



NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL SCIENCES  
MASTER'S IN BUSINESS ADMINISTRATION PROGRAM

**DIVERSITY MANAGEMENT ON INTERNATIONAL  
STUDENTS: THE CASE OF NEAR EAST  
UNIVERSITY**

AHMAD RUFA'I ADAMU

MASTER'S THESIS

NICOSIA  
2018

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AHMAD RUFA'I ADAMU  
20168567

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THESIS SUPERVISOR  
ASSIST. PROF. DR. AYSE GOZDE KOYUNCU

NICOSIA  
2018

## **ACCEPTANCE/APPROVAL**

**We as the jury members certify the “Policy near East University Uses for Diversity Management on International Students”**

**Prepared by**

**AHMAD RUFA'I ADAMU**

**Defended on**

**27/11/2018**

### **JURY MEMBERS**

**Assist. Prof Dr. Ayse Gozde Koyuncu  
Near East University  
Department Innovation Management**

.....

**Prof Dr. Mustafa Sagsan  
Near East University  
Department of Business Administration**

.....

**Assist. Prof. Dr. Ahmet Ertugan  
Near East University  
Department Marketing Management**

.....

**Prof Dr. Mustafa Sagsan  
Graduate School of Social Sciences  
Director**

.....

## DECLARATION

I AHMAD RUFA'I ADAMU hereby declare that this dissertation entitled 'DIVERSITY MANAGEMENT ON INTERNATIONAL STUDENTS: THE CASE OF NEAR EAST UNIVERSITY has been prepared myself under the guidance and supervision of "ASSIST. PROF. DR AYSE GOZDE KOYUNCU" in partial fulfillment 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.

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## **DEDICATION**

I dedicate this fervent work to my late beloved father, Alhaji Adamu (mai-kanti), May his gentle soul rest in Jannatul Firdausi. And my mother hajiya Fatima Adamu, they together tirelessly well brought me up. May God reward them here in this world and hereafter (in the Day of Judgment). May the moral and academic decadence they gave me be beneficial to all humanity.

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I acknowledge the effort of my university; Near East University for giving me this golden opportunity to write this thesis and this made me understand how to run a research in a practical world and how to write according to academic standard.

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## ABSTRACT

### DIVERSITY MANAGEMENT ON INTERTIONAL STUDENTS: THE CASE OF NEAR EAST UNIVERSITY

Diversity exist everywhere only that before 1980s, it was overlook by most organizations including public sectors. Therefore, minorities, women and or disable people (people with impairment) are marginalized and discriminated in the workplace. From 1980s onward a lot of measures have been proposed in order to overcome this problem in the United States of American which later spread to some part of the European countries and then to private organizations. These measures include Affirmative Action; which made it compulsory for every sector (privates and public) to employee women and minorities and make sure no discrimination in any way is involve. However, this Affirmative Action faces grudging resistance by some private sectors. This is because of the fact that they saw it as 'a force rather than personal discretion change which favored government and politician. Therefore, Diversity Management which seems to be next level of affirmative actions was introduced

Diversity Management which posits that all diversities should be accommodated, value and respected in order to accomplish overall organization's goals and objectives replaced affirmative action. The main objective of the research is to explore how diversity influences policy the organization made and vice-vasa. The theory used in this research was elucidated more on diversity, diversity management, discrimination and policy which were crafted according the existing literature. The research methods and designs were qualitative and exploratory respectively implored. Semi-structure and quota interview and sampling was adopted, because they gave more relevant details to the research thought. The data sources used by the researcher were both archival and primary involved. Last section of the research was results which depicts that the differences exist and people want be left with but respected based on their differences. Language barrier is main causes of disparity. All stakeholders need the situation to be redressed. The recommendation had it that; a platform should be in place in order to bring stakeholders close to each other. Social, recreational and interaction events should be brought forth in order to interlock the communication vacuums, interaction and stereotypes that invisibility exist.

**Keywords: Diversity, Diversity Management, Discrimination, Policy**

## ÖZ

Farklılık her yerde olmakla birlikte 1980'lere kadar kamu sektörü de dahil olmak üzere tüm örgütlerin gözden kaçırdığı bir alanı oluşturmaktaydı. Bu nedenle azınlıklar, kadınlar ve engelliler çalışma yaşamında marjinal gruplar olarak görülmekte ve ayrımcılıkla karşı karşıya kalmaktaydılar. 1980'lerden sonra başta Amerika Birleşik Devletleri bu problemi dikkate almış ve konu ile ilgili çeşitli çalışmalar yapmış daha sonra bu çalışmalar Avrupa'daki bazı ülkeler ile çeşitli özel organizasyonlara yayılmıştır. Bu çalışmalar temelde tüm sektörler (kamu ve özel) için zorunlu olan özellikle kadınların ve azınlıkların herhangi bir ayrımcılığa uğramamasını ele alan olumlu eylemler şeklinde ele alınmıştır. Ancak, bu olumlu eylem bazı özel sektörlerin ihtiyatlı direnişiyle karşılaşmıştır. Bunun nedeni aslında, bu eylemleri kişisel takdir yetkisi yerine hükümetin ya da politikacıların uyguladığı bir zorlama olarak algılamalarıdır. Bu nedenle Farklılık Yönetimi aslında bu olumlu eylem uygulamalarının bir sonraki aşaması olarak kabul edilebilir.

Farklılık yönetimi, örgütün genel amaç ve hedeflerinin gerçekleştirilmesi için tüm farklılıkların değerlendirilmesi ve saygı gösterilmesi gerektiğini ortaya koyarak olumlu eylemlerin yerini almıştır. Bu çalışmanın temel amacı farklılıkların örgütsel politikalara etkisi ve aynı şekilde bu politikaların da farklılıklar üzerine olan etkisini ortaya koymaktır. Çalışmada çizilen teorik çerçeve farklılık, farklılık yönetimi, ayrımcılık ve bunlara yönelik olarak uygulanan politikalar üzerinden çizilmeye çalışılmıştır. Araştırmanın yöntemi ve deseni ile ilgili olarak niteliksel ve keşfedici bir çalışma olduğu söylenebilir. Bu kapsamda yarı yapılandırılmış görüşme tekniği gerçekleştirilmiş ve katılımcıların konu ile ilgili detaylı cevapları dikkate alınmıştır. Elde edilen bulgular araştırmacının kendisi tarafından ve literatüre bağlı olarak değerlendirilmiştir. Çalışmanın son bölümünde farklılıkların var olduğu ancak bireylerin farklılıkları dikkate alınarak değer gördüğü anlatılmaktadır. Yine araştırma sonuçları yabancı dil engelinin farklılıkların ortaya çıkmasındaki temel etkisini ortaya koymaktadır. Bu bağlamda tüm tarafların farklılıkların ortaya koyduğu engelleri reddetmesi gerekmektedir. Bu açıdan ortaya konulabilecek öneri tüm tarafların özgürce ve eşit şekilde konuşabilecekleri ve birbirlerine yakın olabilecekleri bir platform oluşturulmasıdır. Sosyal, eğlenceli ve etkileşim sağlayan etkinlikler, görünmez olan iletişim, etkileşim ve basmakalıp fikirleri ortaya çıkarmak ve dönüştürmek açısından önem taşımaktadır.

Anahtar Kelimeler: Farklılık, Farklılık Yönetimi, Ayrımcılık, Politika



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## ABBREVIATIONS

MOSAIC	Mission, Objectives, Skills, Active. Individual, Culture
USA	United States of America
EEO	Equal Employment Opportunities
SDA	Sex Discrimination Act
GOR	Genuine Occupational Requirement
UK	United Kingdom
RRA	Race Related Act
DDA	Disability Discrimination Act
P1.2...	Participant 1.2....

## INTRODUCTION

The current trend in the organization setting which dominates global management phenomena –is the issue of diversity. This is therefore, one of the reasons the concept of diversity attracts lot of attention of researchers in the human resource management field and beyond as well as the practitioners as with respect to the definition of the term. Although the diversity received much attention in the recent past, numerous connotations regarding what the diversity concept means were proposed. The central issue is the language used to depict the meaning of diversity is often associated to individual or group who are regarded as difference from others, mainly in terms of their disadvantages in their individual or multiple in connection to ethnicity, gender, nationality, demographic or disability. Morrison et'al (2006) has viewed diversity definition in terms of two perspectives: Narrow and Broad. The narrow perspective featured with respect to early equal opportunities legislation. While the broad perspective is viewed as to comprise such criteria as national origin, age, disability, values, sexual orientations, education, culture, lifestyle, ethnicity, belief and so forth. These two perspectives give clear content of diversity which requires delicate management's effort to cushion and respect these differences.

Diversity management emerges when managers start to embrace that there are diversity mixture other than workforce, and that workforce specific strategies can be adopted for the mixture. "That is the more they adopt, the more they move toward generalizing strategies, (Roosevelt and Thomas, 2010). The manpower of many countries is now metamorphosing due increase number of members of difference ethnic minority group and women flooding into the workforce. In addition to this, is the trend of age profile of employees, (Redman and Wilkinson, 2006). The Redman and Wilkinson (2006) further argued that the general debate over managing diversity initiatives is in connection to the often current shortage of skilled labor and global migration that force to the effective use of diverse skill from diverse background is obvious for a more fruitful organization.



Diversity management is classified into many different types in which both diversity commentators and practitioners have significantly agreed upon question of utmost important, that is, which types of diversity features to subsume which are not. Diversity model proposed four types of diversity: “observable diversity” which comprises classical appearance form such as ethnicity background, race, nationality, age and gender; “diversity in value” (e.g. cultural value, religion, personality, socio-economic heritage, turnover or sex-orientation); “diversity in knowledge” such as language skill, education, work- experiences, professional competences, seniority and so forth; and “diversity in cohort membership” which is ( composition of one to three) above, (Brian and Walter, 2008). Conscious of difference types of diverse organization or society will bring about lasting solution to that organization and harmonious cooperation toward attainment of the overall organizational goals.

A more critical approach to effective diversity management at the level of individuals, groups or teams indicate that the phenomenon is both detrimental and beneficial to organization’s outcome. Many empirical researches reveal that the workplace diversity at various levels of individuals, group and organization performance is neither consistent nor inclusive, (Gotsis, 2015).

Numerous studies have revealed number of benefits linked to heterogeneous (Diversity Managed) workforce organization. That is the organization which host people of diverse background has been linked to highly improved decision making process at level of group, most importantly due to their different cognitive background, experience, mental model, and the perspective of that team member area of life, (Gotsis, 2015). Many scholars further argued that organization should benefit from the increase demographic diversity, because diverse group should have potential to engage in innovation and creative, (W. Philips, 2008).

In the working place, diversity effort has been given hallmark recognition. However, it is more often sends up tension igniting signals rather than minimizing it. They seldom urge increase organization effectiveness that is positive. Here three paradigm of diversity are proposed out of which number one and two are responsible for the tension and number three is seem to serve as a solution. These are “discrimination and fairness paradigm”

which advocates discrimination as an abominable. With discrimination, the organization measured how well it obtains the goals of recruitment and retention. This paradigm emphasizes on accommodation of color and gender differences. "The access and legitimacy paradigm" keeps up differences, here the organization looks for access to a more diverse clientele, moulding it to their demographic customers. However, this paradigm leaves employees suspicious of being deprived of their different group identity affiliation, which they thought they are exploited and marginalized. The organizations that have the right leadership, third paradigm offers beneficial learning and becoming more effective in accomplishing their mission as employees are encourage to embrace their differences toward initiation of good ideas, (Roosevelt et'al, 2002).

Understanding the heterogeneous nature of individuals, groups and or teams in an organization that is what the diverse society called for or it is even imperative for finding proper and lasting solution to harmonize or negotiate the differences and similarities of these individual or group in organizational context. Diversity management appropriately indicates creating condition that can significantly reduce its ability to be a performance barrier on one hand, and its potential to enhance organization high performance on the other hand, (Brian and Walter, 2008).

## **CHAPTER 1**

### **BACKGROUND OF THE STUDY**

Prior to 1980, the concept of diversity management was not so popular by the commentators and practitioners alike. Therefore both public and private sectors passed this sensitive and crucial factor by. They did fail to tap the advantages of minority, gender, nationality, demographic and so forth wealth of skills and experiences. The concept of diversity management originated from the United States of America and has later been widely embraced in industrialized countries of the West that comprise UK, Canada and Austria. The concept was moulded by the demographic, social-cultural and economic reality in the USA and other Western context, (Syed and Ozbiligin, 2009).

Early 1980s both the researchers and practitioners began to understand the effect of diversity increase on US manpower. This had led the study carried out in the area from that time onward, which indicate that USA workforce is becoming apparently clear and more balanced with regard to race, gender, more especially in public sector, (W.Pitt, 2007).

