

CULTURE DIVERSITY MANAGEMENT IN THE HEALTHCARE SECTOR

A CASE STUDY

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In the Name of Allah, Most Gracious, Most Merciful

“And among His Signs are the creation of the Heavens and the Earth and the variations in your languages and your colors. Verily, in that are indeed signs for people of sound knowledge.”

The Holy Qur'an (30:22)

ABSTRACT

In this globalized era, organizations have been enfaced with the challenges of managing culturally diverse workforces which reflect worldwide cultures. Today, more and more studies are being carried to study the concept of culture diversity management and its relationship with performance. However, little has been proven about this relationship and the factors influencing it, considering the lack in terms of thorough empirical investigation. The UAE and its enterprises present itself as a unique example of culture diversity. Healthcare particularly is a unique sector. The literature also presents the learning and integration paradigm; a perspective that many organizations consider as the ultimate approach to achieving the best of culture diversity.

Based on prior theoretical work in the cultural diversity management literature, this research is a case study which aims to explore the actual status, role and effects of culture diversity management on the work of people in Sheikh Khalifa Medical City in AbuDhabi and how leadership can intervene to capitalize on what is potentially beneficial to the organization.

To achieve this, a study that was based on the concepts of the learning and integration paradigm was conducted. This study gathered quantitative and qualitative data from clinical departments and their leadership regarding their backgrounds, co-workers, performance, managers and culture diversity management initiatives. The results indicated the absence of any formally structured culture diversity management efforts in the organization. It also indicated a relationship between culture diversity management and performance. However, it did not reveal the relationship between the extent of culture diversity and performance. Based on the findings, the study takes a theoretical approach to discuss the topic of investigation in Sheikh Khalifa Medical City proposing a framework that such an organization can use to achieve better culture diversity management.

DEDICATION

To my mother... and family.....for their endless support...

ACKNOWLEDGMENTS

My sincere thanks to everyone who contributed to this project, in any form...

To,

my supervisors, for their guidance...

my friends and champions, for constantly offering their help 'online' and 'offline'...

everyone who participated and gave their valuable feedback...

& especially my family, for their support and care...

I am most grateful for the learning experience this research has given me, all the knowledge and skills I have gained...As simple as the final outcome looks now, working on this project was a process through which I explored a whole new dimension to my work... challenged myself ... discovered the excitement and joy of doing research... ..& made mistakes to learn from... I see this project as a starting point for more and better work in the future ...

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LIST OF ABBREVIATIONS

- SKMC: Sheikh Khalifa Medical City
- SHRM: Society for Human Resource Management
- avWD: Work Duties
- avWS; Work Skills
- avWE: Work Enthusiasm
- avQwlywork: Quality of work
- avQwntywork: Quantity of work
- avReadinesstoinnovate: Readiness to innovate
- avCDM or CDM: Culture Diversity Management
- avVD: Value Differences
- avRM: Relationship Management
- avRF: Results Focus
- avDO: Developing Others
- avCDMP or CDMP: Learning and integration paradigm culture diversity management outcomes
- DGN: Direct group of co-workers

CHAPTER 1

INTRODUCTION

"As we swiftly move forward with cultural and knowledge empowerment, we recognize that the UAE has become the cultural capital of the Arab world that is open to all cultures. Culture is the vessel of our identity and values, as well as the framework of our human and psychological equilibrium. It is also an important element in the country's overall development and sustainability, and a tool for building the nation and achieving its goals. It has an active role in the success of the UAE's plans to achieve balance in its demographic structure."

His Highness Sheikh Mohammed bin Rashid Al Maktoum, on the 38th UAE National Day

In an era where the extent of globalization has diversified the cultural composition of many societies, it is important to consider the effects of such fusions at the professional level. The UAE in particular is the epitome of a multicultural society, as its six million inhabitants are comprised of a number of nationalities (UAE Interact, 2009).

Apparently, there is a need for culture diversity management in UAE enterprises in light of this demographical development. The demographic changes will continue to make the marketplace, the labor market and the workforce of the future more diverse than they always have been. Thus, an organization's ability to effectively deal with this diversity will eventually have a direct impact on its performance. Culture diversity management in the context of a non-western, developing country has been largely unexplored. With its unique cultural identity, this topic remains under-researched in the UAE. This study attempts to explore culture diversity, its management and their relationship to performance in the healthcare sector.

The healthcare industry always stands to be unique in many aspects especially in this region of the world. In the emirate of Abu Dhabi, the main focus of healthcare organizations has been patient care and clinical outcomes solely for a long period of time. Hospitals were considered public organizations whose budgets came from the government and no revenue or profit was expected. These organizations fell behind with all the modern concepts of management and systems. All this structure changed a few years ago and hospitals in the emirate are following new business models of management which prioritize patient care but at the same time generate revenue. This research takes a close picture of culture diversity management at Sheikh Khalifa Medical City (SKMC), the biggest healthcare organization in the capital city of Abu Dhabi.

In this paper, diversity in the narrow context of different geographic backgrounds is considered. Based on prior research in the culture diversity and its management literature, this research defines the learning and integration paradigm as presented in the literature to be the ultimate goal of organizations. It investigates the link between culture diversity, management and performance in light of this paradigm. Based on this, the research aim is to explore the role and effects of culture diversity management on the work of people in a healthcare organization (positively or negatively) and how leadership can intervene to capitalize on what is potentially beneficial to the organization. To achieve this, a case study was conducted which gathered quantitative and qualitative data from the main clinical departments in SKMC, namely, medicine, nursing and pharmacy. In attempt to look at the topic from the learning and integration angle, the questionnaire and interviews were modified to reflect the selected preconditions of this paradigm.

The results revealed interesting first-hand findings and provided some initial insights into additional factors which were involved under this topic such as emiratization. Though the results indicate a slightly negative influence of culture diversity management on performance in SKMC, however, it also reveals that there are no structured efforts to address culture diversity in SKMC. Based on these findings, the study takes a theoretical approach to the topic of investigation by proposing practical steps to be considered by SKMC to develop a better approach to culture diversity management.

The next chapter is a literature review which begins with conceptualizing ‘culture diversity’ and ‘culture diversity management’ by presenting different views, definitions and strategies of the terms. Then, culture diversity and performance are addressed in terms of positive, neutral and negative relationships. The culture diversity management paradigms are then explored in chronological order. Followed by a section where culture diversity in healthcare and the UAE experience are also covered. The following chapter, research proposition, introduces the objectives of this study and the theoretical foundation and propositions. The research process is detailed next in chapter four and five, research methodology and research design respectively. This is followed by a review of the analysis and results in chapter six. The final chapters summarize the findings of the data analysis, present arguments from a theoretical and practical perspective and highlights limitations and recommendations for future research.

