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Diversity management practices in higher education: Evidence from private higher education institutions in Botswana

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1. Abstract

Research shows that diversity and diversity management are no longer mere topical issues for debate in organisations but are now a reality to be confronted. This is so because the workplace environment has become diverse and multicultural especially in private higher education institutions Private (PHEIs). What particularly ignites debate on issues related to diversity and diversity management practices in private higher education institutions is the now felt desire to create safe, welcoming and conflict free work places in the higher education environments constituted by people of diverse backgrounds. This exploratory study investigated how diversity is understood and managed in PHEIS. The following dimensions of diversity namely nationality, race, language, disability and gender were considered as they were viewed as being more applicable in private higher education in Botswana. Results of the study showed that there is a clear understanding by institutional members from the upper to the lower echelons PHEIs of what constitutes diversity and why it needs to be managed. This research also showed that PHEIs are making commendable progress at managing diversity. Two critical short falls though noted by this study in the management of diversity are in these institutions are the failure by the private higher education institutions to effectively and adequately communicate diversity policies and strategies to all organisational members as well as failure to ensure parity in terms of gender representation at management levels. A number of recommendations were suggested to improve diversity and diversity management practices in PHEIs. A structured questionnaire that used a 5-point Likert scale from strongly agree to strongly disagree was used for data collection.

Key words: Diversity, workplace diversity, diversity management, private higher education institutions, internal diversity commitment, diversity policies and strategies.

2. Introduction and Background to the research

The main purpose of this study was to investigate diversity management practices of private higher education institutions in Botswana. Research shows that globalisation has transformed work environments in ways that have created both opportunities and challenges for organisations (Barbosa& Cabral-Cardoso, 2007; Pitts & Jarry, 2007). This is supported by an analogy by Thomas (2006) which states that diversity is like two sides of the same coin where on one hand it can be a constant source of misunderstanding and conflict and on the other hand it can be a source of unending harmony and productivity in organisations. There is also currently wider realisation in organisations that diversity and diversity management are increasingly becoming subjects of great interest over the last couple of decades owing to the now unavoidable diverse nature of workforce in the workplace (Aigare, Thomas & Koyumdzhieva,2011).

Numerous researches have been conducted on the importance of diversity management in organisations (Kirton & Green, 2004; 2009; Becker & Seidel, 2006; Peretti, 2006). A number of such researches show that there is a positive correlation between diversity and performance (Mannix & Neale, 2005), and also that diversity in organisations fosters integrative insights, creativity and innovation (Avigdor et al, 2007). Other researches point to the fact that diversity only positively correlates with performance when the following moderating variables: collectivist and cohesive culture (Jehn & Berzrukova, 2004), team processes (Ely, 2004) and educational levels in information and academic settings (Jehn, Northcraft & Neale, 1999) are in place. Other researches however suggest that there is a negative relationship between diversity and performance (Avigdo et al, 2007). Literature

further shows that while most organisations have developed visions, having these visions articulating issues of diversity in organisations is not enough as challenges always center around translating these visions into implementable diversity management actions that support a paradigm shift in the mindsets and behaviours of all organisational members (Rosenberg et al, 2010). The competing arguments above, together with the fact that diversity management in higher education in general and in private higher education in particular is still work in progress, motivate further research in this area. Private higher education institutions in Botswana were targeted for this research because they are more prone to diversity related challenges since these institutions have a more diverse workforce when compared to public higher education institutions.

What particularly precipitates discussion on the need for diversity management at the workplace is the desire to create a workplace that is more inclusive, safe and welcoming since many people spend at least forty hours a week at the workplace making the workplace their second home and co-workers their family (McGuire, 2010). More and more higher education institutions are now increasingly demonstrating awareness and appreciation of the need to implement diversity management measures especially in response to globalisation which has made the business environment and specifically the workplace more multicultural than ever before (McGuire, 2010).While there is wide recognition of the fact that diverse individuals and groups exist in organisations, organisations private including higher education institutions continue to fail to capitalize on diversity as a source of both competitive advantage and enhancement of organisational performance (Webber & Donahue, 2005; Agars & Kottke, 2004; Hays-Thomas, 2004).

3. Research problem

Many authorities in the field of diversity management attest to the importance of the role and benefits of managing diversity in higher education (Cox, 2001; Deshwal & Choudhary, 2012). Research shows growing recognition of the importance of workplace diversity in all types of organisations (Harvey & Allard, 2002; Bell, 2007; Powell, 2004; Kirton & Green, 2004; 2009; Becker & Seidel, 2006; Peretti, 2006). The above is supported by Casado (2009) who posited that there is now growing recognition in higher education and other organisations that managing people's differences in ways that make the workforce more compatible team members is important for improved productivity. Research has also further shown that while there is now growing recognition and acceptance of the fact that diverse individuals and groups exist at the workplace and are important, organisations continue to fail to capitalize on the benefits of diversity (Webber & Donahue, 2001; Agars & Kottke, 2004; Hays-Thomas, 2004). This is particularly true for private higher education institutions in Botswana which despite having more of diverse workforce than public higher education institutions continue to face diversity related challenges or costs such as discrimination and conflict just to mention a few.

While literature shows considerable research on the role, nature, and benefits of diversity in organisations, no known research has attempted to study diversity management practices of private higher education institutions in Botswana. Review of research literature also indicates that there is very little substantiated body of literature on diversity management practices of private higher education institutions. This research therefore is an attempt to bridge both the research and literature gaps.