Researchers and practitioners most often regard workforce diversity as a “double edge sword” as it can generate advantages and disadvantages for organization. The advantages may compose of proximity enabling to a rapid change in market place by reflecting more on increase diverse market, the task of brainstorming that generates better quality solution as well as exhibition better cooperative behavior. Disadvantages on the other hand, includes conflict degeneration, increment of training cost, low level cooperation, high turnover and ex-communication, (Shen et'al, 2010).

## **1.1 Statement of Problem**

The Leaders or management alike less or nonchalant toward the diversity elements that an organization or society at large has which was consciously or spontaneously exist, as a result of current global migration inflow, gender sensitivity advocacy, increase change of age profile of working population, demographic population transition, ethnicity, race, religion sensitivity may end up in receiving hostile and fruitless outcome. The current transition from homogeneous to heterogeneous society is a matter that supposed to arrest focusing attention on. An individual, group or team differences are increasingly becoming more apparent and are calling for a special attention of all stakeholders to put hands on deck to absorb and respect them. Diversity trend is nowadays, like cog on the wheel of organization progress that pause resistance of which will ignite fire that will engulf all organization's progress. Diversity management research is very minimal by commentators and practitioners available in the area that will shape the way leaders and management are handling the diversity management less seriously which resulted in significant problem generating to society at large. Lack of sole foundation is the main weakness of diversity management entire research. This reason made diversity management concept looks like a new. Virtually all researches conducted in the area are one of the two research designs: either empirical or exploratory and it lacks sufficient theory. The insufficient theoretical bedrock breeds fundamental problem for future further study by both public and private organizations that is built on understanding and practice for warranted need conditions by managers, (McGrandle, 2016). Nationality, gender, race, religion, ethnicity, demographic and so forth, are the strongest diversity elements that stimulate organization tension which need to be accommodated in respected manner.

## **1.3 Research Objectives**

### **1.2.1 Core Objective**

To explore how Diversity Management Policy on International Students affects its international students.

### **1.2.2 Secondary Objectives**

- To analyze how nationality affects diversity management policy
- To analyze how ethnicity affects diversity management policy
- To analyze how race affects diversity management policy
- To analyze how age affects diversity management policy
- To analyze how religion affects diversity management policy
- To analyze how gender affects diversity management policy

### **1.3 Research Questions**

What are the diversity elements that affect Near East University policy on international students?

### **1.4 Significant of the Study**

This research work will facilitate to leaders and management alike, in accommodating and carrying along all stakeholders irrespective of their diverse background for the accomplishment of overall organization objectives. The research also is out to simplify diversity management concept for better comprehension and applying it into practice. The researcher tries to help in bringing closer related scholarly works together extracted from previous academic works, such as articles, journals, books to mention just a few. The research can also add more to academic archive for future further research by students, researchers and practitioners.

### **1.5 Definitions of the Key Terms**

- Diversity: means differences inherent in individuals or group of people so important that they cannot do without them (differences) and that distinguish them from others.
- Diversity management: this explains how organization or society address differences that make individual or group different from others and accommodate as well as respect them equally into organization or society setting for the achievement of overall goals and objectives.

- Policy: is a plan of action, set of ideas or rules and regulations introduced and accepted by group of people, business organizations or government depicting what supposed to be done or no do in a particular situation.
- Diversity paradigm: this term is describing a model or clear example of the differences or uniqueness inevitable character of individual or group of individuals that differentiate them from others.

## **1.6 Summary of the Chapters**

Chapter two elaborates more on relevant literature review for diversity management. The literature review on diversity management was extracted from different past research works sources that gave details on diversity, types of diversity, diversity management, diversity management paradigm and other diversity management related works and elements which constituted diversity as well as how this diversity can be harmoniously accommodated. It finally touched on policy and how this policy is related with diversity and influence each other and vice-versa.

Chapter Three is centered on methodology applied for this study. It focuses more on research design and method implored for data gathering. It also discusses more on the reasons for utilizing this method and techniques such as sampling method, sample size and research tools.

Chapter Four discusses on result obtained from interviewed administered, using semi-structure interview form emanated from qualitative research analysis system with participants in fully focus in the interview conducted.

Chapter Five is the last chapter in this research work, describe research conclusion and recommendation

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

The fundamental focus of this chapter is mainly based on the review literature on the ground of empirical and theoretical studies in the sphere of diversity management in the organization that affect policy formulations. Literature review, according to Ridley is the part of research work where there are enough references to link research and theory in your area of study. It is where relations are made between your drawing sources and standing position of your research among these sources (Ridley, 2012). These sources mainly are drawn from books, journals, relevant doctoral thesis, and article among others. Our research focal point will be directed at diversity, diversity management, and paradigm of diversity, types of diversity, diversity level, policy and diversity.

#### **2.2 Diversity**

Diversity is refers to conceive differences among people such as age, race, religion, functional specialty of people, sexual orientation, geographic origin, lifestyle, tenure with position in the organization and any other perceived variance, (Monday and Noe, 2005). Diversity also means human traits that make people distinct from one another, (Gomez-Majia et'al, 2012).

Diversity management is defined as respecting the value of everyone as an individual, as employer, customer, and a client which include recognizing the primary and secondary diversity elements that made them. Primary elements such as color, race,

age, disability, ethnicity and so on, and secondary elements which involves spent thrift, geographical location, income, nationality, marital status, religion belief, sexual orientation, political opinion, part-time work and so forth, (Pilbeam and Corbridge, 2006). Diversity management is also seen as the way or process that assure factors are in place to provide for or encourage sustainable development for a diverse workforce by shaping actual and perceived differences in order to achieve potential productivity, (Monday and Noe, 2006).

Diversity is both natural and artificial grouping whereby individual or group found themselves spontaneously or consciously. This dividing line is respected so much so that if care and recognition is not accorded clash may spark up. Presence of diversity need to be effectively manage among employees otherwise misunderstanding may occur which will negatively impacted on the productivity and teamwork, it may also result in explicit or elusive discrimination between the leaders and the led, (Majia et'al, 2012).

Diversity management's knowledge is of great paramount by all stakeholders in the organization for more productivity and potential team work accomplishment.

### **2.3 Theories of Diversity**

Theory of diversity management appears to be very limited because the concept emerges very recent. These hand full theories about diversity management necessitate some scholars to use exploratory or empirical research in the field. The major weakness in diversity management research is shortage of theoretical foundation (McGrandle, 2017). The concept of diversity management appears to be predominantly only available in the private sector discourse and stayed largely absent from education scope (Morrison et'al, 2006). Diversity management is regarded to be relatively new concept and most researches have been undertaken either exploratory or empirical with less on theory. The dearth of an established theoretical framework composes of fundamental problems for future study, (McGandle, 2017). In the shortage of empirical research in the educational sector it appears to be relatively easier to criticize the concept that is not within education scope (Morrison et'al, 2006).



The focus of this research study is centered on finding out how human diversity can be analyzed and accommodated for increase productivity and cordial teamwork achievement. Evaluating this difference will facilitate our understanding of the concept.

### **2.3.1 Luis R. Gomez-Majia**

Luis R. Gomez-Majia along with two other scholars; David R. Balkin and Robert L. Cardy are famous human resource management scholars that largely deliberate on diversity management; sources of individual variation, why manage employee diversity; affirmative action versus managing diversity and challenges in managing diversity. They defined diversity as “human characteristic that make people distinct from one another”, (Gomez-Majia et’al, 2012)

#### **2.3.1.1 Sources of individual Variation**

The more you stare at others, the more differences you discover such as in physical appearance. Every person differs from one another. How to align these differences among diverse people depends on belief, personality, culture, geographical location and individual potentiality, (Charles Lamb, 2016). Sources of individual variations are so dynamic and complex, but they can entirely be grouped into two dimensions: primary dimension over which one has no control and secondary that can be metamorphosed, (Majia et’al, 2012). Individual is mainly caused to differ from one another based on biological and/ or environmental factors: biological caused by genes include gender, height, intelligence, eye color, skin, hair among other. While environmental factors comprised social, religion, education, diseases and so forth (Charles Lamb, 2016).

From the essentialist point of view, the differences are individual’s internal traits. They further argued that differences and identities are stable, inflexible and can be traced to biology or group socialization. However, a person’s identities may consist of many dimensions of variations but these are coherent. Constructionist perspective on the other hand posits that differences are viewed differently, as inner to individuals but as “constructed in interaction with environment”. Differences are made instead of existing

by itself. The difference production occur in the social context where discourse molds the manner in which people are segmented as different and /or similar (Helsinki, 2013).

Primary source of individual variation which is unchangeable and inborn include, race, sex, ethnicity, age and certain human physical attributes as well as the family and the society in which the person is born. These play significant influence on individual and directly affect the way an individual relates with his other fellows. Secondary component sources are the kind of traits that individual develop or can adopt, discard or neglect and can alter during the course of their living. This occurs out of their free will choice and willing efforts. These constitute of marital status, military experience, geographical location, political opinions, incomes, work experience, beliefs, education and the so forth. It is paramount therefore, to always be aware of the differences between sources of diversity and the diversity itself. If this difference is not hold in mind stereotype is bound to occur, (Majia et'al, 2012)

### **2.3.1.2 Reasons for Managing Diversity**

As a result of rapid world population grow and ongoing capitalization on natural resource all over the globe (particular in developing states), sustainable management direct its focuses on people and organization, (Peters, 2008). "Effective diversity management is characterized by integration of different and similar dimensions and understanding, accepting and valuing in the self and between the self and others" (Cillier, 2011). If not effectively manage, the presence of diversity among employees may breed misunderstanding that have a negative impact on productivity and teamwork. It may also result in explicit or subtle discrimination by those who ` control organization resource against who do not fit into dominant group. In addition to illegal, secluding certain group from participation in an organization because of their membership is a counter production because it prevents effective people from contributing for or remaining in the organization (Gomez-Majia et'al, 2012).

### **2.3.1.3 Levels of Diversity**

Enough have been elucidated about primary elements of diversity, for instance, age, race, sex and so forth as well as secondary elements such as education, location, religion and so on. Diversity experts have now recognize that Demographic traits most likely to reflect only “surface-level-diversity” not the deep ones, like thoughts and feelings and this can make employee to see through stereotypes and assumptions. However, research evidence reveals that people show little concern about Demographic differences if they found themselves sharing common characteristics with other. “Deep-Level-diversity such as personality and values are characteristics that may over-shadow the demographic traits after sometimes, (Robbins and Judge, 2017).

To better comprehend the differences between “surface-level-diversity and deep-level-diversity”, brief detail about two workers with significant background different: Luis a Hispanic business graduate and Carol from a rural Kansas, college graduate and both of them serve in a capacity as a manager. They are completely different in religion, sex, ethnic and educational level. However, after knowing each other for sometimes, they realize that they are both committed to their family; share common way of thinking about key problem such as team work, international assignment, and the research holds that they can harmoniously work together, (Robbins and Judge, 2017).

### **2.3.1.4 Diversity Paradigm**

The attempts of dealing with diversity at workplace have been regarded with high degree of respect but they often ignite tension rather than serving as a solution to it. They very occasionally increase organization effectiveness that it supposed to do. The first two paradigms are perceived to be responsible for problems but the other one seem to solve the problem, (Thomas and Ely, 2010). Nowadays, number of paradigms has been presented that underlined its purposes and distinct characteristics, (Stuber, 2012).

### **2.3.1.5 The Paradigm of Discrimination and Fairness**

The discrimination and fairness paradigm is rooted from assertion that exhibition of discrimination is wrong. In this paradigm, organization progress is measured with respect to how well it obtains recruitment and keeping its goals. Equality among variations is a focal point of all members of the organization by diversity management initiative (Lovurier, 2013). The paradigm of Fairness and Discrimination incorporates gender and color blind conformism. Leader who focuses on diversity through this mirror often looks on equal opportunity in the sphere of work such as in recruitment, fair treatment in conformity to Federal government Equal Employment Opportunity. Albeit it is similar to affirmative action, traditional thinking, discrimination and fairness is more than just simple concern with members. Companies or organizations that run with this philosophy orientation usually integrate mentoring career development programs particularly for females and minorities in their training and rank in order to respect cultural variations (Thomas and Ely, 2001)

### **2.3.1.6 The Paradigm of Access and Legitimacy**

The advocates of diversity management once again argue that Equal Employment Opportunity and Affirmative Action are accomplishing very little then, it should be replaced with diversity management that can produce more (Lovurier, 2013). Access and legitimacy paradigm embrace differences, under this paradigm, “organization looks for access to more diverse patronage in order to match their demographic customers” goals.