CHAPTER 2

CULTURE DIVERSITY AND MANAGEMENT: THE LITERATURE REVIEW

I. CULTURE DIVERSITY AND CULTURE DIVERSITY MANAGEMENT: DEFINITION AND BACKGROUND

“Humanity's fundamental wealth lies in its diversity”

Matsuura, General Director of UNESCO.

i) Understanding Diversity

Diversity is a general concept that refers to the collective (all- inclusive) mixture of human similarities and differences along a given dimension. In another words, it captures the perception of likeness and otherness among individuals in a group or organization (Wise and Tschirhart, 2000). Dimensions of diversity include race, culture, religion, gender, age, profession, organizational or team tenure, personality type, functional background, education level, political party, and other demographic, socioeconomic, and psychographic characteristics. Another attempt defined it as “the variation of social and cultural identities among people existing together in a defined employment or market setting” (Cox, 2001).

Research on diversity is a challenge to review, because its scope expands to multiple disciplinary boundaries. It assesses the effects of various types of diversity, focuses on many different dependent variables, and employs a wide range of types of groups and settings (Milliken and Martins, 1996). However, several researchers have suggested ways for categorizing different types of diversity in an effort to organize thinking about these different types. One common way is the distinction between diversity on observable or readily detectable attributes such as race or ethnic background, age, or gender, and diversity with respect to less visible or underlying attributes such as education, technical abilities, functional background, tenure in the organization, or socioeconomic background, personality characteristics, or values (Jackson *et al.*, 1995; Milliken and Martins, 1996).

The literature is rich with many other ways for classifying diversity. In this research, we focus on diversity based on cultural dimension. We identify it to be based on the geographic background of individuals. In the following sections, culture diversity and its management are explored.

ii) Culture Diversity

“Culture is like gravity: you do not experience it until you jump six feet into the air.” - Fons Trompenaars

Definition and Background

Culture diversity is a concept explored and defined in literature in different ways. Simply, it refers to the existence of different cultures between countries, in different parts of the same country, or within a single organization. Multinational organizations as well as many purely domestic organizations are faced with cultural diversity every day. It may be displayed in the variety of social and ethnic backgrounds of workers or the variety of customers one serves (Meares, 2008).

Cultural identities stem from membership in groups that are socio-culturally distinct. They are often associated with particular physical, biological or stylistic features. Members of a cultural identity group tend to share certain worldviews, norms, values, priorities and socio-cultural heritage. The cultural markers of such groups can be communicated through communication style, rules, shared meaning and language. The degree to which one personally identifies with one's cultural identities and the value one places on them varies across cultural groups and members within cultural groups. However, diversity is like an iceberg, parts of it are only visible such as the arts, language, literature and dress. But the biggest part is actually deeply submerged. This represents characters such as concepts of time, socially accepted behaviors, relationships, approach etc. (Ely and Thomas, 2001; Seymen, 2006).

Another term that explains culture diversity in the context of this research is the national culture. National culture refers to deeply set values that are common to the members of a nation. It is a system of shared norms, values, and priorities that, taken together, constitute a 'design for living' for a people. The most important aspect is that national culture is learned. This provides meaning to 'how things ought to be' and 'how things ought to be done' for individuals in a country. These shared beliefs are acquired early in life through an individual's primary socializing in families, in schools and at play. The influence of national culture is strong and long lasting. Hofstede (1991) found that national culture explains 50% of the differences in managers' attitudes, beliefs, and values, and that managers of multinational organizations retain many of their original national values despite routinely working in culturally diverse situations (Sirmon and Lane, 2004; Seymen, 2006).

Most researchers who examined how diversity in race or ethnic background affects group members have considered racial diversity in terms of the experiences of individuals who are different from the majority in the group or from their supervisors. Greenhaus *et al.* (1990) study findings in this area suggest that individuals who are different from their work units in racial or ethnic background tend to be less psychologically committed to their organizations, less inclined to stay with the organization, and more likely to be absent. They may not only experience less positive emotional responses to their employing organizations, but they are also likely to be evaluated less positively by their supervisors, and they are more likely to turn over. All this seems to drive minorities out of organizations at a faster rate than majority group members. They also found that minorities tended to be less satisfied with their careers, perceived themselves to be less accepted by their organizations, and felt that they had less discretion in their organizations (Greenhaus *et al.*, 1990). Verkuyten *et al.* (1993) study of workers in the Netherlands suggested that higher levels of satisfaction are achieved among minorities, the more they spend time with colleagues of similar ethnic background. (Verkuyten *et al.*, 1993). Milliken and Martins in their literature review confirm that the results of research on directly observable attributes of diversity appear to be fairly consistent (Milliken and Martins, 1996). Besides intrapersonal conflicts and experiences of not being heard, recognized or valued, their specific knowledge and experience is not leveraged. Therefore, they cannot perform to their highest potential and experience barriers in advancing within the organization (Pless and Maak, 2004; Barry and Bateman, 1996).

Apart from minorities, research also shows that team members collaborate more easily and naturally if they perceive themselves as being alike. The differences that inhibit collaboration include nationality. Greater diversity also often means that team members are working with people they know only superficially or have never met before. In their research into team behavior in 15 multinational companies, Gratton and Erickson found that the higher the proportion of strangers on the team and the greater the diversity of background, the less likely the team members are to share knowledge or exhibit other collaborative behaviors (Gratton and Erickson, 2007; Cummings, 2004). Diversity may also lead to discomfort for all members of a group, leading to lower integration within the group (Milliken and Martins, 1996).

These findings are consistent with the idea that the more similar people are in background variables such as socioeconomic status or attitudes, the more attracted they are likely to be to each other, at least initially, a phenomenon that when observed in friendship patterns is called homophily bias. One reason for this phenomenon is that people who are similar in backgrounds may have similar values, share common life experiences, and, therefore, finds the experience of

interacting with each other positively reinforcing. Even similarity on a variable such as time of entry into an organization may be important in affecting interaction frequency and attraction between people. Group heterogeneity, thus, may have a negative impact on individuals' feelings of satisfaction through decreasing individuals' sense of identification or social integration within the group (Milliken and Martins, 1996).

On the other hand, the optimistic researchers suggested that racial diversity may be positively associated with some group-level cognitive outcomes such as quality of ideas and the number of alternatives considered in decision-making. These benefits occur only after a diverse group has been together for a while (Milliken and Martins, 1996; Pelled, 1996; Cox and Blake, 1991; Watson, 1993).

The challenging tasks facing businesses almost always require the input and expertise of people with disparate views and backgrounds to create cross-fertilization that sparks insight and innovation (Gratton and Erickson, 2007). The innovative and creative potential inherent to a diverse workforce can be used to bridge cultural boundaries and search for original problem solutions, innovative product ideas and targeted marketing initiatives. Thus, diversity can become a competitive advantage.