4. Research Objectives

4.1. Primary objective

To determine how diversity is understood and managed in private higher education institutions in Botswana.

4.2. Secondary objectives

- Define diversity and diversity management.
- Examine the level of understanding of diversity by members of PHEIs.
- Investigate how effectively diversity is managed in PHEIs
- Investigate models that can be deployed by PHEIs for effective diversity management.
- Examine perceived benefits of diversity management in organisations such as PHEIs.

5. Significance of the study

This study attempts at filling the literature and research gap on diversity management in PHEIs in Botswana as well as contribute to the enrichment of the body of knowledge on diversity management in higher education with particular reference to PHEIs. This study will also result in the increased awareness and appreciation on the importance of diversity and diversity management in higher education institutions in Botswana with particular reference to private higher education institutions.

6. Literature review

6.1. Defining diversity

Literature shows evidence of no agreement on the nature and meaning of diversity in both academic and business circles and this has opened the concept to various interpretations and connotations (Brinson et al, 2010). This lack of a universally accepted definition has resulted in a multiplicity of definitions of diversity. Despite the multiplicity of definitions, diversity is overall understood in the cultural and social context (Brinson et al, 2010). In the social context, diversity relates to variations and differences in individual backgrounds, personal identities, intellect approaches, and demographics (class, gender, ethnicity, sexual orientation, nationality, etc.) (Brinson et al, 2010). Using this social context, experiences of diversity are therefore viewed as contingent upon where the individual is located in the organisation, what activities are available in that location, and the individual effort taken in various forms of socializing and academic enquiry (Brinson et al, 2010). The cultural context of diversity relates to limits placed on diversity in organisations, for example discrimination on the basis of gender, ethnicity or nationality (Brinson et al, 2010).

Definitions of diversity that help clarify and broaden our understanding of the two contexts of diversity are as given below. Diversity is a collection of individual attributes (nationality, language, ethnicity, religion, colour, race, disability, sexual orientation, age, socio-economic status and gender) that together help agencies pursue organisational objectives efficiently and effectively (FERC, 2012). Diversity is also defined as the collective amount of differences among members within a social unit (Harrison & Sim, 2006). Finally, diversity is about *who we are, i.e., it is quantitative* (Hewitt and Associates in Myers &Wooten, 2009) as it describes the extent to which an organisation has people from diverse backgrounds and communities working together for the organisation (Myers &Wooten, 2009). The above definitions therefore show that diversity is about differences among people.

6.2. Defining Diversity Management (DM)

Diversity management (DM) is the process or strategy of promoting the perception, acknowledgement and implementation of diversity in organisations and institutions (Deshwal & Choudhary, 2012). According to Bernadi & De Toni (2009), DM is a strategic management approach to Human Resources management that is supported by some programmes, activities and tools directed towards the integration and development of inclusivity in organisations. Roosevelt, Jnr (1991) also defined DM as an organisational commitment aimed at recruiting, retaining, rewarding and promoting a heterogeneous mix of employees in an organisation. The last definition is given by Barabino et al (2001) who posited that DM is a mechanism for promoting full participation of everyone in organisational activities by supporting the individual characteristics of each member and utilising their unique characteristics as a strategic lever. From the above definitions, DM therefore concerns itself with the development and deployment of mechanisms that ensure acknowledgement and acceptance of differences between and among the workforce with the goal being to be able to capitalize on the differences in order to create sustainable competitive advantage for the organisation. The overarching idea behind diversity management in organisations therefore is that all employees need to be afforded full participation in the operations of the organisation no matter who or what they are or where they come from (Sturm, 2010, 2011a).Such participation according to the diversity management theory propounded by Sturm (2011a) enables the diverse workforce to thrive, realize their potentials, engage meaningfully in institutional or organisational life and ultimately contribute to the flourishing of self and others.

6.3. Diversity management models

Two lenses with which to gain more insight on how organisations such as private higher education institutions respond to issues of diversity at the workplace are to look at diversity models as well as how the Human

Resources function in organisations promote or impede effective diversity management processes. Literature shows a number of models that can be utilized to enhance our understanding of how organisations such as private higher education institutions can respond to diversity and diversity management challenges. Such models include the *Gary Powell Group Reaction Model* which seeks to address group receptivity to changing demographics in the workplace (Agars & Kottke, 2004), *the Taylor Cox Three Stages Model* which describes the three basic stages of diversity acceptance in organisations (Cox in Agars & Kottke, 2004). The stages include, from first to last, the monolithic, pluralistic and multicultural stages. Other models include *the Taylor Cox Revised Practical Processes Model* which gives a description of what constitutes an ideal environment at the workplace, *the Roosevelt Thomas Jnr Three Reactions to Change Model* which proposes a categorisation of three different types of organisations based on their receptivity levels to workplace demographic changes (Kreitz, 2008), and *the Robert Golembiewski Organisational Reaction Model* which by providing five different organisational responses to workplace demographic changes which include diversity under duress, equal opportunities, augmented affirmative action, valuing differences and managing diversity, describes a framework in which organisations differently respond to diversity changes at the workplaces(Golembiewski, 1995).