However, this paradigm left employee side with negative feeling of being marginalized and exploited. “In 1980s and 1990s competitive climate it offers ‘rhetoric and rationale for managing diversity emerge”. While discrimination and fairness paradigm focuses on accommodating gender and color conformism, the access and legitimacy paradigm concentrates on the acceptance celebration of differences. Due to the fact we are now living in multicultural proliferates society and the emergence of new ethnic group is increasingly getting power, the company need more demographically varying labor force to help them achieve access to those diverse segment. Employee with multilingual skill

will help them to understand and serve customer better and obtain legitimacy with them. The perception of the paradigm was organization access to and legitimacy with patronage by matching demographic of organization to those of critical consumers or constituent (Thomas and J. Ely, 2001)

### **2.3.1.7 The New Paradigm**

While the paradigms is defined as “the way of looking at thing, new paradigm refers to change the way of looking at things”, (Danullis et’al, 2004). As fairness and discrimination paradigm provides for equal opportunity for all individuals; And also as Access paradigm recognizes cultural variance among people and acknowledges the value in this difference. Still this new paradigm (i.e. Action and Education) for managing diversity allows the organization internalizes the difference among workforce in order to learn and grow- because member of an organization can now proudly said we are working in the same team (Thomas and Ely, 2002).

### **2.3.2.1 MOSAIC**

The characteristics of diversity oriented organization adopt MOSAIC which stands for: “Mission and value, Objectives and fair process, Skills workforce; aware and fair, Active flexibility, Individual focus and culture that empower”. The focus here is centered on making sure that individual within an organization can potentially contribute, regardless of their group of affiliation. It is all embracing concept where the focus is cultural change and learning instead of promoting fairness and discrimination avoidance, (Redman and Wilkinson, 2006).

### **2.3.3.1 Diversity in Organization**

At organizational level, diversity management refers to as “representing a paradigm shift”, in a country with existence policy about employment equality such as affirmative action among others, like in USA, diversity management is against it (Lovurier, 20113). Virtually all primary elements of diversity such as, for instance ethnicity, race, sex, age and so forth, have significant impact on how people associate with each other. The

likely disadvantage group of the corporate mainstream, one individual may belong to several of these groups. Based on this reason, the census bureau in 2000 and 2010 give chance for American to distinguish themselves as a member of multiple categories. Such as African American, Asian American, people with disability and so on, (Gomez-Majia et'al, 2012).

### **2.3.3.2 African American**

African American constitutes around 12 percent of the US labor force approximately. After Civil Rights Act was passed in 1964, the numbers of top management members which include African American officials, managers, technicians, skilled craft people, multiplied by more than three folds, while quadrupled in the number of clerical and doubled in the number of professional job (Gomez-Majia, 2012). Census conducted in 1995 by one CNN program known as USA today/Gallup discovers that 19 percent black women and 28 percent black men hold that their colleagues “privately questioned them about their abilities and qualifications because of affirmative action” (Bergen et'al, 2002). Despite this employment opportunities proliferation of African Americans by 15 percent, they are among the highest unemployed. African Americans are perceived to face two important problems. First, “international racism” is clearly in existence for last five decades after the first victory of Civil Right, albeit, Barack Obama served as first African American president, if this story was foresight just some few years back. It will be “considered as science fiction”. African American do not only suffer racism like others, but they are also the group that suffer the most. Second, African American group faces less education readiness challenges compare to their white male counterpart. However, this problem is not limited to blacks but also Hispanics indicating half the college graduation of their white men counterparts (Gomez-Majia et'al, 2012)

### **2.3.3.3 Asian American**

Asian American makes 5 percent approximately of US workforce. Their participation in the labor force rise by more than 63 percent from 1990 to 2011 and is also expected to super-rocket by double by 2050. Like the term Hispanics applies to different people,

Asian American constitutes various ethnic group, race and nationalities, For instance, Chinese, Japanese, Korean, Indian, Pakistanis and so forth. Asian American are taken for granted although they have excellently do well in technical area, they are also do extremely well in college of high education. However, because of discrimination and stereotype that regards them as they are too cautious and reserve to lead. They also encounter with prejudices which emerge out of the reason of their education attainment that gave them advantage, therefore, do not deserve special consideration in terms of promotion and hiring (Gomez-Majia, 2012)

#### **2.3.3.4 People with Disabilities**

Disabilities impact on employment result has been evaluated from different perspectives: either disabilities status is randomly manipulated among supposed candidates or disabled people are ranked as superior personal quality such as dependability, or according other survey discovered that workers with disabilities received a through performance appraisal, (Robbins and Judge, 2017). Research reveals that there are about 43.5 million people with disabilities approximately in the US. Among these people with impairment, 15 million are actively employed and 6 million depend on social security payment and insurance for disabilities. And at least 3.7 million with serious disabilities are so engage at work. The remaining are either assume support by family, or unemployed or under working age, (Gomez-Majia et'al, 2012)

##### **2.3.4.1 Affirmative Action versus Managing Diversity**

Affirmative action takes place when an organization makes effort toward elimination of discrimination in key areas of life like education and Equal Opportunity, (Besler and Sezerel, 2012). Many people understood managing of diversity as a new level for affirmative action; however, they are two distinct perspectives in reality. The aim of affirmative action program is viewed in terms of two factors: First, as a statistical analysis to ascertain (which group if any) the firm does not effectively utilize to relative labor force. Second, is to remove barrier to Equal Employment Opportunity, (Dessler, 2013). Affirmative action emerges initially out of government pressures on business

firms to provide greater opportunities for women and minorities. In contrast, management of diversity, essentially, recognizes the traditional firm, where white men are the majority are becoming thing of the past. There is growing awareness that key factors in corporate performance is how well non-traditional employees such as a female and minorities can be fully integrated and work effectively with one another as well as alongside their white men counterpart, (Gomez-Majia, et'al, 2012). White men dominant power is no longer active today at every corporate organization level (white male are largest of many minorities, statistically). However, being vulnerable to attack for years have relatively weakened the gender and race illusion, (Thomas and Ely, 2002). Affirmative action is in place most commonly, in order give opportunity to unfairly disadvantage workforce group for them to succeed. It can be done through number quotes, percentage quotes all engaging or hiring all employees from the desired segment. But this may involves the risk of taking any unqualified individual by any program from the desired group while excluding qualified person from other labor force segment, (Robbins and Judge, 2017).

The pressure to managing employee emerges and traces its root from Private Corporation and they are the ones that spearhead its advocacy in 1980s, this movement continues as part of government commitment to affirmative shrink. Most of corporation recognizes managing diversity as part of the business obligations rather than a means to achieving social goal or meet government requirement (as some saw affirmative action). Several factors provide a rationale for diversity management. These factors comprise demographic trends, the need to view diversity as an asset as well as marketing concerns (Gomez-Majia, 2012).

Demographic variation can stage behavioral barrier that sabotages effectiveness of teamwork, cooperation and productivity, (Dessler, 2013). Demographic trends, altering the content of labor force is the changing composite at a very rapid growing rate, present data on the growth rate of various demographic group and on their reliable participant in the place of work. Demographic changes make it necessary by widen labor force scope to include the group that are considered as less advantage in the labor market, this plus "internationalization of market" attract organization's attention to



deal with diversity management not just internally but beyond border, (Redman and Wilkinson, 2006).

### **2.3.5.1 Diversity as an Asset**

Very recent profound survey conducted for global fortune 500 companies and organizations discovers that they unanimously agreed by 100 percent that global diversity management is very paramount (Nishii and Ozbilgin, 2007). As long as diversity in the workplace was perceived to lead communication and conflict resolution, after diversity in the workplace was believe to lead garble communication, conflict less thus efficient workplace. Nowadays, majority of firms understand diversity management can enhance organizational effectiveness. Diverse workforce can increase organization functioning by staring toward creativity; greater problem solving and can produce high flexibility, (Gomez-Majia, et'al, 2012). It is an established fact that harnessing these variations will create potential productive environment where everyone feel value, where abundant of their talent can be potentially tapped and in which corporate organization's goals are accomplished, (Redman and Wilkinson, 2006).

### **2.3.5.2 Greater creativity employee diversity can urge considerable use of clear alternative**

Better problem solving heterogeneous group vulnerable to a phenomenon called group think, in all member respond quickly on a mistake correction effort because the share mindset reflects the problem through lens of conformity. In a diverse group with larger and richer reservoir of experience and cultural perspective, the potential for groupthink is narrow. High system flexibility: today business environment faces rapid changing that called for flexibility to keep in abreast with change which is a feature of successful business. If employee diversity is properly accommodated, it can instill flexibility in the level of firm. Incorporating diversity from different level brings about openness to new idea and can generate greater tolerance to idea initiation (Gomez-Majia et'al, 20012)

### **2.3.5.3 Marketing Concern**

Generally, successful firms today, experience management effective when they tolerate diverse labor force which in turn leads to best marketing strategies for both multiple ethnic and cultural. For instance, American successful and large companies such as Wal-mart, Grey Bound, American Express to mention just a few, expressed that their substantial growth and development occur by inculcating diverse workforce, (Gomez-Majia et'al, 2012).

### **2.3.6.1 Challenges in Managing Employee Diversity**

There are numerous ways to managing a diverse workforce. Managing diversity does not only mean accommodating people variance but it also includes recognizing the importance of the difference, combating of discrimination and developing spirit of inclusiveness, (Green et'al, 2002). Ineffective management is surrounded by idea of fragmenting of the differences and the similar and insisting on notion of prejudices and stereotypes against other (Cillier, 2011). Introduction of diversity is sometimes presented in "unproblematic" manner in the literature, but there are number of hitches in practice that need to be addressed in the area, (Redman and Wilkinson, 2006). The critique against diversity management reflects on three sphere factors: One, critique reveals that diversity management stands for particular sectional occupational group interest; two, others viewed diversity management as over exaggerations; three, the benefits of diversity management to work group is a contingent to situation, (Wrench, 2007). Despite the numerous opportunities that workforce diversity offers to the organization, such as improved performance and high employees' productivities, it also presents number of new set of challenges which affect individual need with group fairness balancing, appropriate employee diversity valuation, dealing with resistance to change, ensuring cohesiveness and open communication, avoiding employee resentment and backlash, retaining value partner and maximizing opportunities for all, (Gomez-Majia et'al, 2012).

### **2.3.6.2 Valuing Employee Diversity**

Valuing differences is perceived as paramount as the concept, it is physically related as an organization culture and value \_ the fundamental element is to develop culture of inclusions, (Redman and Wilkinson, 2006). Potential manager has always been characterized by their commitment toward incorporation of similarity and difference, dimension and caring, embracing and valuing of your own difference and that of other (Cillier, 2011). In virtually all its physical appearance, diversity management looks very good concept “runs counter to melting pot” tradition- the notion that individuals should assimilate into US mainstream’. The “melting pot” makes some people uncomfortable with differences. According to consultant Jo Vanderkloot, the major obstacle to managing diversity is “embedded in the hidden rules in America culture that you don’t comment on differences because the differences mean deficiency”. ‘The difference as deficiency” perspective (which assumed that everyone regardless of culture or race should strive to be alike) has given way to “difference as better” , advocacy from many quarters, most of them that are rationale behind affirmative action in 1970s 1980s was based on the melting pot principles: opening the corporate door to female and minorities will give them the chance to assimilate into the existing corporate culture and learn the behavior, skills and strategies of the white men who had created and still maintain that culture, (Gomez-Majia et’al, 2012 )

The diversity argument has become highly charged and politicized. Those who opposed on this debate argue that the United States is losing common ground necessary to a viable society, while those who proposed it, posit that assimilation wrongly assumes hierarchy of skill and behavior white men at the top while women and minorities between them. Organization find itself attacked from both sides and frustrated in their attempt to manage employee drives effectively (Gomez-Majia, 2012).

### **2.3.6.3 Individual versus Group Fairness**

Most modern day working place requires highly broad work in group settings. When people work together in group they need to have common ground of focusing at completing key group task, they need communication platform available that can link

them with one another. If they lack the spirit of teamwork and cohesion to all group attributes then the group is bound to suffer poor performance (Gomez-Majia et al, 2012). Diversity in character can harm group performance in some senses, while in other it can ease performance, (Robbins and Judge, 2017). “The management of diversity presents a business case” for moving toward diverse labor force in which background experiences and skills are appreciated, (Redman and Wilkinson, 2006)

This is understood to be closely related with “difference is divisive versus better” the argument is that how long management should go in accommodating HR program to “diverse employee group”. For instance, is it necessary for company to speak Spanish as a condition of employment for a foreman who supervises large group of Latino employees? Should management make it as a requirement for evaluating of all African American employees be charged or review by African American? Should firm be more lenient about punctuality and deadline for employee whose culture is not time sensitive? Should management make optional for dress code for those who perceived coats and ties as just European custom that are mismatch their lifestyle? These are not rhetoric or proposing Questions; they are seriously attracting great debate (Redman and Wilkinson, 2006).