While many organizations already have diversity management policies and initiatives such as training programs in place, they often do not show the desired results (Pless and Maak, 2004; McCuiston *et al.*, 2004; Seymen, 2006; SHRM, 2007). Organizations can be categorized according to their drivers for diversity into four main categories. For a minority of companies, diversity is mainly about fairness and justice. In other words, ensuring an equal chance for members of disadvantaged groups. For the majority, increasing diversity is a way to guarantee large enough talent pool in the future. Other organizations are interested in mirroring the customer base and thereby improving their understanding of customers, and delivering decisions that are based on a broader palette of considerations. A fourth group cites legal compliance (SHRM: Economist Intelligence Unit, 2009).

In this section, a general overview of culture diversity in the literature has been discussed. The following section will attempt to explore culture diversity from the workforce teams perspective

Culture Diversity and Workforce Teams

Culture diversity affects the dynamics of workforce teams in various ways. Team diversity is a dynamic and complex phenomenon, and managing such diversity is a critical organizational concern as labor pools become more heterogeneous and more emphasis is placed on teamwork (Horwitz, 2005; Jackson, 1996). This ultimately has an effect on workforce teams' outcomes. This section is closely related to section III of the literature review, which highlights the relationship between culture diversity and performance.

Two competing theories of team diversity are the similarity-attraction paradigm (Byrne, 1971; Tziner, 1985) and the cognitive diversity theory (Cox and Blake, 1991). These provided the most insights into team-diversity variables and their potential effects on performance. In this discussion, we will highlight both theories and further elaborate on the cognitive diversity theory as it pertains to heterogeneous teams which are the teams considered in this case study.

Similarity-attraction paradigm

According to this paradigm, homogeneous teams are likely to be more productive than heterogeneous teams because of mutual attraction of team members with similar characteristics. Heterogeneous groups, in contrast, are hypothesized to be less productive and have lower team cohesion because of inherent tensions and relational conflicts arising from member differences. In a study conducted by Wiersema and Bantel (1992), it was found that homogeneity of demographic traits led to a shared language among individuals that, in turn, enhanced their communication frequency and integration. In their same study, the researchers noted that the homogeneous teams performed better than their heterogeneous counterparts on tasks requiring coordinated activities among team members (Horwitz 2005; Barry and Bateman, 1996; Seymen, 2006, Wiersema and Bantel, 1992).

Cognitive resource diversity theory

The underlying assumption of value in diversity is that teams consisting of heterogeneous members promote creativity, innovation, and problem solving. It also improves the group's ability to process information, perceive and interpret stimuli, and make decisions. Hence generating more informed decisions. Supporters of the cognitive diversity perspective suggest that diverse

individuals with varying experiential, cultural, and racial/ethnic backgrounds add more dimensions to problem-solving and decision-making processes while providing multiple perspectives on issues (Horwitz, 2005; Cox and Blake, 1991; Watson *et al.*, 1993; Milliken and Martins, 1996; Seymen, 2006)

To further explain the two theories, more studies are discussed in this section. In a study in a hospital setting, Sessa (1993) found that temporary teams that varied in racial composition exhibited more conflict than racially homogeneous ones, thereby hampering team processes. In another study in a laboratory setting, Hinds *et al.* (2000) found that undergraduate students had the least proclivity for working in teams whose members were racially dissimilar to themselves (Horwitz 2005; Barry and Bateman, 1996; Hinds *et al.*, 2000). Another study carried by Watson *et al.* (1993), found that variation with respect to race and ethnicity influenced both member-reported team process and performance on a team project among teams of college students. Racially homogeneous teams initially reported better team process and performance than the racially mixed teams. However, the racially heterogeneous teams improved during the period and outperformed the homogeneous teams by the end of the experiment (Watson *et al.*, 1993). Thus, the result suggested that diversity in ethnic background may have negative effects on individual and group outcomes early in a group's life, presumably because it takes some time for group members to get over their interpersonal differences on observable dimensions that tend to be associated with lower levels of initial attraction and social integration. However, after this stage, once a certain level of behavioral integration has been achieved, groups may be able to obtain benefits from the greater variety of perspectives inherent within a diverse group (Watson *et al.*, 1993; Milliken and Martins, 1996). These benefits however, occur only after a diverse group has been together for a while. The turnover of dissimilar members of groups suggests that organizational groups may not be fully capitalizing on the potential cognitive benefits of diversity. Further, prior to turning over, it is likely that individuals who feel that they are distant from other group members may feel alienated and withhold contributions to the group (Milliken and Martins, 1996; Pelled, 1996). Results of the research carried by Kilduff *et al.* (2000) showed that members of high-performing teams tended to preserve multiple interpretations early in the team's life cycle, but they moved towards greater clarity near the end of the life cycle. These high-performing teams, therefore, exhibited both early interpretative ambiguity and late heedful interrelating (Horwitz 2005; Kilduff *et al.*, 2000).

Grounded in the cognitive resource diversity theory, it is proposed that there is an overall positive relationship between team diversity and team performance. However, reflecting on the theoretical arguments of both cognitive resource diversity and similarity attraction paradigms, it is further proposed that there are differing effects of team diversity on team performance, with the magnitude of the relationship dependent on the types of team diversity. Thus, there is an overall positive relationship between team diversity and team performance. There are differential compositional effects of team diversity on team performance in that job-related diversity has a stronger positive relationship with team performance than demographic diversity. Team type moderates the relationship between team diversity and team performance in that the relationship is stronger for top management and project teams than work teams. Team size also moderates the relationship between team diversity and team performance in that the relationship is stronger for small teams than large teams. Task complexity moderates the relationship between team diversity and team performance in that the relationship is stronger for teams working on highly complex tasks than teams working on less complex tasks. Task interdependence moderates the relationship between team diversity and team performance in that the relationship is stronger for teams working on either high or low interdependent tasks than teams working on low interdependent tasks. Frequency and duration of member interactions moderate the relationship between team diversity and team performance; more frequent and longer interactions positively impact the relationship between team diversity and team performance (Horwitz 2005; Pelled, 1996).

Teams whose members come from different nations and backgrounds place special demands on managers, especially when a feuding team looks to the boss for help with a conflict. Multicultural teams often generate frustrating management dilemmas. Cultural differences can create substantial obstacles to effective teamwork. But these may be subtle and difficult to recognize until significant damage has already been done. Managers may even create more problems than they resolve by intervening. The challenge in managing multicultural teams effectively lies in recognizing underlying cultural causes of conflict, and intervening in ways that both get the team back on track and empower its members to deal with future challenges themselves (Brett *et al.*, 2006; Barry and Bateman, 1996).

