). Knowledge sharing can also be restricted by some factors like Reige (2005) identified experience level as a demotivating factor for the knowledge sharing. Some individuals may hesitate to share their knowledge because of the difference in their experience level and difference in the explanation of personal knowledge.

Knowledge sharing is not an easy and simple process and requires certainly different techniques. Individuals and firms can be motivated to expand knowledge through sharing and transferring knowledge from employees to other employees and among organizations (Gurteen, 1999). The knowledge sharing is augmented by the integrated use of information and telecommunication technology that is increasingly helping the individuals and firms to expand knowledge. Nonetheless, lack of sharing culture can also be a hurdle in sharing the knowledge thus leading to inadequate management of knowledge (Oye, Mazleena, & Noorminshah, 2011).

The workforce diversity is essential to any organization because of its ability to share the diverse knowledge and in this way the workers are devaluing themselves by giving away valuable knowledge to their employees and benefiting their organization (Oye, Mazleena, & Noorminshah, 2011). Knowledge is an individual's property and embedded with that individual. Fernie *et al.*, (2003) argued that the knowledge is entrenched in the social context and each individual is a product of the social system. Therefore, knowledge embedded in each individual is totally individualistic and belongs to that

individual so, the sharing of this precious knowledge is fundamental to growth and sustainability (Drolet & Morissette, 2002).

Still, technology, culture, individual perspectives, experience level and the unclear definitions of knowledge transfer and knowledge sharing play an important role in understanding barriers to knowledge sharing. Therefore, it is important for the individuals and organizations to develop adequate approaches to knowledge sharing for the innovation and development for sustainability (Gurteen, 1999; Paulin & Suneson, 2012; Kikoski & Kikoski, 2004). The knowledge sharing in a workplace promotes integration, support, collaboration and cooperation among the diversified workforce which is also essential for the diversity management and diversity in true sense can promote the development and success of the organization, there are many studies that outline the modern firms focused on promoting diversity and its direct relation to the performance and productivity (Hall, 2001).

1.15 Conceptual Framework/Research Model

Using the above ideas, it can thus be established that workforce diversity, trust and organisational culture have a significant implication on knowledge sharing. This study therefore seeks to examine how these aspects influence knowledge sharing. Hence, the conceptual framework shown in figure 1.1, will be used as a base of analysis and effort will be made to examine the validity of the following proposed hypotheses;

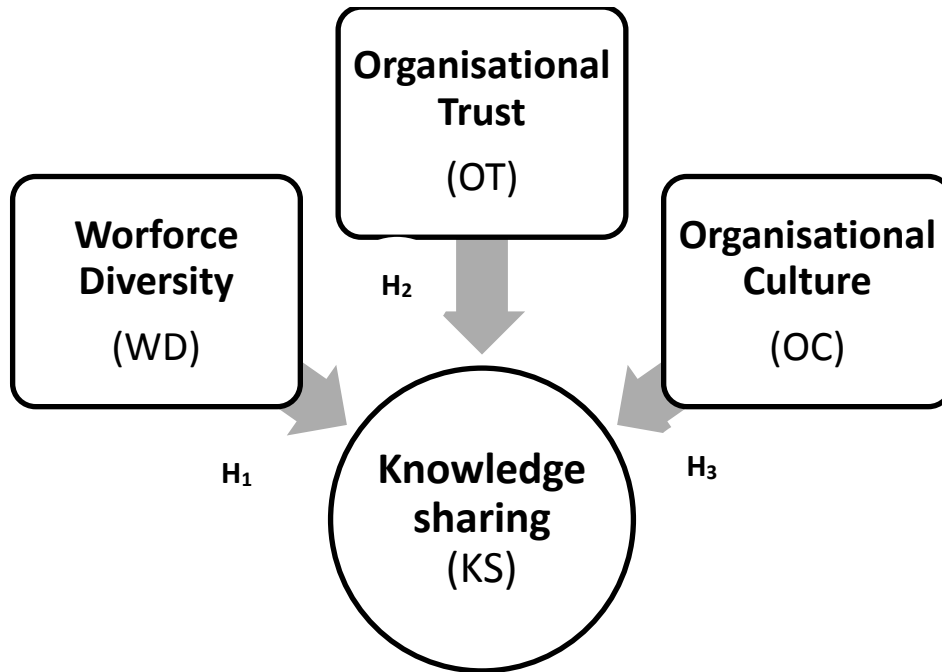


Figure 1.1: Conceptual framework

- **H₁**: Workforce diversity has no significant impact on knowledge sharing.
- **H₂**: Organisational trust has no significant impact on knowledge sharing.
- **H₃**: Organisational culture has no significant impact on knowledge sharing.

Knowledge Sharing is a complex process that is affected by many elements. However, diversity of workforce, trust among the employees and the overall organizational culture plays a significant role in knowledge sharing that is fundamental to the firm. In the above research model, the independent variables that are workforce diversity, trust, and organizational culture impact the dependent variable that is knowledge sharing. Although, workforce diversity lacks coordination and may get into conflict sometime but with the time they develop trust among each other that promotes the knowledge sharing as well. In the last, the organizational culture plays a significant role in the knowledge sharing. The organizational culture promotes the knowledge sharing process and motivates employees to share their knowledge.

CHAPTER 2

RESEARCH METHODOLOGY

2.1 Research Design

The research methodology for this study is based on the quantitative technique. The data collected and analyzed in this research is based on the statistics, numbers, figures and the percentages. The study has followed the quantitative research design because the study aims to include the maximum number of the participants to get their perspectives and ideas about the research model of this study. The quantitative research methodology is also effective for analyzing the large-scale impact of the independent variables which in this study is the workforce diversity and the researcher analyzed its impact on the knowledge transfer. The quantitative research method also focuses on the large population which the researcher has focused in this study.

It is very important for the study to be valid and reliable; therefore, the researcher has collected and analyzes the empirical data. The research design of the study is simple and understandable for the researcher. The language and the tools used for the evaluation of the collected data are explained in simple and clear steps so that the readers do not get confused and de-tracked while reading (Williams, 2007).