The degree to which a global management concept, which spearheads to a standardized management practice, should be replaced by culturally linked relatively with concept of management which call for shaping management practice to workforce difference set of value, beliefs, attitudes, and pattern of behavior is an extraordinarily complex Question. The advocates of “universalism” argue that matching management practice with diverse workforce sows the seed for permanent culture conflict which conceive as inequalities that lead to intense workplace clash. For instance, when the Lotus software company prolongs benefits coverage to incorporate homosexual couple, heterogeneous unmarried employees living with a partner felt that they are unfairly segregated, conversely, the advocates of propose motion argue that failure to inculcate HR practices to the satisfaction of diverse population may alienate the workforce and decrease their ability to contribute (Gomez-Majia et al, 2012).

#### **2.3.6.4 Resistance to Change:**

Despite the fact that diversity is a real part of life, the white men compose of the dominant group. Some proponents of this issue argue that a long established corporate culture is reluctant to change and that this resistant constitutes a major setback to women and minorities struggling to prosper and even survive in an organization (Gomez-Majia et'al, 2012).

#### **2.3.6.5 Group Cohesiveness and Interpersonal Conflict**

Segmented communication serves as a platform for a share experience in the workplace. A study discovers that most often communication that occurs within organization take place between member of race and sex. This stand out to be explicit fact across all categories of professionals even the top members, where there were few number of minorities and women. Existence of segmented communication airs three main problems to business organization. Firstly, the organization is unable to capitalize on the diverse employee perspective if they remained bound to their own categories. Secondly, common ground across various groups is perceived to be more to establish by segmented communication. Thirdly, minorities and female are exposing to penalty, miss-opportunities for not being part of mainstream (Gomez-Majia et'al, 2012).

#### **2.3.6.6 Resentment**

Equal Employment Opportunity was focused on altering historic pace of discrimination (Hubbard, 2004). Despite affirmative celebrate some decades of age, its controversial remaining relevant (clouded) in the center of this argument, it was the government that imposed the Equal Employment Opportunities (EEO) rather than allowing individual initiative. To many large corporate US organizations, it was a forced change rather than voluntary one. Therefore, the response of this forced change was marred by grudging compliance (Gomez-Majia et'al, 2012).

In 1960s government imposed "Equal Employment Opportunities (EEO) rather than self-initiative. The EEO regulation had "quantitative focused on demographic profile

change” (Hubbard, 2004). The significant defects perception among managers and mainstream employees was that organization compromise to their standard to comply with EEO laws. To some advocates against the regulation argued that EEO law is a forced diversity which inclined more to politician’s problem solution instead of competent or performance. Therefore, that is the reason why the white men are still twice the number of minorities and females in terms of promotion received compared to latter can be more connected to affirmative action. These perception present two major problems: Firstly, the key positions that females and minorities occupied in authority and responsibilities may be seen as less serious comparing to their white men counterparts. Secondly, the belief that white men receives “short stick end” provoked many white men to blowhole disappointment against females and minorities whom they perceived are getting unjust disadvantages. It is therefore up for managers to resolve this affirmative action issue which lingers on, although both legal and political support for affirmative action program are now old enough to ebb down because it is approaching five decades birthdays (Gomez-Majia et’al, 20012)

#### **2.3.6.7 Retention**

Lack of career growth and opportunities represent the key complain of women and minorities grow up. The perception that their promotion is thwarted getting stronger at higher level for females and minorities stumble over the “glass ceiling an invisible barrier” in the organization that deters them from being promoted to next level. Less job satisfaction indicates high turnover rate lead to loss of valuable talent and cause high training cost because of mass resignation (Gomez-Majia, 2012). The ability to manage the diverse workforce after they have been recruited is a tough management’s effort that indicates its competency. It assists in preserving human capital from declining and “revolving-door-impact” (Hubbard, 2004).

#### **2.3.6.8 Competition for Opportunities**

The increase migration rate leads to proliferation of minorities both in terms of proportion and potential in the US population. This indicates increase in competition for

job opportunities. There are already exist high tension among females and minorities racing for advancement. Employees are in a dilemma about most deserving minorities (Gomez-Majia et'al, 2012). The consequences of less diversity management result in discrimination which lead to mass turn-over and fruitless result to organizations

### **2.4.1 Pilbeam and Corbridge**

Stephen Pilbeam and Marjorie Corbridge in (2006) reveal that lack of potential diversity management application always breeds discrimination consequences which will lead to high turnover, lack cooperation and poor teamwork performance. These present various diverse groups over which discrimination are evidence and the law prohibiting act of discrimination.

#### **2.4.1.1 Discrimination**

The potential managers recognize that use of certain skills is necessary for the growth of successful and diverse manpower. The key one is manager must understand discrimination and its implication, (Green et'al, 2002). Discrimination take place when individual, institution or government deal with or treat other individual differently based on his personal traits like gender, race, age or sexual orientation rather than level of his performance, (Besler and Sezerel, 2012).

Discrimination refers to “allowing our behavior to be influence by stereotype about other group of people”. Stereotype means “judging someone based on our perception of the group to which a person belongs”, (Robbins and Judge, 2017). Discrimination law is so dynamic particularly when comparing it with emerging case law and the hint about how HR manager and other practitioners face with organization development challenges. For instance, UK intensive group includes race, sex, age, religion beliefs and gender re-assignment. This gives protection against discrimination for people that fall into aforementioned categories, (Pilbeam and Corbridge, 2006).

#### **2.4.1.2 Workplace Discrimination**

Reappraisal rather than just looking at individual characteristic is unfair. Discrimination assumed everyone in a particular group is the same, (Robbins and Judge, 2017). Potential manager always recognized the use of certain skills as necessary for developing a successful labor force that manager must comprehend discrimination and its implication, (Besler and Sezerel, 2012).

#### **2.4.1.3 Sex Discrimination**

The argument here is centered on some few key issues, such as illusion about woman and unsupportive opinions rather than performance comparison between men women. The starting point is in recognition of these few key variations between females and males hindered potential performance. Until recently, stereotypes and biases are still in place. In the area of employment, managers are attracted by gender biases when selecting individual for a certain job, (Robbins and Judge, 2017). Sex Discrimination Act (SDA) makes it unlawful for discrimination in employment on the basis of sex, pregnancy or mental status, except in the few instances where sex is genuine occupational requirement (GOR). Both males and females are accorded protection against being less favorably treatment by the legislation. The SDA provides scope for exemption which covers recruitment, selection, training and promotion whereas not dismissal when genuine occupational requirement are shown for a particular sex, (Pilbeam and Corbridge, 2006)

#### **2.4.1.4 Age Discrimination**

In the workplace, age seem to be very important factor in the next decade. In most developed countries the workforce is aging. The super rocket of labor force by 93 percent from 2006 to 2016 emerges from workers from 55 years to older is 22 percent. “The stereotypes of older workers, they are as being behind the time, grumpy and are resistances to change”. Managers noticed myriad benefits quality older workers bring into their job, include sound judgment, experiences, quality work ethics and dedication to quality control, (Robbins and Judge, 2017). Launched in 1999 the code of practice on



age diversity, was a document which provided guidance of good practice in employee in terms of age. The end in UK age profile proceeded as such, that UK 2001 census discovers that people over 60 are far more than under 16 population which indicates that by 2011, there will be enough young people to fill one in three of all new and replaceable job. 2006 Equal Employment prohibits discrimination of employment and access to vocational training based on age, (Pilbeam and Corbridge, 2006).

#### **2.4.1.5 Race and Ethnicity**

Race is a debatable issue in both organization and society. Race is defined as “the heritage people use to identify themselves; ethnicity is the additional set of culture characteristics that often overlapped with race”. We obviously linked race with biology and ethnicity with culture but there is history of self-identifying for both race and ethnicity classification, (Robbins and Judge, 2017). Race discrimination, in 1976 Race Related Act (RRA) which has been identical structure with SDA regulation, makes it forbidden to unfairly discriminate on the basis of nationality, color, race, or ethnicity origin. The RRA 1976 regulations as amended in 2003, was projected to incorporate or warn on any act that will drag a certain racial, nationality or ethnic to unfairly disadvantage side, (Pilbeam and Corbridge, 2006).

#### **2.4.1.6 Religion**

The people of religion and non-religion did not only ask each other question so often, they can also spark off clash in the workplace. For this purpose many countries made exhibition of religion in the workplace unlawful, (Robbins and Judge, 2017). The 2003, Employment Equality (religion or beliefs) made it prohibited for employee to discriminate, victimize or harass on the basis of religion, beliefs. Protections are accorded to those employed, contract, workers, applicants for a job and former employees, (Pilbeam and Corbridge, 2006).

### **2.4.1.7 Disabilities Discrimination**

Disability Discrimination Act (DDA) 1975 provides statutory right and protection against discrimination to people with impairment. The DDA regulation is applicable to all matters of employment, such as recruitment, selection, pay, promotion or dismissal. Disability is defined by disability Act as “a physical or mental impairment which has a substantial or long term adverse effect on a person’s abilities to carry out normal day to day activities”. This definition encompasses physical handicap affecting mobility or the senses such sight and hearing; mental impairment such as learning difficulties and recognized mental illness, (Pilbeam and Corbridge, 2006). Organization needs to have policy that handle all its members equally, valued and respect them based on their diversities

### **2.5.1 Thomas Birkland**

Thomas A Birkland develop theory of policy in his book titled “introduction to policy process; theories, concepts and model of public policy making” in 2006. He gave detail of policy and its model.

#### **2.5.1.1 Policy Defined**

Policy is defined as the “exertion of authority/governance” on one hand and is “the pursuit of interest” on the other hand. The policy approach as “an exertion of governance” focuses more on emphasizing about stable aspects of policy. The “Pursuit of interest stresses the dynamic aspect of policy, (A Peters, 2008). Policy is defined as “a statement by government at whatever level\_ of what it intends to do about public problem, such a statement can be found in a constitution, statute, regulations, case law (i.e. court decision), agency or leadership decisions or even in change of behavior of government at all level”, (Birkland, 2006). This connotes that policy is so encompass in terms of its scope according this definition.

### **2.5.1.2 Forms of Policy**

Policy takes various forms. A policy might be both laws and regulations and might be either body of laws and regulations that is a special problem or an area of issue. Policies are discovered “through practice, symbol, text and discourse explain and render value that involves goods and services, income, status, regulation attribute and value which be both negative and positive”, (Birkland, 2006).

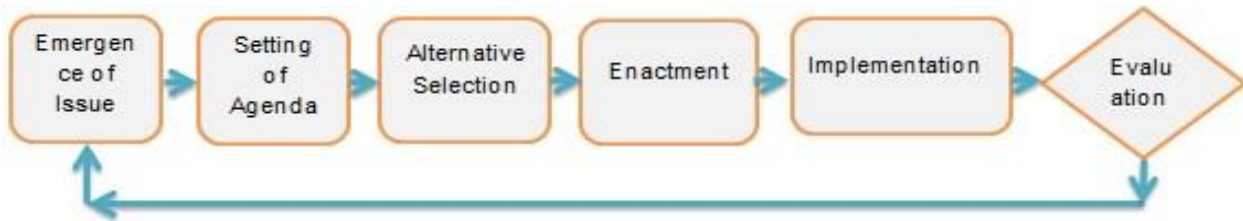
### **2.5.1.3 The Policy Process: Ideas and Process**

One of the paramount aspects of studying public policy is understanding relation between ideas and problems. Significant problem that disturb people is, for instance, slow growing economic and extreme unemployment. The battle everywhere, rapid increase health care, cost hike of college tuition fees, global climatic change, all these factors are displeasing some people but to some other are not (Birkland, 2006).

### **2.5.1.4 Policy Process**

The term policy process indicates that there is policy system that converts policy ideas and practice into action and impacted positively. However, public policy textbooks traditionally have proposed what they called as textbook model or otherwise known as stage model.

This model discovers that public problems emerge in a society through various means such as sudden events like disaster through the advocacy activities of concerned citizens and interest group. If the issue gains sufficient attention, it is said to reach agenda (Birkland, 2006).



**Figure 1:** The Stages Model of the Policy Process

Source: impled from (Birkland, 2006)

When an issue is presented an agenda is move to the development of alternative policy replies. Some people might echo for solutions to the public problem. Then from that stage we immediately move to alternative policy selection. That is the policy tools choice, we will apply to address the problem in policies are enacted. By enactment, it refers to a law passed, a regulation established, or some other formal decisions are reached that a particular are taken to solve or resolve some problems. Immediately after the decision is reached the policy is said to be implemented (Birkland, 2006).

### 2.5.1.5 The policy process as a system

The policy stages have great deal to pay to systems thinking about manner of thinking. Ranging from social, biological down to mechanical systems, - which become more prominent after world war 11 (Birkland, 2006).