People tend to assume that challenges on multicultural teams arise from differing styles of communication. According to Brett *et al.*, this is only one of the four categories that can create barriers to a team's ultimate success. These categories are direct versus indirect communication; trouble with accents and fluency; differing attitudes toward hierarchy and authority; and conflicting norms for decision making (Brett *et al.*, 2006; Seymen, 2006).

Thus, there should be ample caution in promoting member diversity in teams. Simply increasing the amount of diversity in teams is not an effective strategy because many contextual factors can impede the effectiveness of heterogeneous teams. As teams are nested in multi-levels of organizations, these contextual variables should be taken into account in facilitating team diversity. For example, as time and organizational support tend to mitigate the negative influence of team diversity on affective outcomes, ample time and resources should be provided to develop team cohesiveness prior to assessing team performance. As noted, organizational context can have a strong impact on the behavior and performance of work teams (Horwitz, 2005). Such differences are acknowledged in terms of individual effectiveness; group productivity, creativity, ability to make decisions, group cohesiveness, etc. (Milliken and Martins, 1996; Thomas, 1999; Watson *et al.*, 1993; Barinaga, 2007; Seymen, 2006; Moore, 1999).

Diversity has many consequences on the way team members process information, make decisions and implement them. These consequences are presented in Figure 1 (Jackson, 1996; Jackson *et al.*, 1995).

	Short – term effects	Long – term outcomes
Consequences for individual team members	<ul style="list-style-type: none"> Seeking, offering and receiving task information Initiating / responding to influence attempts Seeking, offering and receiving social support and information Seeking, offering, receiving tangible resources and aid. 	<ul style="list-style-type: none"> Performance (speed, creativity) Satisfaction with performance of self and team Acquisition of knowledge and skills (learning) Establishment of position in communication networks.
Consequences for the team as a whole	<ul style="list-style-type: none"> Task – related communications networks Resource distributions Influence networks Status hierarchy Friendship communications Cohesiveness 	<ul style="list-style-type: none"> Establishment of external relations Balance of interpersonal accounts (political debts and credits) Friendship coalitions Performance (speed, solidity, creativity) Membership stability

Figure 1: The possible consequences of team diversity. The examples given are intended to be illustrative, not exhaustive. (Jackson, 1996; Jackson *et al.*, 1995)

In many instances, cultural differences are given explanatory authority, cultural diversity acquiring a positive status, and group members being treated as dopes of their culture. Another approach is to conceive cultural diversity and national culture as discursive resources used by group members in everyday group life (Barinaga, 2007).

Combining the requirements with cross-cultural considerations for high performance, international teams can be achieved by a framework which addresses both the “what” in terms of content and focus of the team working and the “how” in terms of style and working processes. This can be achieved by unfreezing, moving and then refreezing the team through the process as demonstrated in Figure 2 (Higgs, 1996).

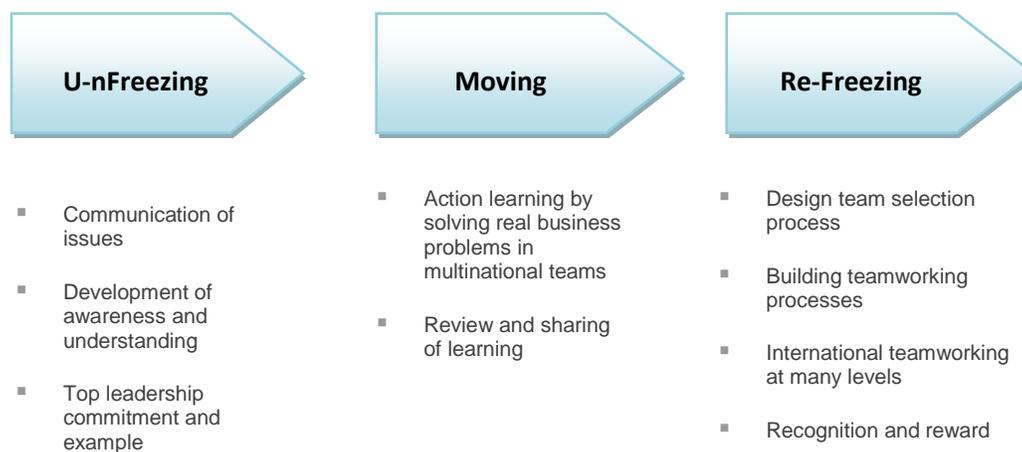


Figure 2: Managing the change to multicultural teamworking (Higgs, 1996)

Given that diversity is already a fact of organizational life, and that teams are fast replacing individuals as the fundamental building blocks in organization structures, the practical task of effectively managing diverse teams challenges many organizations. In order to learn more about the special challenges and benefits of diverse teams, organizations that rely on diverse teams to carry out significant tasks should be prepared to monitor the internal dynamics and longer-term outcomes of its teams, and learn from their experiences. Furthermore, organizations should be prepared to experiment with alternative ways of structuring the task and with alternative team compositions, relying on the input of team members for feedback about successes and failures (Jackson, 1996).

iii) Hofstede's Cultural Classification – The United Arab Emirates

Geert Hofstede's cultural classification is perhaps considered one of the most influential classifications in the literature. Since Geert Hofstede's *Culture's Consequences: International Differences in Work-Related Values* was published, researchers have utilized Hofstede's cultural values framework in a wide variety of empirical studies (Kirkman *et al.*, 2006; Brain and Lewis, 2004).

Since our case study organization is in the United Arab Emirates, it was seen important to review Geert Hofstede's analysis for the United Arab Emirates to understand the culture of the host country. The United Arab Emirates is considered almost identical to the other Arab countries where Islam plays a large role in people's lives. Large power distance (80) and uncertainty avoidance (68) are the predominant characteristics for this region. This indicates that it is expected and accepted that leaders separate themselves from the group and issue complete and specific directives. The societies are highly rule-oriented with laws, rules, regulations, and controls in order to reduce the amount of uncertainty, while inequalities of power and wealth have been allowed to grow within the society.

Geert Hofstede explains that when these two dimensions are combined, it creates a situation where leaders have virtually ultimate power and authority, and the rules, laws and regulations developed by those in power reinforce their own leadership and control. These populations have an expectation and acceptance that leaders will separate themselves from the group and this condition is not necessarily subverted upon the population, but rather accepted by the society as their cultural heritage.

The high uncertainty avoidance index ranking, indicates the society's low level of tolerance for uncertainty. In an effort to minimize or reduce this level of uncertainty, strict rules, laws, policies, and regulations are adopted and implemented. The ultimate goal of these populations is to control everything in order to eliminate or avoid the unexpected. As a result of this high uncertainty avoidance characteristic, the society does not readily accept change and is very risk adverse.