Also, the quantitative research design has allowed the researcher to focus on statistical data that is relevant to the research model as well. Analyzing the impact of workforce diversity on the knowledge sharing requires the large number of participants to be included to analyze their opinion and ideas on the knowledge sharing is affected positively or negatively by the diversity of the workforce.

2.2 Sample

The study is conducted in the Near East University. The questionnaire is distributed in the distinctive departments of the Near East University. The Near East University has the most diverse workforce and even a huge diversity of the students. Each department

of the Near East University is having staff from different countries and different corners of the world.

2.3 Sampling

However, the researcher is using the Simple Random Sampling (SRS) technique for the sampling in this study. The simple random sampling has allowed the researcher to give equal opportunity to every participant and with this sampling technique; each individual has equal probability to be included in the study. The simple random sampling is useful for including each participant to know that how much diversity has helped in knowledge sharing among these participants or the institute as a whole (Thompson, 2012).

The researcher also distributed this questionnaire among the students from diverse backgrounds to analyze their opinions. Thus, the sampling includes the employees and the students of the Near East University.

2.4 Procedure of Data Collection

The data in this study is collected by the survey questionnaire. The name and the personal information of the participants are kept confidential. The researcher made sure that the personal information of the participants is not included or outlined on the questionnaire. However, the questionnaire outlines the age, gender and department of the participants. The data is collected on the following variables

- a. Workforce diversity
- b. Trust
- c. Organizational culture
- d. Knowledge sharing.

2.5 Materials for the Research

This study incorporated two questionnaires, the questionnaire I is from The Institute knowledge and innovation South-East Asia Bangkok University (IKI-SEA, 2018). The researcher has used questionnaire II from the study: Organizational trust as a foundation for knowledge sharing and its influence on organizational performance

(Paliszkievicz & Koohang, 2013). The questionnaires are attached in Appendix I. The researcher presented the consent form to the participants which are one of the significant materials of this study.

In addition, the researcher included the information from the academic journals, empirical information from the academic articles and most importantly the information from the textbooks while elaborating on the findings. Lastly, the internet and website documents are also included while presenting the evidence of the findings that the researcher included in the research. The researcher also took the ethical permission from the Near East University to conduct this research and present the questionnaire to the participants with the approval of the ethical committee.

2.6 Data Analysis

The data collected in this study after the survey questionnaire was then analyzed by the researcher. The data is actual and collected directly from the survey question; it is analyzed for following:

- a. Workforce diversity impact on knowledge sharing
- b. Trust impact on knowledge sharing
- c. Organizational culture impact on knowledge sharing

The data in this study is analyzed for these three segments separately and after the analysis; researcher made valid and reliable findings that presented the logical conclusion and statistics outlining the extent to which independent variable impact the dependent variable in this study. the data will be analyzed using the SPSS (version 22) that helps in making the comparisons, drawing percentages and also it will outline figures and facts that will help reach an appropriate conclusion (Muijs, 2004).

OLS regression analysis was used a base of analysis upon which the impact of workforce diversity on knowledge sharing was analysed. Regression analysis thrives to ascertain the impact of a coefficient (α) and parameter β_1 to β_n and incorporates estimation errors (μ). Using the established conceptual framework depicted in table 1.1, the following functional form can be formulated;

$$KS = F(WD, TR, OC) \dots\dots\dots (1)$$

Incorporating regression analysis concepts, the following regression model can be established;

$$KS = \alpha + \beta_1WD + \beta_2TR + \beta_3OC + \mu \dots\dots\dots (2)$$

Description statistics and correlation coefficient tests were also used to analyse the obtained findings. The results were organised into tables so as to help to depict the nature of impact on knowledge sharing.

2.7 Ethical Concern

The researcher has focused strictly on the ethical rules of the Near East University's Ethical Committee. The researcher has moved forward with this research by the formal approval from the committee. The researcher has made sure that there is not ethical violation from this research to the participants and or to the researcher itself. The data of this study is kept under privacy and only the researcher has access to this data. The personal information of the participants is not revealed and their names are kept confidential. The researcher has analyzed the results as it is without involving personal prejudices. The researcher made this research as objective as possible. The in this research is not interpreted but only represented. The researcher also enlightened the participants on the aims and objectives of this study and explained the questionnaire briefly so that the participants can clear understanding and they are able to answer the questions accurately.

However, in the recommendation after the conclusion the researcher represented the personal opinions about the diversity and its relation to the knowledge sharing. The researcher has shared some of the personal experiences and lessons that are learnt while studying in a diversified environment.

CHAPTER 3

RESULTS AND DISCUSSIONS

3.1 Introduction

This chapter initiates with the demographic and descriptive statistics of the dependent and independent variables. Pearson Correlation Coefficient was used to specify the relation between the dependent and the independent variables. The workforce diversity is an independent variable and knowledge sharing, organizational trust, and organizational culture were the dependent variables.

3.2 Data Analysis and Presentation

3.2.1 Demographic Statistics Analysis

The questionnaire was distributed among both male and female employees and their ratios are presented in Table (4.1). The employees were from different nationalities including Cypriots, Turkish, Zimbabwean, Nigerian, Pakistanis, Nigerians and others. The statistics of nationalities, ages of the respondents, and the level of education of these respondents are indicated in Table (4.2).

Table 3.1: Ratio of Respondents

Respondents	Ratio
Males	75
Females	25

Table 3.2: Demographic Statistics

Nationalities	Ratio
Turkish Cypriots	18
Turkish	14
Nigerians	15
Zimbabwean	20
Pakistanis	23
Others	10
Ages	
Under 18	0
18-24	48
25-34	29
35-44	18
45-54	4
55 or above	1
Level of Education	
High School	4
Diploma	1
Bachelors	60
Masters	30
PhD	5

3.2.2 Descriptive Statistics Analysis

Descriptive statistics including the means and standard deviation was used to compare and analyze the data obtained from the questionnaire distributed among 100 respondents in Near East University. Cronbach's alpha coefficient was used to obtain the reliability of the measurement scale. Pearson correlation was used for the representation and interpretation of the hypothesis. The data in this study was analyzed and normalized using SPSS version 22.