### 2.5.1.6 Policy Design

Policy design refers to the “contents and substance of public – the instruments, the tools and other features or architecture of policy”; it is similitude to a city design so also the policy. Policy design can be statutes, constitution, guideline of agency, government procurement and so forth (Rabin, 2005). Policy design is a forward step in the policy making process which include setting of agenda, formulation of policy and design as well as implementation and evaluation (Schuitz, 2004). Policy designs are closely connected to policy implementation by the fact that the selection made in the policy design will deeply affect the manner in which policy is implemented (Birkland, 2006).

### **2.5.1.7 Policy Design Elements**

Some of the policy design elements are follows

- Goals or problem set to be solved
- Target population (those affected directly and indirectly)
- Allocation of gains or burdens (both physical and symbolic)
- Tools (used drive which assured the behavior needed by the policy)
- Rules (this identify who is to what, when, with what resource, to whom, with what degree of constraints)
- The Structure of Implementation (e.g. contractors, agency, case workers, street level among other) (Rabin, 2005).

Policy design is ascertaining what is policy problem and possible solution to overcome in that particular problem. Basically, a policy design recognizes the reason of the policy and the suitable action to be taken to solve the problem, the targeted recipient of the policy, law regulating the administration and implementation and the supporting rationale of the policy (Schuitz, 2004).

### **2.5.1.8 Policy Evaluation**

In the conduct of the policy evaluation process, the program connected to the designed policies are scrutinized so as assess and improve the manner in which policies and program are performed (Schuitz, 2004)

### **2.5.1.9 Policy Formulation**

Policy formulation takes place when policy makers put effort toward developing strategies or alternative proposals for solving public problem. When face with numerous diverse and competing alternatives, singular policy maker may propose his own policy draft (Schuitz, 2004).

### 2.5.1.10 Policy Network

Policy network identifies “formal and informal social relationships among” parties involve that reached agreement obtain particular and common goals in public. Public policy is viewed differently by practitioners and social scientist that particularly interested in policy implementation. Different scholars in different field have different perception of policy network.

- The influence of policy networks and its diversity provide evidence of social connection that persuade social behavior and influence public value.
- Formulation of policy: the choice of policy is statement of social value which traditionally thought to be legislators who are representing citizenry
- Policy network, the distinct feature of policy network is that they are termed as a third form of social relationships. Other two categories are hierarchy and market (Schultz, 2004).

### 2.5.1.11 Policy Implementation

Policy implementation is refers to “process by which policies enacted by government are put in effect by relevant government agencies” (Birkland, 2006).

Policy implementation takes place in the center of policy process. It takes place as a result of the stages that makes policy formulation and adoption and it directly affects subsequent stages; evaluation and design. Implementation therefore, refers to “carry out, to fulfill or to accomplish”. When apply to public policy, implementation is the process of making effort or carrying out in accordance to authority decision of management. This decision most often enacted by elected legislative (Rabin, 2005). Policy implementation model of the policy processes, the program is linked to the design policies are re-energized to produce positive outcomes and effects that will solve a given problem. In this sense, implementation of policy means” to take action, to perform, to carry out program” (Schultz, 2004).

### **2.5.1.12 Policy Window**

Policy window concept is used to depict number of time that policy makers move particular public policy to management as soon as they identified existence of under-used opportunity for onward concentration toward solution to that problem (Schuitz, 2004).

### **2.5.1.13 How policy and Diversity Management Affect each other**

By learning content of both diversity management and policy perspectives: it is very simple to understand why and how in an attempted application (Marrison et'al, 2006).

Looking at the definition of policy as exertion of authority or governance and pursue of interest. While also reviewing what it takes in the meaning of diversity management in short, refers to understanding, accepting and valuing the self-difference and other persons difference. The significant rhetorical question is the organization ready to fully incorporate diversity management into daily policy. If the answer is yes, then the existing policies have to adjust. If on the other hand, answer is no, however its old and existing policy affect seriously the diversity management. The impact that policy has on organization or society can be negative or positive and it can also be intended or unintended, however, it affects instituted bills (Scuitz, 2004).

Management has to give more priority and work toward balancing conflicting demand and accomplish practical policy mix (McCallum, 1990). This implies that serious issue such as diversity management should be handling with care not allow it to be clash with existing policy for the achievement of overall organization objectives. Therefore, policy window should always be in place in order to address emergence sensitive issue (Schuitz, 2004).

## **CHAPTER 3**

### **RESEARCH METHODOLOGY:**

#### **3.1 Introduction**

The paramount areas covered in this chapter involves: research design, research method, sampling techniques and sample size, the method of data collection, procedure and analysis of data, ethical issue involved and adapted by the researcher during the conduct of the research study, the focus on the validity and reliability of the data collection and analysis are also not hold ransom by the researcher. The rationale behind adoption of the aforementioned processes should be relatively and thoroughly considered.

#### **3.2 Research Design**

Nicholas Walliman (2006), Bruce Berg (2001), and Victor Jupp (2006) argued that research design is a fundamental bedrock for how research study can be conducted indicating on how data or information is collected and analyzed. Research design constitutes the arrangement of the way and manner in which data collection and analysis are conducted with regard to conditions that target at combining relevance to the research intention with economy consideration in the procedure (Kothari, 2004). The research design is indeed framed on conceptual structure inside of which the research swirls around and has been conducted. It is bedrock for data collection, analysis and measurement.



Research design therefore, involves overview of what researcher will do which ranged from hypothesis drafting and considering its operational implications in the concluded data analysis (Ruanne, 2005). The researcher here has seen employing exploratory research design and qualitative research method to be more vital and enormously relevant with regard to the area covered by the research; such as, 'Near East University. The research design gives detail answers to the what, where and when questions (Kothari, 2004). Research design is the framework for fulfilling research objectives which respond to research questions. It is a basis for specifying the procedures and methods for relevant information collection and analysis (Adams et'al, 2007). As this research main focus is centered on qualitative research, the researcher adopts also exploratory which he presumes to be more suitable.

### **3.3 Research Method**

The researcher adopts Qualitative research method considering its profound detail and tremendous information richness. Qualitative research method renders result that is most often rich and detail producing concepts and ideas to researcher. The strengths that qualitative research derived primarily is from its inductive approach, its focus on specific situation or people and emphasizes on words rather than numbers (Joseph Maxwell, 1996).

Qualitative research is most often used as an interchangeable word for technique of data collection (i.e. interview) or product of data analysis (e.g. data grouping) that is using or imploring non-numerical data (Saunders, 2012). Qualitative research method is incorporated in given account to reader about the design implored in the study, the case in point here is the qualitative research based intent have been used (Creswell, 2014).

Qualitative research explains how people feel and what they think (about a given problem), but cannot tell how many of the target population feel and think (MacDonald and Headlamb, 1986). Based on the above reason, the researcher chooses to implored qualitative research as a method of generating information considering the research topic 'Diversity Management' Influencing policy and the vice-vasa. Sufficient information is needed and this method, more details has been provided on the said topic comparing

with the other. The research topic needs views of each individual about his diverse background and experience as an individual and as a member of his affiliated group as well as what other people from other group viewed him/her. To get thorough detail about these, only qualitative research method can be more suitable.

The question can change during the conduct of research study because data collection is non-standardized (Saunders, 2012). This reason also gives room for the use of qualitative research method, as the researcher is engaging people with diverse basis, some respondents which might emerge to alter the direction of the research work: The policy that Near East University uses for diversity management on international student, seems peculiar in the area; it is untapped area of advantages hence qualitative research shall be more befitting for exploring detail.

### 3.4 Research Hypothesis and Model



**Figure 2:** Conceptual diversity management and policy model

Hypothesis is refers to an assumption proposes to depict occurrence of given specified set of phenomena which can be proved or disproved (Kothari, 2002). The policy that Near East University uses for diversity management is name of the research topic. Therefore, the Policy is the independent variable, whereas, the diversity management is the dependent variable.

Ho: the policy the institution uses does not influence diversity management

Hi: the policy the institution uses does influence diversity management

### **3.5 Sampling Techniques**

Sampling technique is a suitable selection process purposely for the ascertaining “parameter or characteristics” of the entire population of the study. To conduct a research study, one may inwardly asked oneself about what the size of the sample supposed to be and whether it can be justify and which kind of sampling method is to be implored (Adams et’al 2007).

#### **3.5.1 Sample Size**

After selecting befitted method, the next vital step is ascertaining the size of sampling. The impression of the selection of sample will entirely depends on homogeneity and heterogeneity of the population (Walliman, 2006). Sample size should be at optimum level that is neither too small nor oversize as such it should be large enough to offer confidence and enable for the needed width, particularly the size (Kothari, 2002). As the researcher is using qualitative research, he decided to utilize sample of only fifty (54) people from diverse group. Sample size is the amount of data source that are seep from the general population of the study, (Given, 2008). Due to the adoption of the qualitative research study by researcher which needs an in-depth and more contextualized comprehension of a particular phenomenon, therefore, small size sample from total population is demanded. The researcher incorporates data generated from people between age of 18-60 which includes both sex as well as their nationality, ethnicity, race and other factors that make people look distinct from one another.

#### **3.5.2 Sampling Strategies**

The prime of the research strategy depicts how a research will be conducted on practical basis is significantly connected to the nature of the research questions asked and objectives targeted (Adams et’al, 2007). This research questions seek to explore on ‘how policy that Near East university uses on International students affects its diversity management’ on the ground of qualitative research method. The researcher adopts

qualitative research method and implored non-probability method in analyzing his data. This is due the size of his research area which is one institution: Near East University, enough and optimum size for qualitative research. After diagnosing population area of study, the population size can be ascertained in individual population (Creswell, 2002). Bruce Green (2008), Adams et'al (2007) and Bruce Berg (2001) posit that non-probability sampling use non-random in selecting population element in avoiding the chance of having more focus on one factor than the other. The rationale behind using non-probability sampling is not unconnected with difficulties in locating data sources that reaches eligibility criteria (Given, 2008). The topic; Diversity Management on International Students: the case of Near East University the researcher scrutinizes on how this institution policy affects its diversity management and vice-vasa.

The researcher also used semi-structure interview during the conduct of data gathering because is the most relevant and most commonly use interview in qualitative research. Semi-structured interview is opines to be "most commonly used type of interview in qualitative social research". This type of interview depicts the researcher's effort to know particular information as a platform to relatively compare and contrast with other (Dawson, 2002).

Considering the sensitivity of the information collected some interviewees may be hesitated to provide exact and correct information until they come to know that the information given will be kept confidential. Here the ethical issue comes in, which the researcher duly observed. The researcher however, respected the privacy or claim of anonymity of all respondents in the interview conducted. The researcher implored and adapted quota sampling technique in the process of data collection.

Quota sampling used in the conduct of this research is paramount because it depicts how each individual or group exhibit his/their diverse traits which ease in data generation and categorization in accordance with research topic in question. Quota sampling is being preferably selected to constitute a given proportion of a specific variable (such as age group, ethnicity, gender and nationality among other) in the population (Green, 2008).

Also scholars such as Berg (2001), Adams et'al (2007), and Walliman (2006) argued that quota sampling is regularly used interview that consumes less time; less cost which the researcher may wish to utilize the attributes such as ethnicity, age gender, nationality education and so forth to fill each stratum.

The population involve in this research incorporates diversity elements and dimensions, more especially primary; race, age, sex, color, ethnic and so forth and secondary diversity dimension; particularly the nationality and so on.

### **3.6 Sources of data collection**

The sources used in data generation include archival and primary means which are importantly play different roles in this research conduction. The rationale behind applying both data collection methods cannot be overemphasized. This is because of the fact that they consolidate the research with factual and practical true information. Archival (secondary) data which is the synonym of previous similar documents used in pursue of similar or related research areas, is where researcher draw or generate his data. Archival data is highly rich source of research materials “give researcher opportunity to rework, verify and revisit data” (Given, 2008). Secondary data is a source of data which the researcher did not directly collect them by him/herself from respondents, for instance, previous doctoral thesis, journal, conferences, articles and so on (Green, 2008). Some of the importance of secondary data; it is easily accessible, ready available, less cost and time. Secondary data is an existence set of data which targeted at addressing research question different from which the set of data was generated or concluded (Jupp, 2006). The researcher conducted interview with participants directly involve or engage at their consent and liberty. This method is what is called primary data collection method. Primary is the first hand data collected directly from participants who are willingly and freely take part in the research by means of interview conducted in the study by the researcher.

Primary data are data collected by means of experiences, observed, event recording which is more proximal to truth (Walliman, 2006). It has advantage of being purely directly generated from respondents. However, it is time consuming and costly compare

to secondary or archival data. Many primary data sets are not as much comprehensive as more large secondary data in representing either entire population or segment of population (Vartanian, 20011).

### **3.7 Research Tools**

The research tool here is refers to devices that the researcher uses in data gathering for his research study area, which is interview. The most befitting interview in the qualitative research is semi-structured interview. That is the reason why the researcher adopted semi-structured.