The lowest Hofstede Dimension for the Arab World in general is the individualism ranking at 38, compared to a world average ranking of 64. Individualism emphasizes the role of the individual over the role of the group. People operate independently and are expected to take care of themselves. Individual identity is essential and speaking one's mind is a sign of honesty, even if it results in conflict. On the other hand, collectivism is where individual interests are subordinate to those of the group. Cohesive groups protect their members in exchange for loyalty and obedience.

Social control is based upon the fear of losing face and the possibility of shame. Relationships are valued over task accomplishment. Conflict is seen as a negative thing. The employer-employee relationship is like a family connection. Thus, the UAE translates to be a collectivist society as compared to an individualist culture and is manifested in a close long-term commitment to the member 'group'. Loyalty in such a collectivist culture is paramount, and over-rides most other societal rules (NASA: Diversity Management Office, 2007; Hofstede, 2009).

It was deemed necessary to shed light on the culture in the UAE because cultural diversity in SKMC reveals high levels of cultural value heterogeneity in various dimensions as outlined by Hofstede, such as individualism-collectivism, power distance and uncertainty avoidance. Hofstede's cultural dimensions affect both individuals and organizations and the integration between them. The dimension of power distance and uncertainty avoidance affect the structure and function of organizations and lead to different implicit models in people's minds of what an organization should be. Other dimensions affect how people think about themselves in organizations rather than the organizations themselves. This has big impact on the reward and recognition, performance, evaluation, training and development of teams and individuals in the organization (Kirkman et al, 2004; Hariz, 2008). In a study in Australia, Bochner and Hesketh (1994) found that people from countries that were different from Australia on Hofstede's dimensions of power distance and collectivism perceived more discrimination in their workplace than members of the in-group, but they valued cultural diversity more highly (Bochner and Hesketh, 1994). AlJawi (2009) also concluded that differences in individualism/collectivism and uncertainty avoidance orientation has a negative impact on knowledge sharing; whereas difference in power distance orientation has a positive impact on knowledge transfer (AlJawi, 2009).

It is important not only to understand the differences between cultures but also to identify the potential advantages and disadvantages likely to be brought to a team by managers of different cultures. Drawing from Hofstede's work, Table 2.1 and 2.2 provides an illustration of comparative cultural competitive strengths and the potential competitive advantages of different cultures (Higgs, 1996).

Type of organizations	Perceived impact of cultural diversity on organization	Strategy for managing the impact of cultural diversity	Most likely outcomes of strategy	Frequency of perception and strategy
Parochial: Our way is the only way	No impact: Cultural diversity has no recognized impact on the organization	Ignore differences: Ignore the impact of cultural diversity on the organization	Problems: Problems will occur but they will not be attributed to culture	Very common
Ethnocentric: Our way is the best way	Negative impact: Cultural diversity will cause problems for the organization	Minimize differences: Minimize the sources and impact of cultural diversity on the organization. If possible, select a mono-cultural workforce.	Some problems and few advantages: Problems will be reduced as diversity is decreased while the possibility of creating advantages will be ignored or eliminated; problems will be attributed to culture	Common
Synergistic: The combination of our way and their ways may be the best way	Potential negative and positive impacts: Cultural diversity can simultaneously lead to problems and advantages for the organization	Manage differences: Train organizational members to recognize cultural differences and use them to create advantages for the organization	Some problems and many advantages: Advantages to the organization will be realized and recognized; some problems will continue to occur and will need to be managed	Very uncommon

Table 2.1: Organizational strategies for managing cultural diversity (Higgs, 1996)

Power distance	<i>Low</i> Accept responsibility	<i>High</i> Discipline
Individual/collective	<i>Individual</i> Management mobility	<i>Collective</i> Employee commitment
Uncertainty avoidance	<i>Low</i> Innovation	<i>High</i> Precision
Masculine/feminine	<i>Masculine</i> Efficiency Mass production	<i>Feminine</i> Personal service Custom building

Table 2.2: Potential competitive advantages of different cultures (Higgs, 1996)

II. DIVERSITY MANAGEMENT

i) Definition and Background

The concept of diversity management gained increased attention with globalization and the need for more and more organizations to spread globally to reach customers across the world.

Diversity management is a voluntary organizational program designed to create greater inclusion of all individuals into informal social networks and formal company programs. While diversity management is popularized in the literature as a necessary program for organizations desiring to remain competitive, the concept of diversity management remains nebulous (Thomas Jr, 1990; Gilbert *et al.*, 1999; Saji,2006).

In the era when mass production methods dominated business activity, many organizations managed diversity simply by avoiding it. Product specialization helped keep costs low, a function-based organizational form was almost universal, and the employees in most organizations all looked much alike; often those employees who were in the minority (for example, in terms of ethnicity or gender) worked together in occupational groups that were segregated from majority employees in the company. Nowadays many mass product markets have been replaced by smaller more precisely defined specialty consumer markets, while large businesses operate in multiple niches. The latter case often means that distinctly different business units – each with its own unique structure, strategy, management processes, and organizational subculture – must synergistically coexist under one corporate roof. At the same time, the diversity of human resources within organizations is increasing. Due to changing workforce demographics, globalization, and a desire to employ people who reflect their customer base, organizations in many countries are becoming more diverse in terms of gender, race, ethnicity, religion, national origin, age, and many other personal characteristics. Nowadays, in modern organizations around the world, managers need to embrace diversity and manage it successfully to insure business success. Like safety, diversity has to be positioned as a corporate wide strategic commitment to be incorporated into all aspects business (Egan and Bendick Jr, 2003; Alesina and Ferrara, 2005; Jackson, 1996).

Diversity management can also be defined as a complete organizational cultural change designed to foster appreciation of demographic, ethnic, and individual differences (Gilbert *et al.*, 1999). It refers to practices aimed at improving the effectiveness with which organizations utilize diverse human resources. Interpretations of the concept of managing for diversity vary widely. Ideally, it is treated as a self-conscious, programmatic approach affecting the policies, culture, and structure

of an organization that incorporates a diverse workforce as a way to enhance organizational efficiency and effectiveness. However, in many cases in both the public and private sectors, "managing for diversity" is used as a more politically correct term for "affirmative action programs". Wise and Tschirhart (2000) assessment of the diversity literature suggested that managers are using largely untested assumptions as a basis for diversity policies, strategies, and actions (Wise and Tschirhart, 2000; Thomas and Wetlayfer, 1997; Gilbert *et al.*, 1999; Best Practices in Diversity Management, Reichenberg, 2001).