6.4. Relating HRM practices to diversity management (DM)

There is wide recognition in research literature that key Human Resources Management (HRM) practices in organisations are aligned to or have much to do with the success or failure of DM in organisations (Boselie, Dietz & Boon, 2005). The HRM practices that have been seen to either positively or negatively impact the success of DM efforts in organisations include recruitment, selection, training and development, performance management, and remuneration (Shen & Edwards (2006).

6.5. The perceived benefits of diversity management in higher education

Research has shown that there are a number of perceived benefits of diversity management to higher education and any other related organisations (Ellison & Eatman, 2008; Erly & Thomas, 2001; Stockdale & Cao, 2004). Such benefits include the following:

- Increased organisational flexibility and adaptability making organisations and institutions that implement DM quicker to respond to environmental changes in the business than homogeneous organisations, leading to improved productivity (Barabino et al, 2001).
- Improved problem-solving, increased creativity and innovation, increased skill variety and improved organisational reputation leading to increased market share (Cox, 2001; Ozbilgin, 2007).
- Mission success. Capitalising on the strengths of diverse workforce has been viewed as a strong pillar for the achievement of the mission through teamwork (Ozbilgin, 2007).

7. Research Methodology and Design

7.1. Research paradigm

According to Neuman (2006), a research paradigm is a planning framework for a research process that includes issues such as methodology, assumptions/hypothesis and models. A research paradigm is a set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organised study of that world (Filstead in Ponterotto, 2005). Ticehurst & Veal (2002) also posit that a research paradigm provides guidelines and principles for the researcher to follow. There are basically three ontological paradigms or frameworks in research namely the constructivist-interpretivist, positivist and the critical paradigms (Neuman, 2006). This research will employ the positivist ontological paradigm. The positivist paradigm gives a description and explanation of features of reality by collecting data on observable behaviours of the sample and using numerical data analysis leading to an objectivist, empirical and quantitative research approach (Hall et al, 1996). The positivist paradigm also adopts an ontological position that assets that there exists an objective reality out there in the world (a realist ontology) and hence posits that by using numerical analysis and facts, we can discover this reality (Guba & Lincoln, 1991). The qualitative research design will be deployed that uses a questionnaire as a data collection instrument.

7.2. Population and sample

The research population for this study comprised of members of the five PHEIs in Botswana. A research population is defined as a well-defined collection of individuals or objects known to have similar characteristics that form the main focus of an inquiry (Castillo, 2009). Stratified random sampling was used to select 100 operational staff (lecturing and administration staff), 10 Heads of department, 10 module leaders, and 10 team leaders to the first part of the questionnaire. Stratified sampling is defined as a procedure in which the researcher identifies subgroups within a population and then randomly selects a representative sample which mirrors the subgroups from each of the stratum (Yount, 2006). Stratified sampling is also defined as a sampling technique in which the research population is divided into subpopulations called strata and then probability sampling is conducted independently within each stratum (Ross, 2005; Yates, Moore and Stames, 2008). Purposive sampling will be used to select a sample of 20 Human Resources staff from the five PHEIs for the second part of the questionnaire. Purposive sampling also called judgemental sampling is also defined as a sampling procedure in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research (Jupp, 2006). Purposive sampling is virtually synonymous with qualitative research and signifies sampling as a series of strategic choices about with whom, where and how to do your research (Palys, 2008 in Given, 2008).

7.3. Data Collection instruments.

7.3.1. Questionnaire

A questionnaire according to Given (2008) is a method of collecting data that consists of a series of questions and other prompts for the purpose of gathering information from respondents. According to Malhotra (1996), a questionnaire is a structured technique for data collection that includes a series of questions, written or verbal, that a respondent answers. The questionnaire was in two parts with the first part addressing the understanding and implementation of diversity and diversity management by heads of department, team leaders and operational staff and the second part addressing issues of policy with regards to diversity and diversity management by human resources management personnel.

7.3.2. Data analysis and procedure

Data obtained from the research was processed and analysed using quantitative approaches. The Likert scale from strongly agreed, agree, neutral, disagree, and to strongly disagree was reduced to *agree* (strongly agree + agree), *neutral* and *disagree* (strongly disagree + disagree) for ease of analysis.

8. Results and discussion

8.1. PART A: HODs, Module and team leaders, Lecturers and administration staff

8.1.1. Knowledge of diversity

90% of respondents agreed that they had knowledge of diversity as implying the individual differences among workforce in organisations. 6% of respondents said they did not know what diversity means and 4% remained neutral.

8.1.2. Diversity and HRM practices

Table 1: Nationality

There is no discrimination in PHEIs along nationality in the following HRM practices:

Item	Responses		
	Agree	Neutral	Disagree
Employee recruitment	75	2	23
Employee selection	62	27	11
Training and development	90	0	10
Career planning and development	75	9	16
Performance management and rewarding	88	0	12