#### **3.7.1 The Mode of Interview**

Interview “is a social encounter, not just simply a site of information exchange and researcher will be advised to keep this in the forefront of their mind when conducting an interview” (Cohen et’al, 2007) The interview is designed with simple and straight forward questions which are directed to the participants or interviewees. The questions are structured stage (themes) by stage that matches with the research questions and objectives.

#### **3.7.2 The Pattern of Interview**

The preliminary stage of an interview involves in the study will be the point where the purpose is decided (Cohen et’al, 2007). The preparation of interview selected follows schedule, this comprise translating the objective of the research into suitable questions that will represent the main purpose of the schedule. This needs to be done in such a manner large enough to manifest what the researcher is trying to find out. Theme is a stage where an individual depicts his/her feelings and thought in a given situation (Fischer, 2006).

The interview is thematized into six different levels in order to facilitate the questions and avoid ambiguity to the participants.

**Theme one:** interrogates the respondents' about his/her primary affiliation detail such as gender, age, ethnicity, race, nationality and so forth.

**Theme two:** inquires about whether the participant has ever come across any challenge diversity (individual differences) based on their diversity (individual differences).

**Theme three:** Asked the respondent if the institution can be able to make policy (law or regulation) that can change the way the institution treats its diverse students despite their diverse background equally; such as gender, nationality, race, age, ethnicity, sexual orientation, education, experience and so on.

**Theme four:** questioned the participants about his views with regard diversity management whether the institution can accommodate all its students equally by given them equal treatment and opportunities in all endeavors.

**Theme Five:** the participants here were asked what they understand and think the institution can do to bring together or harmonize these differences (diversity management) based on what was said in theme three and other things which were not mentioned, to their understanding.

**Theme Six:** this final stage gives more time for participants to say their mind or add what they think was not included in the five questions above so that the researcher can tap more from their additional information.

### **3.8 Data Analysis**

Data analysis refers to searching of pattern of relationship that exists among data subgroup (Gilham, 2000). In qualitative research, data analysis it is "very personal process with very few rigid rules and procedures. The method will depend on your research topic; your personal preference and time, equipment and financial ability" (Dawson, 2002). After data is collected, it should be minimized or reduce for so that it can be coded and the data should be set up in a coded way.

Data coding is refers to the manner of "assigning numerical or symbol to answers so the responses can be put into a limited number of the categories or classes". The classes

should be proper or correspond to the research problem in question (Gilham, 2000). The content and discourse data analysis were employed in order to overtly and extensively explain the manner in which data was analyzed.

Content analysis refers to what a text depicted how it is described, and how often it is said (Rugg and Petre, 2007). "Content analysis is the other side of the qualitative research continuum which is highly mechanical that make analysis only after data has been collected. More type of this, is called code by content which the researcher work through each transcript assigning code in of form either number or word" (Dawson, 2002).

Discourse analysis is an analysis "about what said what, about what, to whom in what format", (Rugg and Petre, 2007). In qualitative research midpoint, falls discourse analysis which depicts pattern of speech like how people describe a certain subject, their use of metaphor, how they take U-turn in conversation and so forth (Dawson, 2002). The researcher based on his understanding of both content and discourse analysis, coded the participants instead of their names as (p1, 2...) which stand for participant 1, 2 and so on, in order to duly observe ethical issues, not expose their identities. This is the use of content analysis.

The researcher also paraphrases or translates how he observes the participants respond according their facial expression, gestures and mode of their voices intonations or the meaning they give to particular object, i.e. discourse analysis.

### **3.9 Ethical Concerns**

Ethic is refers to a standard of behavior or norms that direct moral choice about our behavior and our relationship with others (Cooper and Schinler, 2014). Ethic is connected to moral choice that changes decision and behavior (Green, 2008). The researcher tries his level best to see that people that participated in this research study are protected from being harm by any means; directly or indirectly in this research work. The ethical goals in any kind of research is to make sure that no one is harmed or endure serious consequences from research conducted (Cooper and Schinler, 2014).



The researcher also found it imperative to protect identity of respondents and attempt not force or induce them from participation. We explicitly explained to our respondents that there was no any other motive for collecting this data than only for data analysis and will not be connected to any other things else. Coolican (2009) argues that Researcher in all situations must consider the ethical entailment and psychological consequences for the respondents in their research study. The indispensable principle is that research must take care of all viewpoints of participants against any future threats such as dignity, values and or health.

### **3.10 Validity and Reliability**

The conclusion, proposition or inference strength is what is considered as validity. Validity is the level of your accurate measurement of your research that is you are applying what you supposed to (Adams et'al, 2007). The researcher conducts a preliminary test on the respondents in order to amend previous mistakes that occur. To make the research more reliable, the researcher uses semi-structure interview in data collection. "Reliability approximates consistency of the measurement, is a degree to which an instrument is measured the way each time conditions with the same", (Adams, 2007). The interview was design in a manner that will be bias free and assured validity as well as step taken by the researcher for the research to more reliable

## **CHAPTER 4**

### **RESEARCH ANALYSIS AND RESULTS**

#### **4.1 Introduction**

The aim of this chapter is data analysis and results based on the interview which the researcher conducted across diverse groups in the university, gathering their individual responses which finally gave us the results.

#### **4.2 Background and Diversity of the Participants**

The staff and students that both male and female are the main target of the interview conducted by the researcher. Therefore, the results of interview were based on the responses cumulated from all the participants that took part in the interview. The data was generated also on the basis of diversity of the participants interviewed such as nationality, race, ethnicity, age, sex and so forth. The range of age of the respondents is between eighteen to sixty years.

**Table 1:** Background and Diversity of the Participants

<b>Participant ( P )</b>	<b>Age</b>	<b>Nationality</b>	<b>Race</b>	<b>Gender</b>	<b>Office/Department</b>	<b>Study Period Frequency</b>
1	43	Libyan	color	Male	C.I.S	2
2	23	Palestine	color	Male	Mechanical Eng.	3
3	24	Egyptian	color	Male	Mechanical Eng.	4
4	20	Syrian	color	Male	Bio-Medical Eng.	2
5	20	Turkish	color	Male	Civil Engineering	3
6	20	Turkish-Cypriot	color	Female	Medicine	4
7	27	Syrian		Male	Medicine	1
8	20	Pakistani		Male	Medicine	2
9	20	Turkish		Female	Medicine	3
10	19	Kurdish		Male	Medicine	2
11	22	Nigerian	Black	male	Architecture	1
12	21	Nigerian	Black	Female	Petroleum Eng.	2
13	31	Zimbabwean	Black	Female	International Reltn	2
14	29	Ethiopian	black	Female	Civil Eng.	3
15	24	South-African	Black	Male	Banking & Acct	1
16	21	Malawian	Black	Male	Banking & Acct	1
17	23	Iraqis		Female	Banking & Acct	4
18	20	Botswana	Black	Female	Banking & Finance	2
19	23	Nigerian	Black	Female	Pharmacy	3
20	21	Somali	Black	Male	Architecture	1
21	19	Turkish-Cypriot		Female	Mathematics	3
22	26	Zambian	Black	Male	C.I.S	2
23	20	Turkish		Female	C.I.S	4
24	21	Turkish		female	Mechanical Eng.	3

25	19	Turkish-Cypriot		Female	Medicine	4
26	21	Turkish		male	Civil-Engineering	3
27	25	Iranian		Male	Civil-Engineering	2
28	28	Sudanese	Black	Male	Construction Eng.	1
29	29	Algerian	color	Male	Construction Eng.	2
30	21	Sudanese	Black	Female	Business Admin	3
31	25	Jordanian		Female	Civil Engineering	3
32	21	Syrian		Male	Civil Engineering	2
33	20	Lebanese		Female	International Reltn	2
34	23	Sierra-Leonean	Black	Male	Business Admin	1
35	19	Gambian	Black	Female	International Reltn	2
36	49	Turkish-Cypriot		Female	Pharmacy	4
37	20	Kenyan	Black	Female	Innovation	2
38	19	Turkish		Male	Nurse	3
39	19	Turkish		Male	Law	4
40	32	Qatar		Female	Marketing	2
41	21	Pakistan		Female	C.I.S	3
42	20	Turkish		Female	Ilahiyat	3
43	21	Turkish		Male	Ilahiyat	2
44	42	Turkish		Male	Human Resource	3
45	45	Turkish		Female	Bio-Medical	3
46	29	Saudi-Arabian		Male	Medicine	2
47	20	Palestine		Female	Bio-Medical	2
48	23	Iraqis		male	Bio-medical Eng.	1
49	19	Turkish		female	Knowledge Mgt.	3
50	25	Ghanaian	Black	female	Economics	2

51	22	Angolan	Black	male	Banking & finance	2
52	23	Saudi-Arabia		Male	Petroleum Eng.	3
53	26	Kuwaiti		Male	Law	2
54	24	Lebanese		Female	Business & Acct	3

### 4.3 The Participants' Challenges encountered based on their Diversity

The theme one in this research inquires if one (a participant) had ever faced any difficulty or challenges based on his/her diverse background. And what one considered most important factor that make one to be look very different in or outside the institution among the following age, sex, race, ethnicity, and or nationality (which are the primary diversity dimension. And which factor in the secondary diversity dimension is most important to them like education, experience, skills, religion, or location (continent).

Majority of African students said they answer (yes) meaning they either faced challenges directly or indirectly in the school or inside the town. They continued that most problem occurred in strategic area such as the international office, class, bus stop or inside the bus, in the Dorm, supermarkets, cafeteria or when trying to rent a house, most significant factor virtually all of them narrated was language barrier.

Turkish students, most of which responded (No), mean they never encountered challenges on any basis anywhere. However, most of them agreed that language barrier plays key roles in dividing them with their fellow international students.

Arab students/people from Middle East, their responses look to be hybrid, such as most of them answered (No) which means that they had never faced inequality problem/challenges but some of them said it had happened in front of them by a friend or just someone else. Their responses also indicated that most of the problems happened in key areas like café, cafeteria, international office, dorms and so on.

Most of these difficulties or challenges, the three groups centralized on the language barrier as factor that plays significant roles in deepening the challenges. African and

Arab thought it to be more of racist, nationality and ethnicity. However, most Turkish students believe it to be along personal or ethnicity lines.

#### **4.4 A key factor thought by participants as most important Diversity**

The theme two, in this research interrogate the participant in the interview that which factor do they considered as most important among diversity dimensions in both primary such age, sex, race, nationality or ethnicity and or one of the secondary diversity dimensions including education, experience, skills, religion or location (continent) in terms of making one to look deviant (different) and face challenges. I specially take this theme as an important because respondents' views are generated regarding their perception of what made them different among others.

#### **Turkish Race**

Sixteen Turkish and Turkish-Cypriot that participated in the interview conducted have the views that (most of them) ethnicity and skills are the factors that make one far different from others, so there is tendency that this person may face some difficulties here and there. Some Participants views quoted as follows:

One of the participants responded that "ethnicity and experience are the factors that i think make someone look as not part of the main stream but other factors like race and so forth, doesn't matter because we have not chosen to be who we are, it was a God choices, so not need to affect us".

**(P.9)**

Another Participant has it that "We may be different color but inside us, we are the same. Ethnicity shows the ways a certain group live so this makes what the different group chooses to be. Also our experience is another factor which should take as serious which differentiates us from those who have little or not at all".

**(P.26)**

### **Arab Race/Ethnic**

Arab race/ethnic, this group mostly agreed that ethnicity and location (continent e.g. Middle-East) play significant roles in making one encounter challenges by other group that are different from his/her. They argued that most Turkish are hostile, don't have human relation and they are not ready to fix what they considered mess. They responded as follow:

A participant aired his view that "if you are from different ethnic group then you are more vulnerable to encounter challenges in any society which Cyprus is not excluded".

**(P.4)**

Another participant responded that "ethnicity and location are very important factors that expose someone to face difficulties/challenges here in Cyprus and I think almost anywhere. Sometimes we paid too much money when they realize where we came from comparing to normal price".

**(P.10)**

### **African Race/Ethnicity**

Most African Race/ethnicity interviewed complaint more than two other group mentioned above which was based on nationality and experience as most of them lamented, they faced challenges either in the institution or outside, importantly stereotype. At least, nineteen Africans race/ethnicity were interviewed by the researcher.

One of the participants posit that "though I don't judge all people by one person's action, in view of what he/she did to me, I think Turkish people are more ferocious. They don't have human relation to my understanding".

**(P.11)**

Another participant argued that "It is peculiar for people to easily leave their affiliation group; however, one will be closely monitored if he/she his is black,

example, in the supermarket, cafeteria, international office and so forth, comparing to colored people”

**(P.12)**

Ones more participant opined that “it is not just for me to generalized, but the people i met so far have resentment over some other people from certain nationality”.