The multicultural organization always represents the ideal, a place in which differences are appreciated and used to gain competitive advantage. Multicultural organizations are suggested to promote both attitudinal and structural integration of minorities and to effectively manage corporate diversity (Cox and Blake, 1991; Gilbert *et al.*, 1999; McCuiston *et al.*, 2004). It is worth to mention that diversity has been a much debated topic in management theory and practice in recent years. It were initially legal aspects, notably the avoidance of law suits, as well as changes in the labor market demographics (e.g. increased participation of women and minorities) that made it an important subject for organizations (Cox and Blake, 1991; Milliken and Martins, 1996). Sensitivity to race, religion, or gender is a good thing, but too often it is driven by fear. Rather than walk on eggshells, through diversity management; managers can learn to develop more productive, meaningful relationships at work. These types of events occur daily in politically correct cultures, where unspoken canons of propriety govern behavior in cross-cultural interactions among people of different races, genders, religions, and other potentially charged social identity groups. The commitment to equity that underlies political correctness and the shifts in norms brought by that commitment is applauded. However, this can pose barriers to developing constructive, engaged relationships at work. In cultures regulated by political correctness, people feel judged and fear being blamed. They worry about how others view them as representatives of their social identity groups. They feel inhibited and afraid to address even the most common issues directly. People draw private conclusions; untested, their conclusions become immutable. Resentments build, relationships fray, and performance suffers. This poses problems for majorities as well as minorities. When majority members cannot speak candidly, members of under-represented groups also suffer. Minorities can't discuss their concerns about fairness and fears about feeding into negative stereotypes, and that adds to an atmosphere in which people tiptoe around the issues and one another. These dynamics breed misunderstanding, conflict, and mistrust, destroying both managerial and team effectiveness (Ely *et al.*, 2006). In the South African experience, a culture of exclusion has been sustained for decades throughout. The

basic fibre of organizational thinking continues to be rewoven into a culture of inclusion (Letlaka-Rennert and P.Rennert, 1998).

There is growing awareness today, that diversity management should go much further than just complying with existing rules or reacting to a shift in labor market resources (Cox and Blake, 1991; Milliken and Martins, 1996; Ely *et al.*, 2006) Indeed, in management literature it is argued that the challenges within competitive, dynamic, and increasingly global markets (demanding innovation, creativity as well as flexibility) are best met by a broadened pool of experience and knowledge found in an effectively managed diverse workforce (Cox and Blake, 1991; Milliken and Martins, 1996; McCuiston *et al.*, 2004; Seymen, 2006).

ii) Diversity Management – A Leadership Strategy

Diversity management can be described as a strategically driven process whose emphasis is on building skills, creating policies that bring out the best in every employee, and assessing marketing issues as a result of changing workforce and customer demographics. But not all organizations exhibit a strategically driven process, with regards to diversity management. Some organizations choose to respond to workforce and customer demographics by proactively initiating diversity management initiatives. It is proposed to link organizational strategy and diversity management in both tangible and intangible ways (Dansky *et al.* 2003). This can be explained that super ordinate goals can bring people from diverse social groups together. Thus team members would focus on their competitive goals rather than on their national differences (Kilduff *et al.*, 2000).

In this section of the literature review, we will cover various strategies and models available in the literature to achieve diversity management. To explain this, we consider looking at successful real examples where culture diversity management was made a strategic goal. In the IBM case, different pillars were adopted to achieve the change, such as demonstration of leadership support, engagement of employees as partners, integration of diversity with management practices and linking diversity to business goals. The entire effort was designed to help IBM develop deeper insights into its major markets and get closer to its customers, become externally focused and attract, retain, develop and promote talent. IBM has successfully come a long way in achieving its strategy (Thomas, 2004). Nike has also included diversity management in its strategies and it became an integral part of its annual reports and future strategies (Nike, 2009). It is also

interesting to mention in this discussion that it was found that for the most part, top management team diversity affects the strategic consensus (Knight *et al.*, 1999; Pegels *et al.*, 2000)

It is important to understand that the knowledge of various compositional effects of team diversity on performance can help organizations determine how to manage diversity and align diverse teams with their strategic goals and enhance overall organizational performance. Although the quality and effectiveness of teams are largely dependent on members' unique characteristics and strengths, organizations should understand that a synergistic effect of individual characteristics on team performance can only be achieved through coordinating and integrating diversity into one cohesive entity. Thus, reassuring that a core of similarity among group members is desirable, but the need for heterogeneity, to promote problem solving and innovation, must be balanced with the need for organizational coherence and unity of action (Horwitz 2005, Cox and Blake 1991; McCuiston *et al.*, 2004; Seymen, 2006).

Despite all this, "many organizations have been disappointed with the results they have achieved in their efforts to meet the diversity challenge" (Cox, 2001). The reason for this could be in the fact that while much attention has been paid to the strategic dimension of diversity policies, systems, and processes, much less thought has been given to the normative dimension, the norms and values involved. Given the fact that diversity is essentially about cultural norms and values, appropriate reflection work becomes a fundamental task to create a truly inclusive work environment where people from diverse backgrounds feel respected and recognized. Therefore, it is also important to build an inclusive diversity culture showing that such a culture of inclusion has to be built on solid moral grounds. Following an inclusionary approach, differences are recognized, valued and engaged. Different voices are understood as being legitimate and as opening up new vistas. They are heard and integrated in decision making, problem solving and processes. They have an active role in shaping culture and fostering creativity and innovation; and eventually in adding value to the organization's performance.

Pless and Maak (2004) presented a conceptual framework of inclusion based on a moral theory of recognition and introduced the founding principles of reciprocal understanding, stand point plurality, mutual enabling and trust and integrity. After revealing barriers that hinder a culture of inclusion from emerging they shed light on the process of developing such a culture which involves four essential transformational stages. The first phase focuses on raising awareness, building understanding and encouraging reflection. The second phase deals with the development of a vision of inclusion as an important step to define the change direction. In the third phase key

management concepts and principles should be re-thought. This leads to the fourth, action-oriented phase, that focuses on an integrated Human Relations Management system that helps implement change by doing both, translating the founding principles via competencies into observable and measurable behavior and fostering the development, reinforcement and recognition of inclusive behavior. This is demonstrated in Figure III (Pless and Maak, 2004).