Figure 1: Nationality

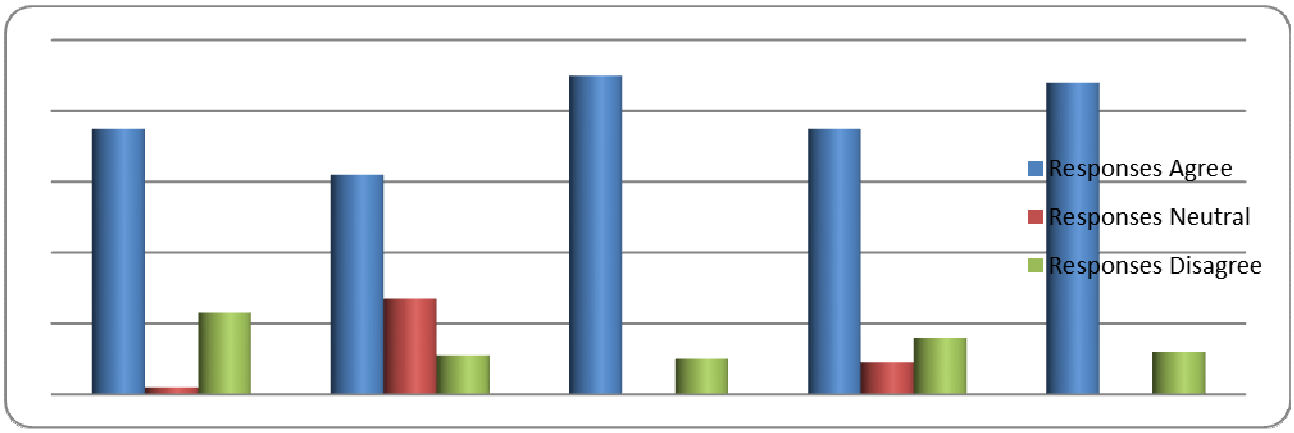

Figure 1 above shows that 75% of respondents agreed that PHEIs do not discriminate along nationality during employee recruitment while 2% remained neutral and23% felt that PHEIs discriminate along nationality lines during employee recruitment. In terms of employee selection, 62% of respondents agreed that their organisations do not discriminate on the basis of nationality while 27% were neutral and 11% felt that there is discrimination along nationality lines during employee selection. In terms of employee training and development, 90% of the respondents agreed that there is no discrimination on the basis of nationality in their organisation while 10% felt that there is discrimination. With regards to career planning and development, 75% of respondents agreed that their organisations do not discriminate on nationality lines, 9% were neutral and 16% felt that their institutions do discriminate along nationality lines during career planning and development. In terms of performance management and rewarding, 88% of respondents felt that their organisations do not discriminate on nationality lines while 12% felt that their organisations discriminate.

Table 2: Race

There is no discrimination in PHEIs along race in the following HRM practices:

Item	Responses		
	Agree	Neutral	Disagree
Employee recruitment	100	0	0
Employee selection	72	5	23
Training and development	80	6	14
Career planning and development	68	17	15
Performance management and rewarding	79	5	16

Figure 2: Race

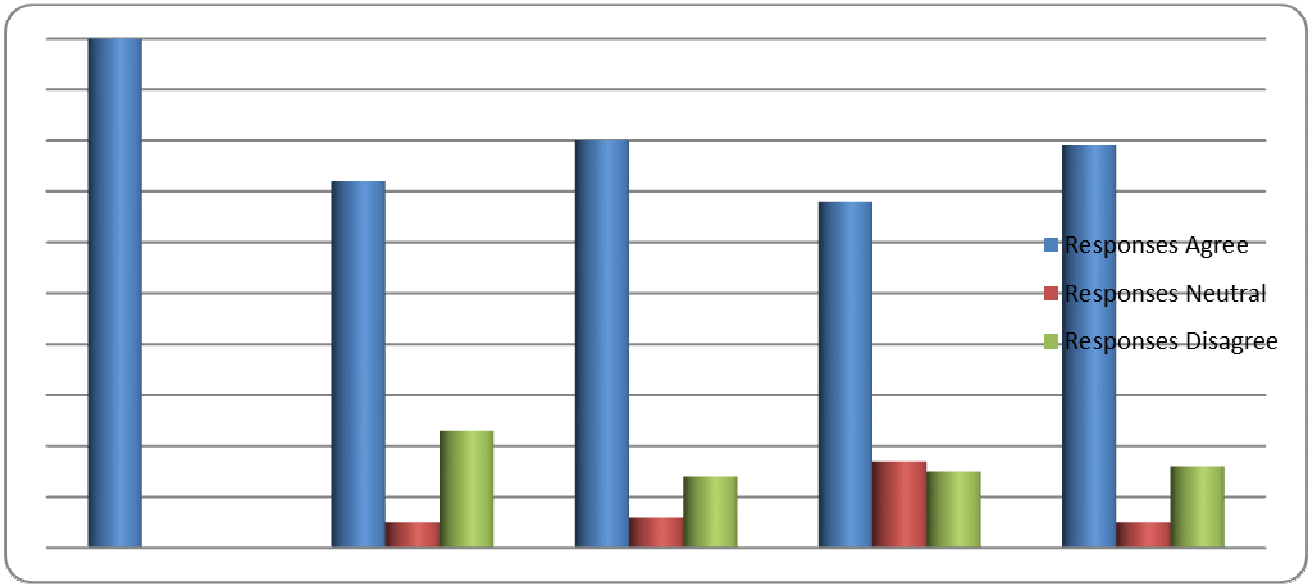

Figure 2 above shows that 100% of the respondents agreed that their organisations do not discriminate along racial lines during employee recruitment. With respect to employee selection, 72% of the respondents agreed that their organisations do not discriminate on racial lines while 5% remained neutral and 23% disagreed. On the issue of training and development, 80% of the respondents agreed that their institutions do not discriminate on racial lines when selecting people for training and development programs and 6% remained neutral while 14% felt that the institutions discriminate. On the issue of career planning and development, 68% felt that their organisations do not discriminate on racial lines when selecting staff for training and development and 17% remained neutral while 15% felt that the institutions discriminate. In terms of performance management and rewarding, 79% of respondents felt that their organisations do not discriminate on racial lines while 5% remained neutral and 16% felt their organisations discriminate.