**(P.15)**

Most African Race/Ethnic participants interviewed responded that the challenges they encountered was as a result of stereotype other group have against them, that they are criminal and aggressive. Almost all African interviewed responded that they face discrimination because; they added, their color is easily identifiable. The participants posit that they are under surveillance where ever they go, especially supermarket, cafeteria, café even when entering the Dormitory.

While Arab Race/Ethnicity that participated in this interview, responded that (except very few of them) they did not face any challenge or discrimination but most of them are not happy with the way international office is handling them, more especially poor financial record. Some of them also argued that there is no human relation between them and their Turkish counterparts. Turkish and Turkish-Cypriot that have been interviewed responded that they never face any problem anywhere.

However, virtually all the participants agreed that language barrier play significant dividing roles among the students

#### **4.5 Policy**

The researcher here aims at exploring participants responses about if it is possible for the institution to introduce policy for equality among its diverse students. And inquire if participants also think that the law may be important to the institution in retaining its international students.

#### **Turkish Race**



Thirteen out of seventeen participants interviewed responded that introduction of new policy that incorporates diversity management can significantly help in fostering bond of relationship among students. They also believe that this policy should not only be introduced but also put to work.

A participant responded that “the policy like this will help, because in Cyprus people are always law abiding, so if they come to know policy like this exist they stick to it”.

(P.23)

Another participant responded in the interview that “yes, equality policy will of course be good if introduced, because it will develop cordial relationship among all members concern”.

(P.24)

Ones more participants have viewed that “because this is an international university, if there is negative impression toward unequal treatment among staff, students and all concern members it will affect students thinking of coming to same institution and even the one inside may think otherwise”.

(P.26)

### **Arab Race/Ethnicity**

Most of Arabs Race/Ethnicity interviewed agreed that if the institution brings equality policy it will immensely assist in uniting all students. Fifteen out of eighteen participants responded in the interview that equality policy will be a good idea but they have the fear that it may not be possible to introduce it or even if introduce may not work as expected.

A participant opined that “Equality policy is good enough for us but they cannot change it ‘the institution’ because of their rigidity to change”.

(P.2)

Another participant aired his view thus “yes equality treatment policy should be introduced in the institution to avoid unequal treatment but I don’t think is possible because the people here are inflexible”

(P.3)

Ones more participants believe that “policy for equality is good but policy change is not possible because in Cyprus everything is uniform, for instance culture, language and so on, the country is not diverse”.

(P.7)

### **African Race/Ethnicity**

Virtually all African Race/Ethnicity unanimously agreed that introduction of equality policy will tremendously help in bring about unity, peace and progress in the institution and can go a long way in fishing attention of international students anywhere in the globe. Fourteen out of nineteen African Race/Ethnicity interviewed responded without condition that the equality policy will help a lot, but three agreed it would with some doubt if the institution can be ready to so.

A participant interviewed responded that “If the university will introduce equality policy will be a helping hand in terms of equal treatment”.

(P.14)

Another one opined in the interview that “No need for new equality policy because I believed they already have it, only that they should give more orientation about its existence”.

(P.15)

The participants that have been interviewed by the researcher in this work, more than two-third of them responded that introduction of equality policy can tremendously overcome inequality suspicion by some groups. Majority of the Arabs interview in this research responded that the policy is good but feared that it may not be changed because they said Turkish people are inflexible to policy change because of their nature

of virtually everything. Most Turkish participant believe this policy will help and it is even already in place unless it need to be reoriented, African that were interviewed by the researcher agreed by more than half that equality policy should be changed and hope that it will be as soon and in time. Because, they added that this is an international university and should have policy for adopting different people.

#### **4.6 Diversity Management**

The researcher targets to generate data on the basis of what participants can respond or believe in the interview conducted; if the institution can accommodate (accommodate here means different people brought together should be respected base on their differences not affirmative action) it's treat all different people equally by given them equal treatment and equal opportunities in all parameter within its power. At this stage, most participants of the three key group interviewed agreed that diversity management will be a very important factor to use as a solution to diversity problems.

#### **Turkish Race**

In all seventeen participants of Turkish Race interviewed only one participant responded negatively about Diversity Management. Sixteen out of seventeen agreed that diversity management is a way forward for discrimination.

A participant has the views that "Yes diversity management is good, but it can only work if introduce different interaction session for all students such as social activities/events".

(P.21)

Another participant posits that "Yes it is important to introduce diversity management because despite our differences especially here. This is an international university so it should be more accommodating".

(P.23)

One more participant also explained when interviewed that “of course diversity management could better be instilling by the institution in managing our differences with respect for each different group”.

(P.25)

### **Arab Race/Ethnicity**

Fifteen out of eighteen participants of Arab Race/ethnicity interviewed responded that diversity management is an important factor that can eliminate challenges people with difference can face and everyone will feel at home.

A participant answered in the interview that “the institution can accommodate all its members with equality and respect and none should be discriminated, because we are all human being from same origin”.

(P.10)

Another participant has his view when interviewed as “yes, sure if they can give opportunities and equal treatment is also a good thing. Management should provide electronic platform for lodging complaint such as blog, email, website, and so on and follows it with actions”.

(P.31)

### **African Race/Ethnicity**

Most of African Race/Ethnicity that participated in this interview responded that Diversity management is the very important stage in dealing with differences that different people come up with from their respective background. Sixteen participants out of nineteen agreed that diversity management is the lasting solution for accommodating diverse group in any system or organization.

A participant interrogated in the interview has a view that “the management should mix people of different background and culture in the same event such as social activities, international days and so on”.

(P.16)

Another participant opined that “Yes, there should be a policy that can deal with student that are mostly international students with equality if the university want sustain them”.

(P.20)

One more participant posits that “yes, by given equal opportunity or treatment for a diverse population or students will improve a healthy relationship among different group love, caring and progress”.

(P.22)

In the Diversity Management, almost all the participants from all the groups interviewed responded that it is the most suitable factor that would overcome most of the challenges or difficulties that can be faced by any group. Most of the participants argued also that social interactions events or sessions will be an important platform to uniting all the students.

#### **4.7 Test of Hypothesis**

The null hypothesis (Ho), that established that the policy the institution (i.e. Near East University) uses do not influence diversity management was turned-down (Ho rejected) by the responses gathered from the participants, where majority of the respondents posit that the equality policy is very significant in inducing diversity management. Though the participants were given options to choose at least two factors they considered most important among; age, sex, race, ethnicity, national (primary dimension) and education, experience, skills, religion, location (secondary dimension). Most of the information gathered from the participants along two diversity dimensions above responded that the institution can do policy that will accommodate diverse people through diversity management. However, the policy the institution uses do influence diversity management Alternative hypothesis (Hi) was established (accepted Hi).

## 4.8 Results Summary

**Table 2:** Summary of the Data

Results							
Form of the Interview Questions	Race/Ethnicity Groups						
	Turkish (17)	Arab (18)		African (19)			
	Yes	No	Yes	No	Yes	No	
1	Have you ever experienced unequal treatment in or outside the institution?	0	17	3	15	14	5
1 c	Which kind of challenges did ever face base on your diversity (differences)	<ul style="list-style-type: none"> <li>➤ Racial</li> <li>➤ Stereotypes</li> <li>➤ Language barrier</li> <li>➤ Ethnicity</li> <li>➤ Discrimination</li> </ul>					

2	Diversity Dimensions:  Which factor do you considered most important based on which one can face most challenges	Turkey  17	Arab  18	African  19			
2	Primary:  ➤ Age  ➤ Gender  ➤ Race  ➤ Ethnicity  ➤ Nationality						
		3		2		1	
		0		1		3	
		7		4		5	
		4		4		3	
		3		6		7	
	Secondary:  ➤ Education  ➤ Experience  ➤ Skills  ➤ Religion						
		4		2		6	
		4		4		3	
		5		3		4	
		1		3		2	

	➤ Location (continent)	3		6		3	
2	Do agree one can drop aside his/her differences if he/she could satisfy his/her value/feelings (goals) or personalities (ego)	Yes	No	Yes	No	Yes	No
b		16	2	14	4	13	6
3	Do you agree that the institution can adjust its policy through enactment/ implementation of its equality policy?	13	5	15	4	14	5
3c	Do you have suggestions on any other factor that can help the institution change way it treats its students to equality?	<ul style="list-style-type: none"> <li>➤ An electronic platform for students' complaints</li> <li>➤ Social events for students</li> <li>➤ International/cultural days</li> <li>➤ General parties</li> <li>➤ A mix group assignment in class</li> </ul>					
3d	What do you think cannot help the university?	<ul style="list-style-type: none"> <li>➤ Language barrier</li> <li>➤ Unequal treatment</li> <li>➤ Not attending complaints</li> <li>➤ Discriminations</li> </ul>					



4	Do you agree that the institution can accommodate all its students equally despite their diversity by equal opportunities and treatment	15	3	16	2	15	4
4c	What do think the institution can to correct what you think as unequal treatment	<ul style="list-style-type: none"> <li>➤ Proper language teaching of both Turkish &amp; English</li> <li>➤ Social interaction</li> <li>➤ Suggestion box</li> <li>➤ Orientation about diversity</li> </ul>					
5	Do you have any suggestion, observations or corrections on the topic or any additional information	<ul style="list-style-type: none"> <li>➤ International office proper financial record</li> <li>➤ More diversity representative in international office</li> <li>➤ Stop speaking/teaching Banacular international class</li> </ul>					

## CONCLUSION AND RECOMMENDATION

The focus of this last part of research work is the summery discussion of the results, impact of the findings and recommendations. The findings are from the interview conducted by the researcher in which participants were engage and gave their own respective views out of which results evolve.

*The descriptions of the findings in the interview conducted are briefly discussed as follows:*

Results of the interview conducted show that Diversity management is highly affected by policy the institution adopted to allow or not allow equality treatment of the diverse population of the institution. Most participants interviewed have the view that being different in color represents outer part of human being; however, inside us we are all flesh and bones. Virtually all the participants interviewed posit that language barrier play key roles in worsening the situation. If proper languages teaching of both Turkish and English are introduced not just for passing examination but for practical purpose will overcome the situation.

*Did you ever face diversity challenges in or outside the institution?*

Based on the result obtained from the interview, the participants responded differently here. Most Turkish participants in the interview said that they never faced challenges base on their diversity. However, some of the Turkish interviewed agreed that language barrier throw critical challenges to international students. Arabs participants in the interview have their view that most did not face challenges directly but either indirectly or face by a friend. Therefore, most participants interviewed in this group, (Arabs) believe that Turkish people do not relate with others. Arabs participants also agreed that language barrier is the main problems. African that took part in this interview, majority complaint that they face challenges in one way or the other.

With regard to where and when they face these challenges, the participants from the two groups; Arabs and Africans participants in the interview responded that they encountered these challenges in places such as in the bus, bus stop, in the Dormitory,

International office, sometimes in class, supermarket, café, cafeteria, and other strategic places. Most of these difficulties they encountered usually emanated out of language barrier.

*In the question about what the participant considered most important factor that make one faces challenges/discrimination*

The participants interviewed responded differently when choosing what they considered as most important factor that made someone to face challenges by the other groups. Such as ethnic, racial, stereotypes, gender, age, nationality, education, skills, experience, religion, and location, they thought that these factors play important roles in making one deviant in the society.

Most of the participant believed that factors like ethnicity, race, nationality and location are the most crucial factor that one can easily face challenge in any of them. After the three factors mentioned above, it was followed by education, experience, skills and religion that the participants interviewed reacted that they are another important factor rendered one as different from group. Very few participants thought age to be of any important in making one different. Only one participant interviewed, responded that gender is an important factor that make one deviant from group.

*Equality policy*

In all the participants interviewed very few among them reacted that policy making to match with diversity management cannot be good. Majority of the participants responded that equality policy will be a very important role that the institution can play to curb discrimination or possible unequal treatment. Despite the fact that majority of the participants have agreed that this policy will be a helpful, some participants mixed their beliefs with some doubt if it can be (i.e. the policy) put to work. The reason the participant gave about their doubt was what thought as the rigidity of the institution management to change.

The participants in the interview suggested on what they thought the institution can do to change to equality treatment of all its students. Such as introduction of social

interaction events/sessions like cultural/international days, parties for all, electronic platform for complaint and suggestions, suggestion boxes, random class group assignment and not allow students to choose his group members and finally proper and stable financial record in the international office.

### Diversity Management

All the participants involved in this interview, with exception of a very few reacted that diversity management is the only way forward for the institution thought to be inequality treatment. The participants added that if diversity management will properly be used which believe that it exist only that it do not work well, will overcome almost all the difficulties face by different group of students. Very few among the participants disagreed that this diversity management even if introduce cannot work as expected. Because as these participants added their reasons, racism, ethnicity, or any other diversity factor is something personal, is in one's mind. So to change someone mind even you change policy may not necessarily easily affected him/her.