A Likert scale of 5-point was used for the measurement of the level of understanding of the respondents towards the impact of workforce diversity on knowledge sharing, organizational culture and the organizational trust.

Table 3.3: Descriptive Statistics for Workforce Diversity

	Mean	Std. Deviation
Level of difficulty to codify knowledge (articulate, express in writing)	3.9100	1.13791
Level of knowledge complexity	3.5600	1.07609
Level of difficulty to share knowledge (how difficult is it to transfer knowledge to another members)	3.4400	1.19189
The quality of the knowledge sharing process from you to other workmate	3.8600	1.12833
The outcome of the knowledge sharing process from you to other workmate	3.5900	1.12002
The quality of the knowledge transferred from you to other employee	3.1000	1.38899
The value created by the knowledge sharing	3.6300	1.16909

Table (3.3) shows the mean and standard deviation of the responses of the employees concerning the workforce diversity. The level of difficulty to codify knowledge has (M=3.9, S=1.13) followed by the knowledge sharing process from you to other workmate with (M=3.8, S=1.12). The value created by the knowledge sharing has (M=3.6, S=1.16).

Table 3.4: Descriptive Statistics for Knowledge Sharing

	Mean	Std. Deviation
Policy and structure support knowledge sharing	2.4200	.84303
Provides adequate details about performance measures	2.2500	.94682
It is easy to justify the resources (time and money) spent on assimilating the shared knowledge	2.2500	.98857
There is high acceptance for reusing previously share knowledge	2.5200	.90431
Seeking for external help or advice are valued and encouraged	2.5700	.86754
There are adequate opportunities to share required knowledge	2.2300	1.00358
Learning by doing	2.3900	.93090
Formal training meeting	3.9100	1.13791
Informal training, experience sharing	3.5600	1.07609
Face to face interactions	3.4400	1.19189
Documentation, manuals	3.8600	1.12833
Best practices, lesson learned	3.5900	1.12002
Information technology	3.1000	1.38899
Other	3.6300	1.16909

Table (3.4) outlines the descriptive statistics for knowledge sharing. The formal training meeting has (M=3.9, S=1.13) followed by documentation and manuals with (M=3.8, S=1.12). Other activities could be informal or formal has (M=3.6, S=1.16). Informal trainings, experience sharing, best practices, and lessons learned have (M=3.5, S=1.07) and (M=3.5, S=1.12) respectively.

Table 3.5: Descriptive Statistics for Organizational Culture

	Mean	Std. Deviation
The national culture	3.2900	1.21684
Norms (the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors)	3.5600	1.08544
The acceptance of power inequalities	3.7000	1.07778
The degree to which individuals are integrated into groups	3.9300	.95616
The tolerance for uncertainty and ambiguity	3.8600	1.01524
Working habits/style	3.3100	1.31576
Predisposition to share knowledge	3.9700	1.05844

Table (3.5) highlights the descriptive statistics for organizational culture. Predisposition to share knowledge has (M=3.9, S=1.05) followed by the degree to which individuals are integrated into groups with (M=3.9, S=.95). The tolerance for uncertainty and ambiguity has (M=3.8, S=1.01). The acceptance of power inequalities has (M=3.7, S=1.07). Norms (the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors) has (M=3.5, S=1.08).

Table 3.6: Descriptive Statistics for Organizational Trust

	Mean	Std. Deviation
There is atmosphere for honest cooperation among employees	3.1700	1.40025
Clear expectation connected with results and aims from all employees	3.4800	1.16758
Employees openly admit and take responsibility for their mistakes	3.8500	1.04809
Employees avoid participating in gossip and unfair criticism of others	3.5300	1.14992
Employees are willing to take part in trainings	3.5900	1.23987
Periodic meetings take place between employee and the management.	3.3200	1.26235
In general the work responsibilities are established and clear	3.3900	1.27045
The criteria of promotion are clear in every position	3.3900	1.31729
Evaluation of employees is fair	3.4600	1.20118
The relationship between employees is good	3.1100	1.23005
All employees are treated fairly	3.0600	1.33953
The interest of workers are taken care of	3.7400	1.06950
Team work is encouraged and preferred	3.7000	1.14150
Employees are encouraged to take part in decision making	3.1900	1.28468

Table (3.6) outlines the descriptive statistics for organizational trust. Employees openly admit and take responsibility for their mistakes has (M=3.8, S=1.04) following by the interest of workers are taken care of and team work is encouraged and preferred have (M=3.7400, S=1.06) and (M=3.7000, S=1.14) respectively. Employees avoid participating in gossip and unfair criticism of others has (M=3.5300, S=1.14992).

3.3 Correlation Analysis

Pearson Correlation is a technique that is used to analyze the relationship between the variables in SPSS. This study analyzed the relationship among workforce diversity, knowledge sharing, organizational culture and organizational trust. The Pearson correlation is demonstrated in table (3.5). The correlation between the workforce diversity and knowledge sharing is significant with a value of 0.914. The correlation between the organizational culture and workforce diversity is also significant with a value of 0.680. That of organizational trust and organisational culture is also significant with a value of 0.727.

Table 3.7: Correlation

Variables	Knowledge sharing	Workforce Diversity	Organizational Culture	Organizational Trust
Knowledge Sharing	1			
Workforce Diversity	P=.914** Sig.=000	1		
Organizational Culture	P=.679** Sig.=000	.680** .000	1	
Organizational Trust	P=.647** Sig.=000	.610** .000	.727** .000	1

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

3.4 Model summary

The model has an associated R-square of 0.848 which signifies that 84.8% of the changes in knowledge sharing are explained by workforce diversity, trust and organisational culture.

Table 3.8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 ^a	.848	.843	.25047

a. Predictors: (Constant), OT, WD, OC

3.5 Coefficient analysis

Regression analysis was done using SPSS 22 and the main emphasis was to determine how workforce diversity impacts knowledge sharing. Using the established results, it can be noted that there is a positive relationship between workforce diversity and knowledge sharing of 0.586. This is along the same findings which were established by Schauber (2001). Hence, improvements in workforce diversity can be said to be resulting in a positive change in knowledge sharing. Possibly because workforce diversity results in a platform where a lot of different people can share a lot of ideas.