Table 3: Language

There is no discrimination in PHEIs along language lines in the following HRM practices:

Item	Responses		
	Agree	Neutral	Disagree
Employee recruitment	100	0	0
Employee selection	33	10	57
Training and development	78	8	14
Career planning and development	61	5	34
Performance management and rewarding	83	0	10

Figure 3: Language

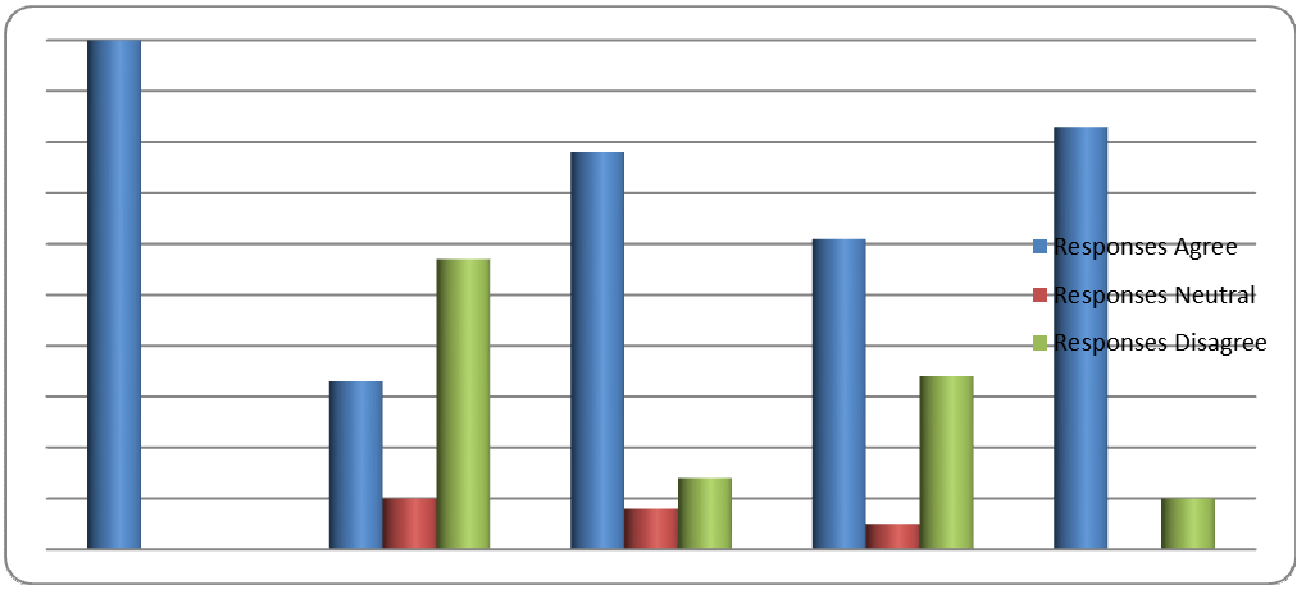

Figure 3 above shows that 100% of respondents agreed that their organisations do not discriminate on language basis during employee recruitment. On the question of employee selection, 33% of the respondents agreed that their organisations do not discriminate on the basis of language while 10% remained neutral and 57% disagreed as they felt that their organisations are discriminatory at recruitment with regards to language as only English is used during the selection process. With regards to training and development, 78% of the respondents agreed that their organisations do not discriminate on the basis of language while 14% felt that their organisations discriminate and 8% remained neutral. 61% of respondents agreed that their institutions do not discriminate along language lines during career planning and development while 34% disagreed and 5% remained neutral. In terms of performance management and rewarding, 83% of respondents felt that their organisations do not discriminate on language lines while 17% felt that they discriminate.

Table 4: Disability

There is no discrimination in PHEIs along disability lines in the following HRM practices:

Item	Responses		
	Agree	Neutral	Disagree
Employee recruitment	100	0	0
Employee selection	100	0	0
Training and development	100	0	0
Career planning and development	99	0	1
Performance management and rewarding	100	0	0