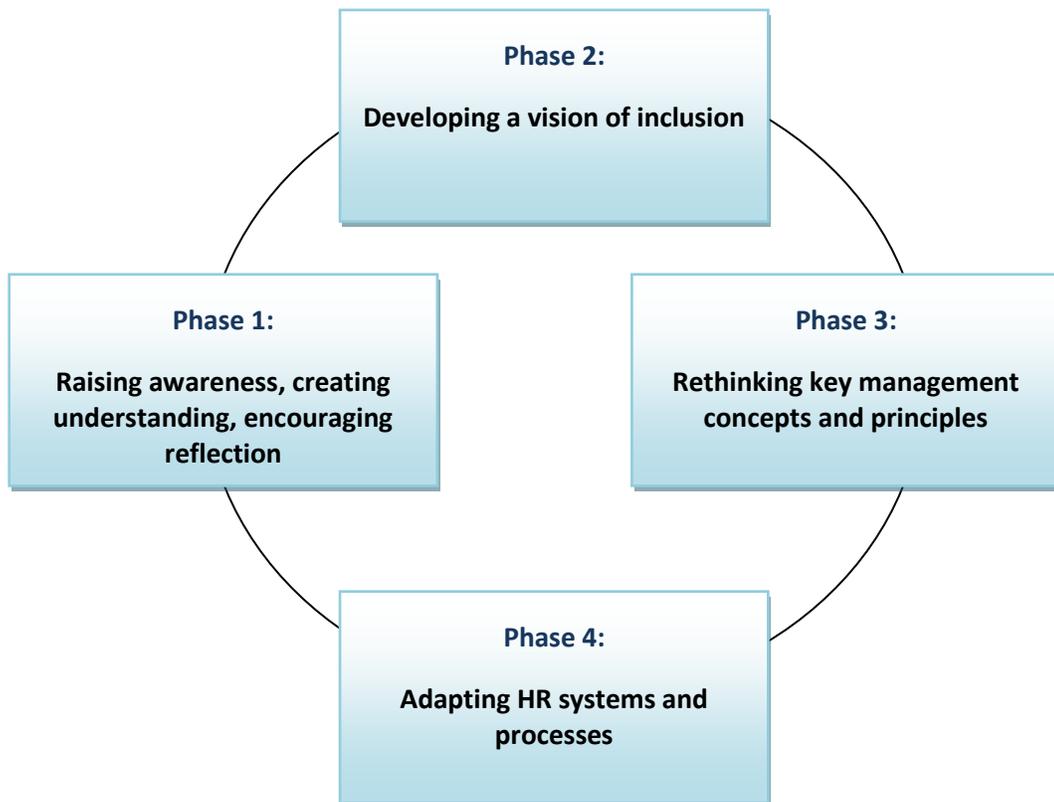


Figure 3: Transformation stages for building a culture of inclusion (Pless and Maak, 2004)

Accomplishing cultural change designed to value diversity involves modification of existing procedures and practices, beginning with human resources function. This is demonstrated differently by Gilbert *et al.* in Figure 4 (Gilbert *et al.*, 1999).

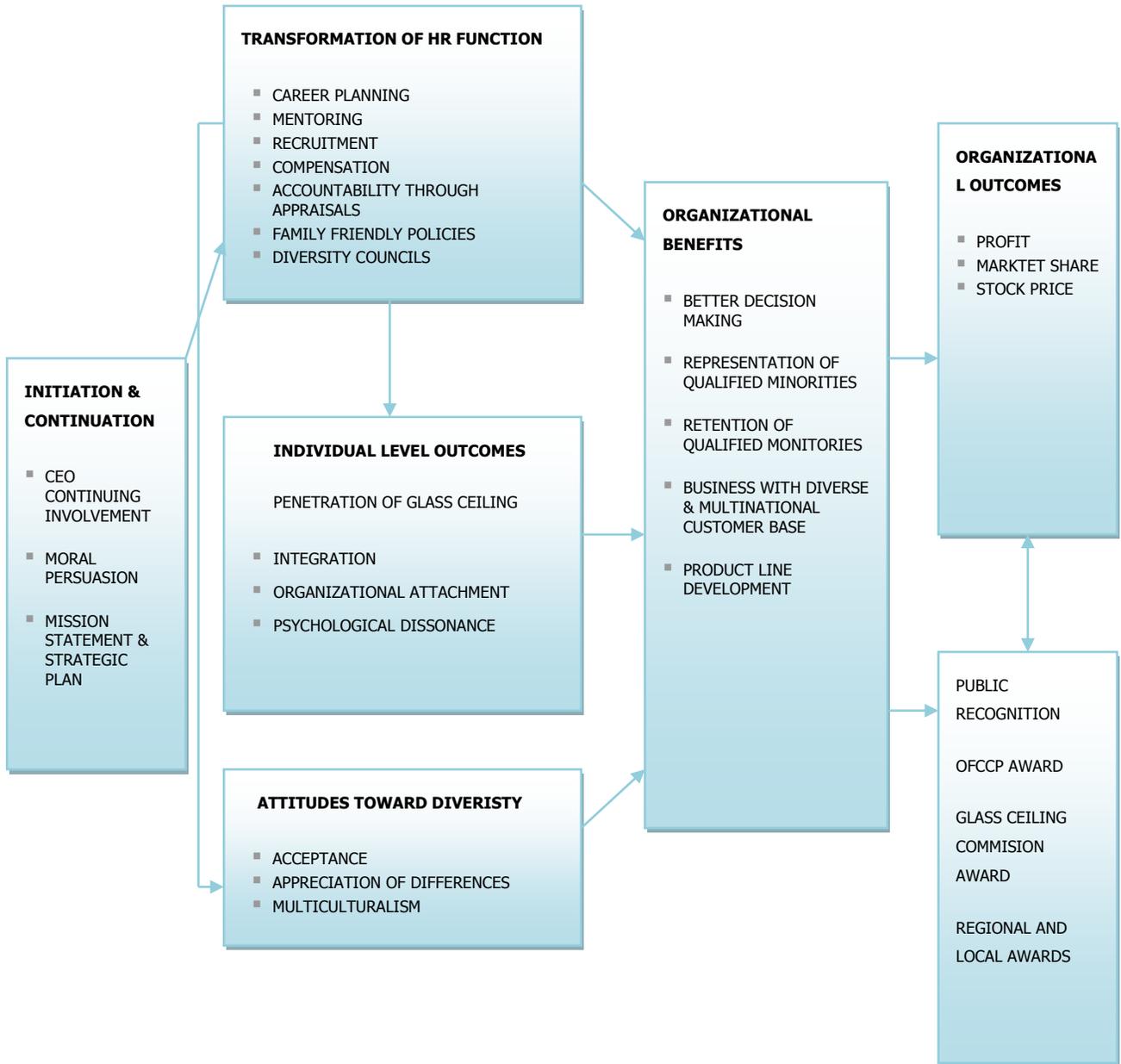


Figure 4: A model of effective diversity management (Gilbert *et al.*, 1999).

In another effort, Dreachslin (1999) identified a five-part process and suggested performance indicators that correspond to the processes used to achieve diversity initiatives in organizations. The five phases are discovery, assessment, exploration, transformation, and revitalization. During the discovery phase, awareness of racial and ethnic diversity emerges. An organization's diversity climate is systematically reviewed in the assessment phase. In the third phase, exploration, initiatives are implemented to improve an organization's ability to effectively manage diversity. Fundamental changes in organizational practices that result in valuing a multicultural environment occur in the transformation phase. During the fifth phase, revitalization, there is a renewal and expansion of initiatives (Mateo *et al.*, 2000; Dreachslin, 1999).