Table 3.9: Coefficient analysis

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.424	.133		3.191	.002
	WD	.586	.040	.814	14.569	.000
	OC	.030	.056	.035	.536	.593
	OT	.100	.048	.125	2.092	.039

a. Dependent Variable: KS

The results are also similar to the findings made Soldan and Nankervis (2014) which contends that improvements in organisational culture have a positive effect on knowledge sharing. This is because a good organisational culture favours job satisfaction and employees will be more open to share ideas when they feel appreciated. Also, a good organisational culture always creates a platform upon which workers are allowed and promoted to come up with innovative ideas.

In addition, the findings are also in line with the results obtained by Houkamau and Boxall (2011) which established that organisational trust and knowledge sharing are positively related with each other. This is because an improvement in organisational trust by 1 unit will result in an improvement in knowledge sharing by 0.100 units. This is because employees are more confident and comfortable to share ideas with other employees who they can trust. Unlike a situation were employees do not trust each other and are surrounded by doubts and lack of respect of each other. Trust becomes an incentive which employees can openly use to express themselves and come up with new ideas.

3.6 Analysis of variance

The obtained p-value is significant at 0.01 significance level and this signifies that the established model is significant and free from misspecifications.

Table 3.10: Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.499	3	11.166	177.994	.000 ^b
	Residual	6.022	96	.063		
	Total	39.521	99			

a. Dependent Variable: KS

b. Predictors: (Constant), OT, WD, OC

Regression analysis was used as a base upon which the formulated hypotheses were tested. Hypotheses that WD and OT have an impact on knowledge sharing can be accepted at 5%. But the hypothesis that OC has an impact on knowledge sharing can be rejected at 5%. Conclusions can therefore be made that workforce diversity and organisational trust have significant impact on knowledge sharing. It can also be concluded that organisational trust has no significant impact on knowledge sharing.

3.7 Hypothesis Test

Table 4.11: Hypotheses results

Hypothesis	Test method	Results	Decision
Workforce diversity has an impact on knowledge sharing	regression analysis	0.000	Accepted
Organizational culture has an impact on knowledge sharing	regression analysis	0.593	Rejected
Organizational trust has an impact on knowledge sharing	regression analysis	0.039	Accepted

3.8 Findings and Discussion

The results of the study indicate that the workforce diversity has a strong positive influence on the knowledge sharing, organizational culture, and organizational trust. This means that the employees in Near East University are although diversified and belong to different culture, ethnicities, and nationalities are still able to share the knowledge among one another, have developed better organizational culture, and hold organizational trust. Therefore, workforce diversity can be an effective element for improving knowledge and bringing in new ideas while building and improving the organizational culture and trust (Gröschl & Doherty, 1999).

The formal training meetings followed by documentation and manuals and other activities like informal trainings, experience sharing, best practices, and lessons learned are capable of enhancing the overall process. Knowledge sharing is effective and individuals are well integrated into groups. The tolerance for uncertainty and ambiguity is appreciative. The acceptance of power inequalities is also effective for improving the process. Employees openly admitting and taking responsibility for their mistakes play an important role and is also effective in improving the process. The interest of workers should be taken care of and team work is to be encouraged and preferred is also fundamental. Employees avoid participating in gossip and unfair criticism of others helps in building a better organizational culture and trust among the employees. Near East University has workforce diversity which has strong positive influence over knowledge sharing, organizational culture and organizational trust (Harrison & Klein, 2007).

3.7.1 Workforce Diversity

The diversified workforce in Near East University paves the way for knowledge and innovation. The employees belonging to different nationalities, ethnicities, and cultures are effectively working and collaborating as a team. They are efficiently integrated into a group that is working beyond the boundaries. There is no grudge, jealousy, disparity and/or inequality among the employees. Everyone is working to promote the university.

Despite the cultural differences, the employees in Near East University are not letting the cultural differences to impact their performance. They are whole heartedly devoted to their job. There are myths and misperceptions about diversification that can lead to disagreement of ideas and opinions (Ali, Kulik, & Metz, 2011). T But in the case of Near East University, the diversification is playing an effective role in understanding and developing knowledge sharing, developing and improving the organizational culture, and the organizational trust. It is argued that 'diversity appears to be a double-edged sword, increasing the opportunity for creativity as well as the likelihood that group members will be dissatisfied and fail to identify with the group (Milliken & Martins, 1996). According to Sessa and Jackson (1995), functional background and tenure of working is given more significance in relation to diversity for organizational effectiveness whereas, age, gender and race are less prominent on the work place (Pelled, Cummings, & Kizilos, 1999).

The idea of work force diversity and the organizational efficiency is contested and as discussed above there are narrow and broad empirical evidences for whether or not there exist a direct and positive relationship between the work force diversity and the firm performance. Anderson and Metcalfe (2003) studied that there exist an evidence for the assured positive gains with consequences. There is still a continuing discussion on the relationship and indeed both positive and negative aspects of diversity and its impact of performance are considered (Mulholland, Ozbilgin, & Worman, 2005).

Most of the employees in Near East University are unknown to each other, they probably never met each other before, there is a language barrier and difference, and they have been brought up in different culture. Still they are working as an excellent team which shows that the workforce diversity is beneficent to the organizations. Not only this, the employees are well encouraged and collaborated that means there is no me myself and I rather we concept that is helpful in improving the process.

3.7.2 Knowledge Sharing

Knowledge sharing is measured by way of spreading and dispersing knowledge rather limiting to oneself. Individuals normally in a competitive job environment tend to hold their ideas, knowledge, and information to themselves so that others cannot benefit while risking their job. The job insecurity is one of the reasons that individuals tend to keep their knowledge to themselves and use where necessary for promotion or to maintain their status in an organization. The employees in Near East University are not following this agenda rather they are open to knowledge sharing which is actually benefiting them to progress together. However, the existence of knowledge is only useful if it is shared among other people and other people can benefit from this knowledge (Al-Lamki, 2002).