Figure 4: Disability

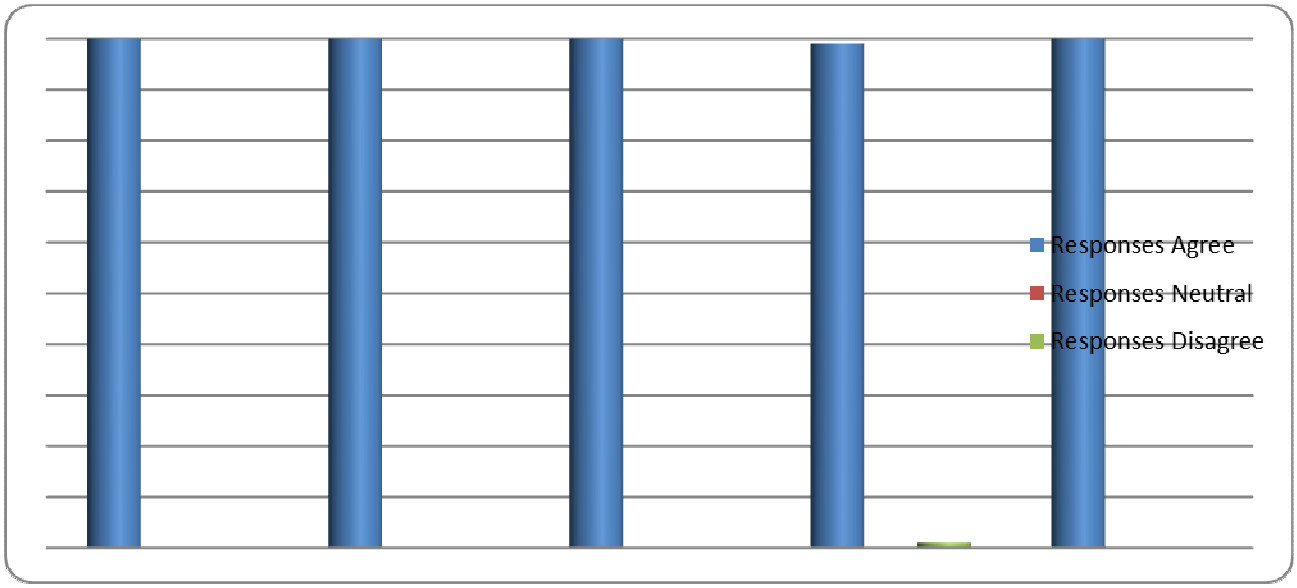

Figure 4 above shows that 100% of respondents agreed that there is no discrimination on the basis of disability during employee recruitment. None disagreed that their institutions do not discriminate. 100% of the respondents agreed that their institutions do not discriminate on the basis of disability during employee selection. On the issue of training and development, 100% of the respondents agreed that there is no discrimination in their organisation based on disability. 99% of the respondents agreed that that their organisations do not discriminate based on disability during career planning and development with only 1% remaining neutral. In terms of performance management and rewarding, 100% of respondents felt that their institutions do not discriminate along disability lines.

Table 5: Gender

There is no discrimination in PHEIs along Gender lines in the following HRM practices:

Item	**Responses**		
	Agree	Neutral	Disagree
Employee recruitment	100	0	0
Employee selection	82	3	15
Training and development	85	7	8
Career planning and development	33	0	67
Performance management and rewarding	41	17	42

Figure 5: Gender

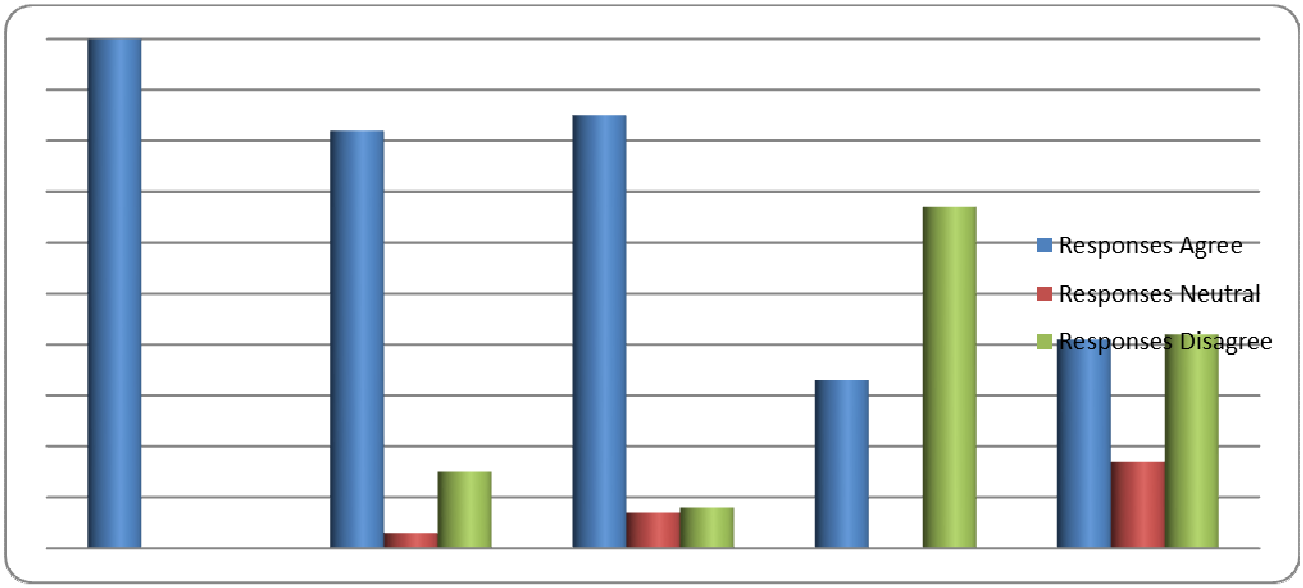

Figure 5 above shows that 100 % of the respondents agreed that their organisations do not discriminate on gender basis during employee recruitment. 82% of respondents agreed that their organisations do not discriminate along gender lines during employee selection while 3% remained neutral and 15 disagreed. With regards to employee training and development, 85% of respondents agreed that their organisations do not discriminate along gender lines while 8% disagreed and 7% remained neutral. With regards to career planning and development, 33% of respondents agreed that their organisations do not discriminate along gender lines while 67% disagreed as they felt that their organisations discriminate as most of the leadership positions are occupied by men in these organisations. With regards to performance management and rewarding, 41% of respondents agreed that their institutions do not discriminate on gender lines while 17% remained neutral and 42% disagreed with the assertion that their institutions do not discriminate along gender lines during performance management and rewarding..