The participants interviewed also responded on what they think cannot help the institution if it insist in doing against its stakeholders. These include un-attending complaints, unequal treatment, language barrier, poor financial record of student in the international office, delay in issuance of certificates and so forth.

### *Recommendation*

Based on the results generated in the interview all participants gave what they thought was an advice to the institution for possible action taken. The institution may recommend to imploring diversity management policy in order to instill equality treatment for all and remove fear of inequality treatment by others which foster the university peace, unity and progress. Social interaction event also may be recommended

Re-introduction of social interactions events will be highly recommended to the institution. These could be in form of international cultural days, general social parties; combined school team for all tournaments, inter-faculty matches and so forth. The next

recommendation may again be given to the institution in area of students'-management communication platform.

An electronic or physical communication platform should be introduced by the university management in order to bridge the communication vacuum that so exist in the university. An electronic platform such as blog, website, email, Facebook and so on should be introduced by the institution so that complaint, suggestions, reports and host of other aspect of communication will be interlocked. Physical communication platform between students and university is also important, such as suggestion boxes, student affairs section dealing with students' complaint should also be in place for students to easily lodge complaint, observation, suggestion and or reports.

International office account section should be reviewed to avoid constant complaint about improper students financial record. And also many complaint over charges for late payment and the tuition fees too much. The university management should look into this matter diligently. Bridging the language barrier is another key recommended area which virtually all the participants interviewed suggested.

Proper teaching of both languages; Turkish and English may be recommended to the university in order to cement the ex-communication gap that exists in the school. The teaching of these two languages should not be based on the passing examination but for practical purposes, and should be put compulsory on all new students. Security personnel and all staff dealing with international students should be made to learn at least simple English language communication.

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## APPENDIX I

### Near East University

Graduate School of Social Sciences: Masters in Business Administration

**Research title:** Diversity Management on international Students: The Case of Near East university

#### Interview Consent Form:

We appreciate the time you give to read the information on this research form with regard to how the interview can be conducted in this research work. Could you please fill the boxes below to assure us your participation agreement, thanks?

I read, understand and agreed to the statement on this paper.

I voluntarily agree to take part in this interview, however, i can exit the interview without taking any excuse, and I also have reason to not respond to any question which I do feel like, without giving any cause.

I have seen that my personal details are kept confidential and will not be connected to any document with regard to research study. I also have clear mind that my identity will not be expose.

I approve the interviewer to jot down note while the interview is on progress for the purpose of data analysis only. The interview will last between 10-20 mins that will take place in a private place to avoid the risk of confidentiality betrayal.

I agree that my unused data collected for this research work will be further utilized for reference in future, such as for publication after all.

Could you please confirm your agreement to participate in this interview by signing below?

Participant Code No:    Department    Date    Time    Signature

\_\_\_\_\_

Researcher

Date

Signature

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Policy:**

Do you believe that the institution can treat all its students equally despite their differences (diversity) through adjustment (enactment) of its diversity management laws or regulations?

- a) If Yes: why do you think so?
- b) If No: what other ways do you think can do?
- c) Do you have suggestion on any other factor that can help the institution change the way it treats its students to equality?
- d) What do you think cannot help the institution resolve student's equal treatment?

**Diversity Management:**

Do you think or agree that the institution can accommodate all its students in the same manner despite their diversity (Different) background by given them equal treatment or equal opportunities in all endeavors.

- a) If Yes: why do you think so?
- b) If No: what other factors do you think is better?
- c) How do you think the institution can do to correct its unequal treatment by using other ways than the one mentioned?
- d) What other area do you think was not touched by this research study that can help bring about peace and harmony in the institution?

**Round up Questions:**

- a) Do you have any observations, suggestions, and corrections with regard to this research topic?
- b) Do you have any information in addition to what was asked, could you please let us know? Thanks

## APPENDIX III

### Interview Results Questions Sample

**Turkish/Cypriot: age 25, Gender: M, Participant 09**

**Interviewer:** Have ever face difficulties or challenges based on your diversity (differences?)

**Participant:** No

**Interviewer:** In the institution or outside?

**Participant:** No, at anywhere.

**Interviewer:** Do agree that people can face challenge based on any of: age, gender, race, ethnicity or nationality

**Participant:** yes,

**Interviewer:** which one do you consider most important?

**Participant:** I think ethnicity

**Interviewer:** What about any of education, experience, skills, religion or location?

**Participant:** Of course it can

**Interviewer:** Mention any one other factor you think is the most important

**Participant:** experience, I think

**Interviewer:** Do you think, despite these diversities people can keep aside their differences and work in harmony if they can attain value and drive personal respect?

**Participant:** of course, because you didn't choose to be who you are then we must respect one another. Among diversities there is strength, so we should use these strengths to grow a better society.



**Interviewer:** Do agree/think that the institution has or can adopt policy that may stop all stakeholders to or from being discrimination?

**Participant:** yes, policy that will accommodate everyone should be practice as the world today is moving toward globalization.

**Interviewer:** what do you mean by globalization?

**Participant:** I mean the world is becoming one, so everyone should have a place at everywhere

**Interviewer:** Do have suggestion on any other factor which was not mentioned that can help the institution?

**Participant:** oh yes, the institution should take step of being globalized by embracing all; it doesn't matter where they come from.

**Interviewer:** What do you think cannot help the institution if it keeps doing?

**Participant:** i think if it allows discrimination or stereotypes to continue among its staff and students.

**Interviewer:** Do agree/think that the institution can accommodate all its stakeholders in the same manner despite their diversity; by given them equal treatment and or opportunities?

**Participant:** of course it can, everyone should be equally treated according to his contribution to the organization immaterial of his/her differences.

**Interviewer:** What do you think the institution can do to correct its unequal treatment if any?

**Participant:** I think, the institution can correct its inequality by consult student's union and suggesting students through a media platform like website and boxes.

## **Interview Results Questions Sample**

### **Arabs Race/Ethnicity: Jordanian, age 24, Gender F, Participant 26**

**Interviewer:** Have ever face difficulties or challenges based on your diversity (differences)?

**Participant:** No, but I saw it happens to some friends

**Interviewer:** In the institution or outside?

**Participant:** in both the institution and outside

**Interviewer:** what types of challenges was it?

**Participant:** In the international office, café and for renting a house by a friend

**Interviewer:** Could please explain more?

**Participant:** a friend of mine went international to confirm his payment details but was told by the officer on desk dealing with account that he paid late and must pay for charges. My friend insisted that he didn't pay late and will not pay any charges. Because, he continued, that his Turkish friend who paid on the same day was cleared without any charges.

Also in the café, I went to counter to be served some foods, I was the first but the receptionist refused to serve me first, he only serves a friend behind me. Also a friend of mine from Africa went rent a house for rent, the landlord told him that they do not give rent to Africa.

**Interviewer:** Do agree that people can face challenge based on any of: age, gender, race, ethnicity or nationality

**Participant:** Yes indeed,

**Interviewer:** Mention any one you think is the most important.

**Participant:** Ethnicity to me is the most important, because most Turkish people are stick too much to their culture and language. So, they don't take anything important or anybody who cannot speak their language.

**Interviewer:** Also could you state anyone factor which is important education, experience, skills, religion and location (continent)?

**Participant:** Location

**Interviewer:** why have you chosen location?

**Participant:** Because where one come from matters, if you are Arabs or African you can't be equal here, unless you can speak Turkish

**Interviewer:** Do you think, despite these diversities people can keep aside and work in harmony if they attain value and drive personal respect?

**Participant:** Ye for sure, if you have a good manager that can help with making to respecting one another and value attainment that can be a welcome idea.

**Interviewer:** Do agree/think that the institution has or can adopt policy that may stop all stakeholders to or from being discrimination?

**Participant:** hmmm! In general sense, it will

**Interviewer:** why do sigh!

**Participant:** Because I think, is something which seems as a difficult for Turkish to easily change their policy. However, this is a good thing and can immensely help unite diverse people in to peaceful co-existence.

**Interviewer:** Do have suggestion on any other factor which was not mentioned here that can help the institution?

**Participant:** The institution's management should increase the number of assistance in the school and lecturers to avoid clashing of lectures and should be based on diverse ethnicity.

**Interviewer:** What do you think cannot help the institution if it keeps doing?

**Participant:** i think if it allows discrimination or stereotypes to continue among its staff and students.

**Interviewer:** Do agree/think that the institution can accommodate all it's in the same manner despite their diversity by given them equal treatment and or opportunities?

**Participant:** Yes, for sure, if equal opportunities and treatment will be given to the diverse school's population, as I have even suggested, it is also a good thing.

**Interviewer:** what do you think the institution can do to correct its unequal treatment if any?

**Participant:** The institution should provide an electronic platform, such as website, blog, and other related electronic website for students and staff to lodge complaints and to be followed with action by the management; it can overcome most of the school's problems.

**Interviewer:** What do you think the institution can do to correct its unequal treatment if there is any?

**Participant:** If the institution will continue to overlook complaints un-attended will lead to lack of cooperation which lead to chaos.

### **Interview Results Questions Sample**

**African Race/Ethnicity: Nigerian, age 22, Gender F, Participant 13**

**Interviewer:** Have ever face difficulties or challenges based on your diversity (differences?

**Participant:** yes

**Interviewer:** In the institution or outside?

**Participant:** outside the institution and also in the institution

**Interviewer:** what types of challenges is it?

**Participant:** outside the institution, in the supermarket black customers are closely monitored. I remember one day I went to the supermarket to make shopping, and then I carried along with me some sheet of papers and pen. Therefore, I have to drop (my belonging) before counter and went ahead for my shopping. I have finished my shopping and wanted to pick my belonging in the counter, I asked for my belonging from the receptionist, he said let me show him some evidence that these things belong to me. I showed him but asked for another, I finally, despite all evidences I had to leave them to him because refused to give me back.

Inside the institution, I learn that some lecturers paid more attention to color people than most black students.

**Interviewer:** what do you think cause all these?

**Participant:** I think it is stereotypes that most black people are criminal

**Interviewer:** Do agree that people can face challenge based on any of: age, gender, race, ethnicity or nationality

**Participant:** Sure, they are behind all discrimination

**Interviewer:** Why do you think so?

**Participant:** Because, I think they are even the spot-light to any challenge anyone can face.

**Interviewer:** Which do you think is the most important?

**Participant:** Nationality

**Interviewer:** Why have you chosen nationality?

**Participant:** Also the country where one comes from expose to more or less challenges. If you African you face more challenges than Arabs and if you Arab you face challenges than Turkish here.

**Interviewer:** Could you state any other factor among: education, experience, skills, religion and location in which people can face more challenges?

**Participant:** I think experience

**Interviewer:** Why experience is so important?

**Participant:** By experience, we learn wisdom which is a head of knowledge and experience people most of time feel they are better than non-experience ones. No matter how educated you are, you need experience for some jobs.

**Interviewer:** Do you think, despite these diversities people can keep aside their difference and work in harmony with other if they can attain value and drive personal respect?

**Participant:** No, it is uncommon for everyone not refers back to his affiliation whatever the case may be. We must accept our differences; our diversity is not and cannot be taken for granted. Therefore, tolerance is the most important thing; we must embrace and respect our diversity.

**Interviewer:** Do agree/think that the institution has or can adopt policy that may stop all stakeholders to or from being discrimination?

**Participant:** Yes, if you have a platform that students can share experience and complaint that should be put to action, such as local media that encourage everyone, to see and report incidents when it happens which can be listen to, it will help a lot. But if it is just making complaint and report with no action then there is no use making it (policy).

**Interviewer: Interviewer:** Do have suggestion on any other factor which was not mention here that can help the institution?

**Participant:** Yes, like creation of social and interactive activities, such as international cultural days, inter-faculties matches, and random group selection for assignment in class and so on.

**Interviewer:** what do you think the institution can do to correct its unequal treatment if any?

**Participant:** The school is now very much divided according ethnicity, race, internality and the like, so if these factors are not attended with care will make some students to hate the school or transfer to where they think they will be welcome.

**Interviewer:** Do agree/think that the institution can accommodate all it's in the same manner despite their diversity by given them equal treatment and or opportunities

**Interviewer:** Yes but it should be done in an equal manner, still consideration need be focus on these differences which I believe is inevitable so that not marginalized other groups in the name of making correction or managing diversity.

**Interviewer:** what do you think the institution can do to correct its unequal treatment if any?

**Participant:** Re-introduction of international festivals/events

**Interviewer:** What do you think cannot help the institution if it keeps doing?

**Participant:** i think if it allows discrimination or stereotypes to continue among its staff and students.

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07.12.2018

Dear Ahmad Rufa'ı Adamu

Your application titled **“Policy Near East University Uses For Diversity Management On International Students”** with the application number YDÜ/SB/2018/280 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.