Therefore, knowledge sharing is a significant tool that can enhance the performance of the firm and could improve the productivity and turnover of an organization. The knowledge sharing may not be an easy or informal task for an organization and also for the individuals (Fernie, Green, Weller, & Newcombe, 2003). Knowledge sharing requires formal processes, adequate strategies and proper activities which are to be embedded within the organizational structure and behavior. The knowledge sharing among the workforce is significant tool that can give positive results for individuals, groups and organizations (Oye, Mazleena, & Noorminshah, 2011).

Liyanage, *et al.*, (2000) argued that knowledge sharing can be motivated and demotivated depending on the organizational structure behaviors and working environment. Some organizations value their employees and their suggestions are welcomed in decisions-making process depending on the knowledge and experienced skills they have. But some organizations do not consider human as a resource and thus are not obliged to allow the employees to take part in decision-making process. Also, within a group and among individuals some people always welcome suggestions and revise themselves accordingly whereas, some individuals and groups may turn a suggestion into a conflict that ultimately impact their performance and also the productivity. So, sharing knowledge in workplace requires formal processes that are not likely to turn into a conflict and adequate knowledge management strategies can play a vital role in this situation (Oye, Mazleena, & Noorminshah, 2011).

The results of the study have outlined that the knowledge sharing and workforce diversity are positively and significantly correlated to one another. Knowledge sharing could be limited even within the same ethnic or cultural group but the results outline that the diverse workforce tend to have more influence on the knowledge sharing and the process is supported by the formal and informal trainings, documentations, and manuals.

3.7.3 Organizational Culture

Near East University has developed and is promoting the organizational culture that is of course managed and shaped by the employees in a way that it promotes and augments the overall process and development. The organizational culture of the Near East University is open and positive that is beneficent to acquire and manage diversity. The management of the university has successfully developed the culture in a way that the individuals are integrated into groups and are working effectively as a team. The organizational culture of the Near East University is promoting tolerance and eliminating power inequalities among the employees so that everyone can be treated fairly. There is no propaganda or inequality which is actually helping the employees to give their best without being forced to do so (Easterly & Levine, 1997). Difference of culture brings with it some positive and negative outcomes that are to be minimized through effective and efficient institutional and or organizational polices. The effective policies can promote tolerance and a sense of harmony among the multicultural employees. There is a difference of language and perspective for difference of cultures that has to be minimized through effective and efficient strategic development of organizational culture (Gillivray & Golden, 2007).

Therefore, it is essential for the organization to manage the cultural diversity for motivating each individual for their idea and respecting their difference of opinion that would bring about a positive and growing work environment for the sustainable development of an organization (Edewor & Aluko, 2007). The organizational also has to focus on the cultural values and the cultural norms of the employees working with them. This is also effective for promoting diversity among the workforce for a positive and growth oriented environment (Cennamo & Gardner, 2008).

The successful management of the cultural diversity is essential for the organizational performance and the financial turnover for the employees. The organizations that aim at including a diversified staff could not get the desired results until they are managing that diversity through respecting and promoting each individual (Houkamau & Boxall, 2011). The organizational culture of the Near East University is open, fair, and cooperative. Therefore, the employees are getting to know each other and thus willingly and happily performing as a team. The employees have shaped and sustained the positive and open environment of the Near East University that is consequently helping to prosper and develop (Dyer & Reeves, 1995).

3.7.4 Organizational Trust

Near East University has built and developed trust among the diversified employees and consequently the employees also have developed a sense of trust among one another and the organization. Employees openly admit and take responsibility of their mistakes. They take care of each other's interest and also the university takes care of its worker's interests. The employees do not involve in gossip and avoid talking about one another. This is the reason that the university is progressing with the support of diverse yet effective team. Indeed, recent studies have examined the relationship and impact of culture on organizational trust. For example, one study compared the impact of affect-based trust on enterprising behaviors among coworkers in high power-distance cultures, Turkey and Russia, and low power-distance cultures, the United States and Poland. The increases in trust result in higher ratings of enterprising behaviors among coworkers in higher power-distance cultures, more so than in lower power-distance cultures. In a study in Lithuania, a post-socialist context and culture, researchers studied the effect of an increased work ethic of employees on the development of organizational trust. They point to trust as the "missing root" in many cultures. The presence of more trust in any culture increases educational opportunities and improves the quality of legal and bureaucratic institutions, which in turn, affects the culture and spurs economic development (Morreale & Shockley-Zalabak, 2014).

Clearly, trust is important Trust is most beneficial if it pervades the organization and is found at all levels from top leadership to supervisors and frontline employees. As trust is a reciprocal process, leadership is a key for creating a trust-based organization. When trust is given and it is clearly visible that the person being trusted is acting in a trustworthy way, it ensures trust will increase. Leadership's role is to facilitate this process. Two important leadership roles are team building and modeling trust. Team building in organizations contributes to trust building because interdependence creates the dynamic for reciprocity. Reciprocity is set up by the complex task environment and the limitations of time, skill, and control that the individuals possess (Mühl, 2014).

CHAPTER 4

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

The preceding chapter presented the results and the discussion of the study. This chapter outlines the conclusions drawn from the results and a set of recommendations with some implications for the future research.

4.1 Conclusions

Based on the results, the conclusions can be drawn that diversity in workforce is effective for knowledge sharing of the organizational culture is good and the employees have organizational trust. The results suggested that there is a significant correlation between the organizational trust, organizational culture, and knowledge sharing and workforce diversity. Therefore, the diversified workforce is effective if the organization is able to manage this diversity effectively. Employees with different backgrounds have different things to share and to teach and even to learn. People from different backgrounds have different knowledge that they learnt in their culture. But it is not always necessary that they share their knowledge with other employees because of competitive working environment. Sometimes, the employees would be hesitant because they are not sure if the other person working with may want to take their suggestion or not. Similarly, the employees sometimes may be keeping their knowledge because they do not want others to benefit or to take their position.