8.1.3. Rating Level of diversity implementation and management

3% of respondents rated the level of implementation and management of diversity as none (0%), 11% of respondents rated the implementation as 1- 20%, 17% of respondents rated the implementation as 21-49%, 55% of respondents rate the implementation as 50-79%, and 14% of the respondents rated the implementation as 80-100%.

8.2. PART B: Human Resources Staff

Table 6: Diversity policies and strategies

Diversity policies and strategies:

Item	Responses		
	Agree	Neutral	Disagree
PHEIs have diversity policies	69	17	14
PHEIs give equal all employees equal access to critical organisational resources	65	12	23
PHEIs emphasise equal opportunities to all employees	72	17	11
PHEIs implement equal py policies for sale job and qualifications	49	15	36
PHEIs treat all members with equal levels of trust and respect	77	9	14

Figure 6: Diversity policies and strategies

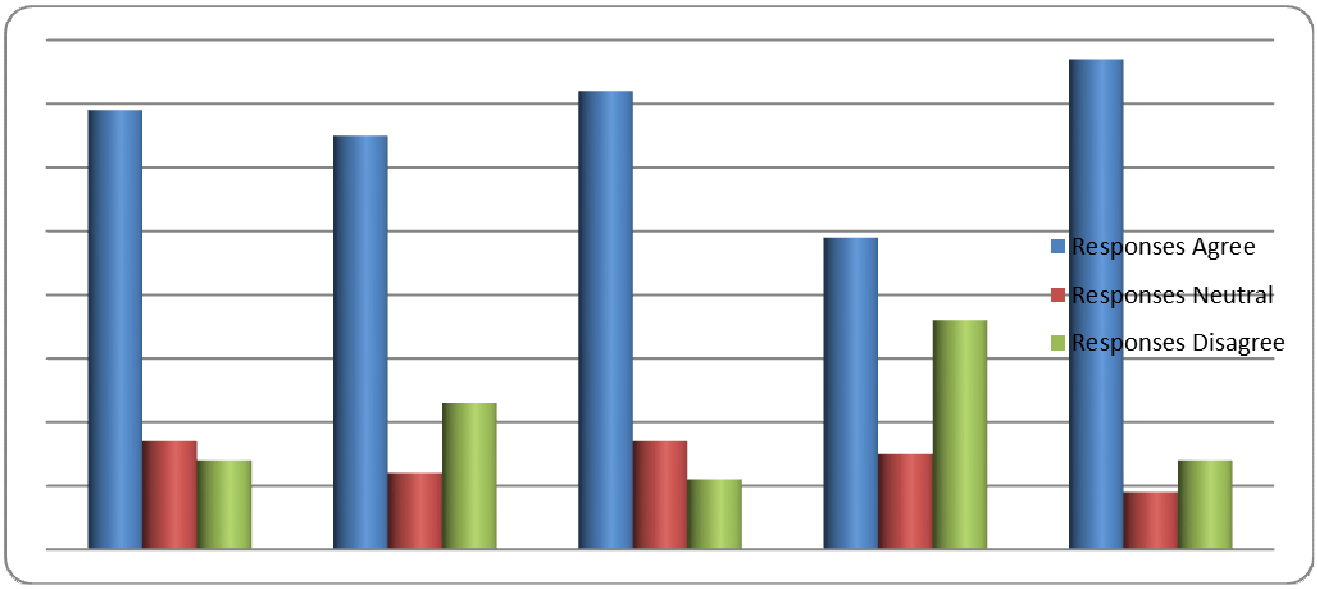

Figure 7 above shows that 69% of respondents agreed that their organisations have diversity policies while 14% disagreed and 17% remained neutral.65% of the respondents agreed that their organisations give all employees equal access to critical organisational resources while 23% disagreed and 12% remained neutral.72% of respondents agreed that their organisations emphasise equal opportunities for all employees while 11% disagreed and 17% remained neutral.49% of the respondents agreed that their organisations implement equal pay policies for people in the same grade while 36% disagreed and 15% remained neutral.77% of respondents agreed that their organisations treat all members with the same level of respect and trust while 14% disagreed and 9% remained neutral.

Table 1: Internal diversity commitment

Item	Responses		
	Agree	Neutral	Disagree
PHEIs diversity policies detail clear diversity goals	69	7	24
PHEIs diversity policies stipulate diversity management strategies	64	7	29
PHEIS diversity policies stipulate roles and responsibilities of members	69	19	12
PHEIS diversity policies stipulate accountability measures	50	29	21
PHEIs diversity policies stipulate reward system for effective diversity management	53	18	29
PHEIs diversity policies have sanctions for non-compliance	55	10	35
PHEIs diversity policies stipulate resource allocation strategies	68	3	29
PHEIs diversity management policies specify awareness training strategies	45	18	37
PHEIs effectively and adequately communicate diversity management policies	25	12	63