Therefore, it is important that the organization that this diversified workforce is working for is ready to provide them with a sustainable and trust worthy environment where the employees are free and open to share their ideas not only with other employees bit also with the higher hierarchy level management staff. This is one of the effective ways for promoting knowledge sharing. New ideas and new knowledge are always fundamental and beneficent for the growth and development of any organization. Hence, the organizations must try to promote the environment in which all the employees can work open minded and with freedom. In this way, the Near East University has successfully

managed its diversified staff and everyone is working in collaboration with one another that is ultimately beneficent for the university.

4.2 Recommendation

After the findings, the following recommendations can be made:

1. The organization need to ensure that their staff from different countries, cultures or ethnicities is treated equally without any discrimination. Because, discrimination can lead to a problem where the people will not be sharing their experiences and existing knowledge to promote and build new knowledge.
2. The organizations with diversified staff should have a friendly and open working environment where everyone can share and contribute in decision making. This is also going to promote the organizational trust and improve the organizational culture for the process of knowledge sharing.
3. There is a need to acknowledge the ideas presented by individuals so that they are motivated and encouraged to take part in discussion that would foster new ideas for growth and sustainability.
4. There is also a need to pay attention on the fact that sharing an idea does not mean compromising on the status one has in the organization. Yes, competition s good but employees should not have this idea that if they are going to share their knowledge or opinion, someone else will benefit instead of them.

4.3 Implication for Future Research

The research is conducted in the Near East University and the researcher took the university as a case for diversity management. However, diversity management plays an important role in multinational organizations and in different sectors like business, banking, and corporates. So, the future research can be conducted in any of the above-mentioned sectors to analyze the relationship between diversity management, knowledge sharing and performance. Similarly, the future research can also work on the factors that may be a hurdle within an organization to promote knowledge sharing among the diversified workforce.

REFERENCES

- Ahmed, S. (2007). You end up doing the document rather than doing the doing: Diversity, race equality and the politics of documentation. *Ethnic and Racial Studies*, 30, 1-10.
- Ali, M., Kulik, C. T., & Metz, I. (2011). The gender diversity performance relationship in services and manufacturing organizations. *International Journal of Human Resource Management*, 22,1-20.
- Al-Lamki, S. M. (2002). Orientation: The essential ingredient in cross-cultural management. *International journal of management*, 19, 1-2.
- Awasthy, R., & Sahai, N. (2015). Gender Sensitivity among Employees in NGO Sector : A Case Study. *Parikalpana: K I I T Journal of Management*, 11(2), 1-14.
- Bal, Y., & Bozkurt, S. (2013). Globalization and human resources management: Managing the diverse workforce. In B. Christiansen, E. Turkina, & N. Williams, *Cultural and Technological Influences on Global Business* (pp. 1-13). IGI Global.
- Bedi, P., Lara, P., & Gupta, E. (2014). Workforce Diversity Managemnet: Biggets Challenge or Opportunity for 21st Century Organziations. *Journal of Business and Management*, 16(4), 1-5.
- Bell, S. T., Villado, A. J., Lukasik, M. A., Belau, L., & Briggs, A. L. (2011). Getting specific about demographic diversity variable and team performance relationships: A meta-analysis. *Journal of Management*, 37,1-20.
- Brazzel, M. (1991). Buildiing a culture of diversity in the cooperative extension system: A paper to foster dialogue and discussion about pluralism in extension. *ECOP adn ES-USDA National Diversity Strategic Planning Conference*. Denver, Colorado.
- Bssett-Jones, N. (2005). The paradox of diversity management, creativity and innovation. *Creativity and innovation management*, 14(2), 1-6.

- Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation values fit. *Journal of Managerial Psychology*, 23, 1-15.
- Cornelius, N., Gooch, L., & Todd, S. (2000). Managers leading diversity for business excellence. *Journal of General Management*, 25,1-7.
- Cross, E. Y., Seashore, E. W., Miller, F. A., & Katz, J. H. (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge : Irwin.
- DeLancey, R. M. (2013). Employees' perceptions of multiculturalism and diversity in multinational corporations. *African Journal of Business Management*, 7(35), 1-13.
- Dyer, L., & Reeves, T. (1995). Human resource strategies and firm performance. *International journal of human resource management*, 6, 1-15.
- Easterly, W & Levine, R. (1997). Africa's Growth Tragedy: Policies and Ethnic Divisions. *The Quarterly Journal of Economics*, 112(4), 1-20.
- Eckel, C. C., & Grossman, P. J. (2005). Managing diversity by creating team identity. *Journal of economic behavior and organization*, 58(3), 1-26.
- Edewor, P. A., & Aluko, Y. A. (2007). Diversity management, challenges and opportunities in multicultural organizations. *International journal of the diversity*, 6(6), 1-9.
- Fernie, S., Green, S. D., Weller, S. J. and Newcombe, R. (2003). Knowledge sharing: context, confusion and controversy. *International Journal of Project Management*, 21(3), 1-8.
- Gilbert, J. A., & Ivancevich, J. M. (2000). Valuing diversity: A tale of two organizations. *The Academy of Management Executive*, 14,1-7.
- Gillivray, E. D., & Golden, D. (2007). Global diversity: Managing and leveraging diversity in a global workforce. *International HR journal*, 1-6.

- Ghosh, K. (2016). Creative leadership for workplace innovation: An applied SAP-LAP framework. *Development and Learning in Organizations: An International Journal*, 30, 1-4.
- Gröschl, S., & Doherty, L. (1999). Diversity management in practice. *International journal of contemporary hospitality management*, 11, 1-4.
- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1-20.
- Hill, R. P., Stephens, D., & Smith, I. (2003). Corporate social responsibility: An examination of individual firm behavior. *Business and Society Review*, 108, 1-20.
- Hogg, M. A., Cooper-Shaw, L., & Holzworth, D. W. (1996). Studies of group prototypicality and depersonalized attraction in small interactive groups. *Personality and Social Psychology Bulletin*, 19, 1-11.
- Houkamau, C., & Boxall, P. (2011). The incidence and impacts of diversity management: A survey of New Zealand employees. *Asia pacific journal of human resources*, 49(4), 1-15.
- Hur, Y. (2013). Racial diversity, is it a blessing to an organization? Examining its organizational consequences in municipal police departments. *International review of administrative sciences*, 79(1), 1-12.
- Jackson, S. E., Joshi, A., & Erhardt, N. L. (2003). Recent research on team and organizational diversity: SWOT analysis and implications. *Journal of Management*, 29(6), 1-25.
- Jehl, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: a field study of diversity, conflict, and performance in workgroups. *Administrative science Quarterly*, 19, 1-20.

- Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance. *Administrative Science Quarterly*, 44(4), 1-19.
- Jonsson, A. (2008). A transnational perspective on knowledge sharing: lessons learned from IKEA's entry into Russia, China and Japan. *The International Review of Retail, Distribution and Consumer Research*, 18(1), 17-44.
- Kapoor, C. (2011). Defining diversity: The evolution of diversity. *Worldwide hospitality and tourism*, 3(4), 1-8.
- Kim, B. Y. (2008). Managing workforce diversity. *Journal of human resources in hospitality & tourism*, 5(2), 1-20.
- Kirton, G., & Greene, A. (n.d.). The dynamics of managing diversity: A critical approach. In Butterworth.
- Knight, D., Pearce, C. L., Smith, K. G., Olian, J. D., Sims, H. P., Smith, K. A., & Flood, P. (1999). Top management team diversity, groups process and strategic consensus. *Strategic management journal*, 20, 1-15.
- Konrad, A. M., Prasad, P., & Pringle, J. (2005). *Handbook of workplace diversity*. Sage.
- Kossek, E., Lewis, S., & Hammer, L. (2010). Work family initiatives and organizational change: Mixed messages in moving from the margins to the mainstream. *Human Relations*, 61, 1-2.
- Liyanage, C., Elhag, T., Ballal, T. & Li, Q. P. (2009). Knowledge communication and translation: a knowledge transfer model. *Journal of Knowledge Management*, 13(3), 118-131.
- Malik, S. (2013). "Creative Diversity": UK Public Service Broadcasting After Multiculturalism. *International journal of media and culture*, 8(2), 1-3.
- McGrath, J. E., Berdahl, J. L., & Arrow, H. (1995). Traits, expectations, culture and clout: The dynamics of diversity in workgroups. In S. E. Jackson, & M. N.

- Ruderman, *Diversity in work teams* (pp. 1-16). Washington: American Psychological Association.
- Milliken, F. J., & Martins, L. L. (1996). Search for common threads: Understanding the multiple effects of diversity in organizational groups. *The academy of management review*, 21(2), 1-20.
- Morreale, S. P., & Shockley-Zalabak, P. S. (2014). Qualitative Study of Organizational Trust: Leaders' Perceptions in Organizations in Poland and Russia. *Intercultural Communication Studies*, 23(2).
- Mühl, J. K. (2014). *Organizational Trust: Measurement, Impact, and the Role of Management Accountants*. Springer.
- Mulholland, G., Ozbilgin, M., & Worman, D. (2005). *Managing diversity linking theory and practice to business performance*. London: Chartered Institute of Management and Change.
- Nguyen, B. Q. (2008). Tomorrow's Workforce: The Needs for Immigrant Workers and Strategies to Retain Them. *Public Personnel*, 37(2), 1-8.
- Ottaviano, Gianmarco I.P. and Giovanni Peri (2005). Cities and Cultures, *Journal of Urban Economics*, 58(2), 304-337.
- Panaccio, A., & Waxin, M. (2010). HRM case study: diversity management: facilitating diversity through the recruitment, selection and integration of diverse employees in a Quebec bank. *Journal of the international academy for case studies*, 16(4), 1-13.
- Patrick, H. A., & Kumar, V. R. (2012). Managing Workplace Diversity: Issues and Challenges. *Sage Open*, 2(2).
- Pelled, L. H., Cummings, T. G., & Kizilos, M. A. (1999). The influence of organizational demography on customer-oriented pro-social behavior: An exploratory investigation. *Journal of business research*, 1-13.

- Pless, N., & Maak, T. (2004). Building an inclusive diversity culture: principles, processes and practice. *Journal of business ethics*, 54(2), 1-22.
- Reagans, R., & Zukerman, W. (2001). Networks, diversity, and productivity: The social capital of corporate R&D teams. *Organizational Science*, 12, 1-12.
- Riege, A. (2005). Three-dozen knowledge-sharing barriers managers must consider. *Journal of Knowledge Management*, 9(3), 18-35.
- Riege, A. (2007). Actions to overcome knowledge transfer barriers in MNCs. *Journal of Knowledge Management*, 11(1), 48-67.
- Richard, O. C., Roh, H., & Pieper, J. R. (2013). The Link Between Diversity and Equality Management Practice Bundles and Racial Diversity in the Managerial Ranks: Does Firm Size Matter? *Human Resource Management*, 52(2), 1-20.
- Richard, O. C., Barnett, T., Dwyer, S., & Chadwick, K. (2004). Cultural diversity in management, firm performance, and the moderating role of entrepreneurial orientation dimensions. *Academy of Management Journal*, 47, 1-10.
- Sandercock, L. (2000). When strangers become neighbours: Managing cities of difference. *Planning Theory & Practice*, 1, 1-13.
- Saxena, A. (2014). Workforce diversity: A key to improve productivity. *Procedia Economic and Finance*, 11, 1-9.
- Schauber, A. C. (2001). Effecting extension organizational change toward cultural diversity: A conceptual framework. *Journal of Extension*, 39(3), 1-6.
- Schermerhorn, J., Davidson, P., David, P., Woods, P., Simon, A., & McBaron, E. (2014). *Management: Foundations and Applications (2nd Asia-Pacific Edition)*. John Wiley & Sons.
- Shaw, J. B., & Barrett-Power, E. (1998). The effects of diversity on small work group processes and performance. *Human relations*, 51, 1-20.