Figure8: Internal diversity commitment

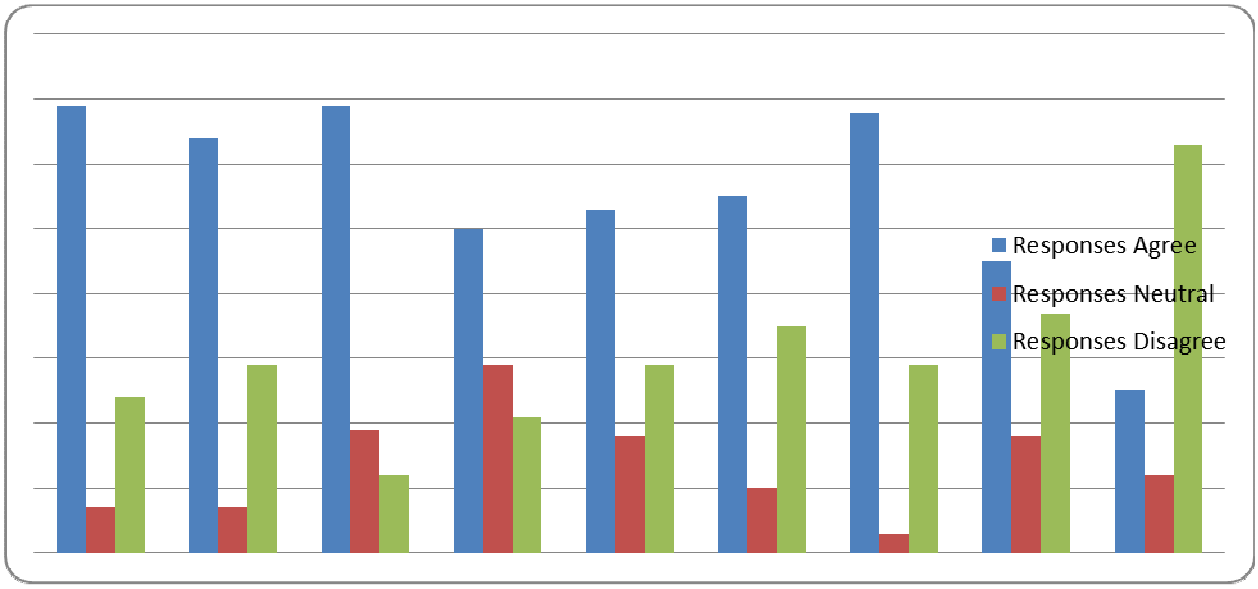

Figure 8 and table 1 above shows that 69% of the respondents agreed that the diversity policies at their organisations detail clear diversity goals while 24% disagreed and 7% remained neutral.64% of the respondents agreed that the diversity policies at their organisations specify chosen diversity management strategies while 29% disagreed and 7% remained neutral.69% of the respondents agreed that the diversity policies at their organisations specify management roles and responsibilities with regards to diversity management while 12% disagreed and 19% remained neutral.50% of the respondents agreed that the diversity policies at their organisations specify accountability measures for implementation of diversity while 21% disagreed and 29% remained neutral.53% of respondents agreed that the diversity policies at their organisations specify reward system for effective diversity management while 29% disagreed and 18% remained neutral.55% of respondents agreed that diversity policies at their organisations specify sanctions for no-compliance to diversity while 35% disagreed and 10% remained neutral.68% of respondents agreed that diversity policies at their organisations specify the resources allocation strategies while 29% disagreed and 3% remained neutral.45% of respondents agreed that diversity policies at their organisations specify diversity awareness and management training strategies for all employees while 37% disagreed and 18% remained neutral. 25% of respondents agreed that their organisations effectively and adequately communicate diversity blue prints to all members of the organisations while 12% remained neutral and 63% felt that people aware of the document are mostly top management.

9. Conclusions and Recommendations

Based on the research findings above, it can be concluded that:

- The majority of members of the private higher education institutions have adequate knowledge of what diversity and diversity management mean.
- Private higher education institutions effectively manage diversity along nationality, disability, gender and language lines during employee recruitment, selection and training and development.
- Diversity management policies of PHEIs have clearly articulated goals and also specify roles and responsibilities of management with regards to diversity management.
- Diversity management policies of PHEIs specify chosen diversity management and resource allocation strategies for effective diversity management.
- However, diversity management policies of PHEIs fail to adequately and effectively address gender imbalances as women still lag behind in leadership positions.
- There is also no equal pay policy for people in the same grade level, with same experience and same qualifications in PHEIs.
- PHEIs diversity management policies are also silent on reward systems for effective implementation of diversity management.

10. Recommendations

Based on the above conclusions, the following are recommendations for improved diversity management in PHEIs:

- Diversity blue print of policies and strategies in PHEIs needs to be widely communicated to all stakeholders in the organisations to ensure that everybody from upper to lower echelons of the institutions understands the diversity goals and objectives of their institutions. This is important because if members understand diversity management goals and strategies of the institutions, they will be able to more positively and effectively contribute to effective diversity management in the institutions. People implement what they know better if they see the diversity management document, read and understand its goals and objectives.
- PHEIs need to ensure periodic organisation-wide employee training on diversity and diversity management to ensure that all organisation members understand and appreciate the role and benefits of diversity in organisations and why it should be effectively managed.
- PHEIs need to have clear systems of rewarding effective diversity management and sanctioning non-compliance as this ensures all members are able to more actively and effectively participate in diversity management programmes.
- PHEIs need to know that diversity management can only succeed in the presence of adequate resources. As a recommendation therefore, PHEIs need to develop and implement resource allocation strategies to ensure human, material and financial resources are available for effective management of diversity.

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