- Shen, J., Chanda, A., D'Netto, B., & Monga, M. (2009). Managing diversity through human resource management: An international perspective and conceptual framework. *The International Journal of Human Resource Management*, 20, 1-15.
- Shrader, C. B., Blackburn, V. B., & Iles, P. (1997). Women in management and firm financial performance: An exploratory study. *Journal of Managerial Issues*, 9, 355-372.
- Soldan, Z., & Nankervis, A. (2014). Employee perceptions of the effectiveness of diversity management in the Australian public service: Rhetoric and reality. *Public personnel management*, 43(4), 1-15.
- Sparber, C. (2007). A Theory of Racial Diversity, Segregation, and Productivity. *Journal of Development Economics*, 1-20.
- Syed, J., & Pio, E. (2010). Veiled diversity? Workplace experiences of Muslim women in Australia. *Asia Pacific Journal of Management*, 27,1-15.
- Thorne, L., & Saunders, S. B. (2002). The socio-cultural embeddedness of individuals' ethical reasoning in organizations (cross-cultural ethics). *Journal of Business Ethics*, 35(1), 1-14.
- Tsui, A., Egar, T., & Xin, K. (1995). Diversity in Organizations: Lessons from Demography Research. In M. Chemers, S. Okampo, & M. Costanzo, *Diversity in Organizations: Perspectives from a Changing Workplace*. Sage.
- Tushman, M. L. (1997). Special boundary roles in the innovation process. *Administrative science quarterly*, 22, 1-22.
- Wright, P., Ferris, S. P., Hiller, J. S., & Kroll, M. (1995). Competitive through management of diversity; effects on stock. *Academy of management journal*, 38, 1-15.

Wyatt-Nichol, H., & Antwi-Boasiako, K. B. (2012). Diversity Management: Development, Practices, and Perceptions among State and Local Government Agencies. *Public Personnel Management*, 41(4), 1-20.

LIST OF APPENDICES

Appendix I: Questionnaire

Please choose the answer by ticking the appropriate

(1) Very difficult (2) difficult (3) Moderate (4) Easy (5) Very easy

	Questions: Workforce diversity In your department, how do you perceive the following characteristics level of knowledge required to be operate?					
		1	2	3	4	5
6	Level of difficulty to codify knowledge (articulate, express in writing)					
7	Level of knowledge complexity					
8	Level of difficulty to share knowledge (how difficult is it to transfer knowledge to another members)					
9	The quality of the knowledge sharing process from you to another workmate					
10	The outcome of the knowledge sharing process from you to another workmate					
11	The quality of the knowledge transferred from you to another employee.					
12	The value created by the knowledge sharing					

(1) No or little extent (2) some extent (3) Moderate extent (4) Great extent (5) very great extent

	Questions: Knowledge Sharing My Organization has					
		1	2	3	4	5
13	Policy and structure support knowledge sharing					
14	Provides adequate details about performance measures					
15	It is easy to justify the resources (time and money) spent on assimilating the shared knowledge					
16	There is high acceptance for reusing previously share					

	knowledge					
17	Seeking for external help or advice are valued and encouraged					
18	There are adequate opportunities to share required knowledge					
19	Learning by doing					
20	Formal training meeting					
21	Informal training, experience sharing					
22	Face to face interactions					
23	Documentation, manuals					
24	Best practices, lesson learned					
25	Information technology					
26	Other (please specify)					

(1) Similar (2) slightly different (3) different (4) Very different (5) completely opposite

Questions: Organizational Culture How do you perceive the following University cultural attributes to be different from your nationality? It is different from:						
		1	2	3	4	5
27	The national culture					
28	Norms (the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors)					
29	The acceptance of power inequalities					
30	The degree to which individuals are integrated into groups.					
31	The tolerance for uncertainty and ambiguity					
32	Working habits/style					
33	Predisposition to share knowledge					
34	Ways of communicating (i.e. direct or indirect)					

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

(1) To a small extent (2) to some extent (3) No extent (4) to a large extent (5) to a very large extent

Questions: Trust						
		1	2	3	4	5
35	There is atmosphere for honest cooperation among employees					
36	Clear expectation connected with results and aims from all employees					
37	Employees openly admit and take responsibility for their mistakes					
38	Employees avoid participating in gossip and unfair criticism of others					

39	Employees are willing to take part in trainings					
40	Periodic meetings take place between employee and the management.					
41	In general, the work responsibilities are established and clear					
42	The criteria of promotion are clear in every position					
43	Evaluation of employees is fair					
44	The relationship between employees is good					
45	All employees are treated fairly					
46	The interest of workers are taken care of					
47	Team work is encouraged and preferred					
48	Employees are encouraged to take part in decision making.					

ETHICAL APPROVAL REPORT

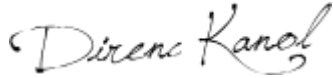
03.08.2018

Sayın Karzan Qader Hamad

Bilimsel Arařtırmalar Etik Kurulu'na yapmış olduđunuz YDÜ/SB/2018/179 proje numaralı ve **“The İmpact Of Workforce Diversity On Knowledge Sharing: Case Of Near East University”** başlıklı proje önerisi kurulumuzca deđerlendirilmiş olup, etik olarak uygun bulunmuřtur. Bu yazı ile birlikte, başvuru formunuzda belirttiđiniz bilgilerin dıřına çıkmamak suretiyle arařtırmaya başlayabilirsiniz.

Doçent Doktor Direnç Kanol

Bilimsel Arařtırmalar Etik Kurulu Raportörü



Not: Eđer bir kuruma resmi bir kabul yazısı sunmak istiyorsanız, Yakın Dođu Üniversitesi Bilimsel Arařtırmalar Etik Kurulu'na bu yazı ile başvurup, kurulun başkanının imzasını taşıyan resmi bir yazı temin edebilirsiniz.

03.08.2018

Dear Karzan Qader Hamad

Your application titled “**The Impact Of Workforce Diversity On Knowledge Sharing: Case Of Near East University**” with the application number YDÜ/SB/2018/179 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

PLAGIARISM REPORT

THE IMPACT OF WORKFORCE DIVERSITY ON KNOWLEDGE SHARING: CASE OF NEAR EAST UNIVERSITY DIVERSITY MANAGEMENT

ORIGINALITY REPORT

4%

SIMILARITY INDEX

3%

INTERNET SOURCES

1%

PUBLICATIONS

%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

2%

★ www.iiakm.org

Internet Source

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off