Thomas Jr. (1990) explained that managing diversity does not mean controlling or containing diversity, it means enabling every member of work force to perform to their potential. He outlined ten guidelines to manage diversity: 1. Clarify your motivation, 2. Clarify your vision, 3. Expand your focus, 4. Audit your corporate culture, 5. Modify your assumptions, 6. Modify your systems, 7. Modify your models, 8. Help your people pioneer, 9. Apply the special consideration, 10. Continue affirmative action (Thomas Jr., 1990).

Cox and Blake (1991) identify the following arguments for managing cultural diversity to achieve competitive advantage:

1. cost–reducing turnover and absenteeism
2. resource acquisition–attracting the best personnel as the labor pool shrinks and changes
3. marketing–bringing insight and cultural sensitivity to the marketing effort
4. creativity–increasing creativity and innovation
5. problem solving–bringing a wider range of perspectives and more thorough critical analysis
6. system flexibility–reacting to environmental changes faster and at less cost (Cox and Blake, 1991)

Cox and Blake reviewed arguments and research data on how managing diversity can create a competitive advantage. They addressed the above mentioned arguments as six dimensions of business performance directly impacted by the management of cultural diversity. They summarized the multicultural organization's specific features as follows: (1) Pluralism: reciprocal acculturation where all cultural groups respect, value, and learn from one another; (2) full structural integration of all cultural groups so that they are well represented at all levels of the organization; (3) full integration of minority culture-group members in the informal networks of

the organization; (4) an absence of prejudice and discrimination; (5) equal identification of minority and majority group members with the goals of the organization, and with opportunity for alignment of organizational and personal career goal achievement; (6) a minimum of inter-group conflict which is based on race, gender, nationality, and other identity groups of organization members. They summarized the key components needed to transform traditional organizations into multicultural ones as leadership, training, research, analysis, change of culture and human resource management systems and follow up (Cox and Blake, 1991; McCuiston *et al.*, 2004; Reichenberg, 2001).

Based on this, there is no one best way to manage workforce diversity in organizations. The organization's approach depends on the degree of pressure for diversity, the type of diversity in question, and managerial attitudes. Dass and Parker (1993) presented strategic responses for managing diversity in a framework of proactive, accommodative, defensive, and reactive modes. These responses are discussed in terms of episodic, freestanding, and systemic implementation practices as demonstrated in Table 2.3 and Figure 5. Consequently, an increasingly diverse workforce is variously viewed as an opportunity, threat, problem, fad, or even nonissue. These disparate views lead people to manage workforce diversity in distinct ways, resulting in different costs and benefits.

DIVERSITY PERSPECTIVES	PROBLEM STATEMENT	INTERNAL DEFINITION	PRESCRIPTION	DESIRED OUTCOME	STRATEGIC RESPONSE
Resistance perspective	Diversity as non-issue or threat	Not "us"	Sustain homogeneity	Protect the status quo	Reactive
Discrimination and fairness perspective	Differences cause problems	Protected groups	Assimilate individuals	Level the playing field for members of protected groups	Defensive
Access and legitimacy perspective	Differences create opportunities	All differences	Celebrate differences	Access to employees and consumers	Accommodative
Learning perspective	Differences and similarities offer opportunities and bear costs	Important differences and similarities	Acculturate pluralism	Individual and organizational learning for long term effect	Proactive

Table 2.3: Diversity perspectives and associated strategic responses (Dass and Parker, 1993)

		Implementation			Pressures for Diversity ↑ Low ↓ High
		Episodic	Freestanding	Systemic	
Strategic responses for managing diversity	Reactive	1 Denying a European assignment to an African American	2 Legal department to fight equal employment opportunity programs	3 Hiring and firing based on stereotypes	
	Defensive	4 Training workshops for minorities: Learn the ropes and succeed	5 Affirmative action for women and minorities	6 Socialization of minorities to assimilate in the dominant culture	
	Accommodative	7 Diversity awareness for managers: Be sensitive to your new employees	8 Diversity caucus and communication committee to improve interpersonal relationships	9 Appraisal systems that establish diversity as a managerial goal at every level	
	Proactive	10 Unity-in-diversity workshop for all	11 Director of multicultural affairs to coordinate relevant functions	12 Structural and cultural transformation to integrate diversity with other activities of the organization	
		Marginal ←	→ Strategic		Priorities for Managing Diversity

Figure 5: Strategic responses for managing diversity and their implementation (Dass and Parker, 1993)

In their research, Brett *et al.* (2004) found that the most successful teams and managers interviewed in their research used four strategies for dealing with multi-cultural teams challenges: adaptation (acknowledging cultural gaps openly and working around them), structural intervention (changing the shape of the team), managerial intervention (setting norms early or bringing in a higher-level manager), and exit (removing a team member when other options have failed). This is demonstrated in Table 2.4. They concluded that there is no one right way to deal with a particular kind of multicultural problem. However, identifying the type of challenge is only the first step. The more crucial step is assessing the circumstances under which the team is

working. For example, does the project allow any flexibility for change, or do deadlines make that impossible? Are there additional resources available that might be tapped? Is the team permanent or temporary? Does the team's manager have the autonomy to make a decision about changing the team in some way? Once the situational conditions have been analyzed, the team's leader can identify an appropriate response (Brett *et al.*, 2006).

REPRESENTATIVE PROBLEMS	ENABLING SITUATIONAL CONDITIONS	STRATEGY	COMPLICATING FACTORS
<ul style="list-style-type: none"> ▪ Conflict arises from decision – making differences. ▪ Misunderstanding or stone walling arises from communication differences. 	<ul style="list-style-type: none"> ▪ Team members can attribute a challenge to culture rather than personality. ▪ Higher – level managers are not available or the team would be embarrassed to involve them. 	<ul style="list-style-type: none"> ▪ Adaptation 	<ul style="list-style-type: none"> ▪ Team members must be exceptionally aware. ▪ Negotiating a common understanding takes time.
<ul style="list-style-type: none"> ▪ The team is affected by emotional tensions relating to fluency issues or prejudice. ▪ Team members are inhibited by perceived status differences among teammates. 	<ul style="list-style-type: none"> ▪ The team can be subdivided to mix cultures or expertise. ▪ Tasks can be subdivided. 	<ul style="list-style-type: none"> ▪ Structural ▪ Intervention 	<ul style="list-style-type: none"> ▪ If team members aren't carefully distributed, sub – groups can strengthen preexisting differences. ▪ Subgroup solutions have to fit back together.
<ul style="list-style-type: none"> ▪ Violations of hierarchy have resulted in loss of face. ▪ An absence of ground rules is causing conflict. 	<ul style="list-style-type: none"> ▪ The problem has produced a high level of emotion. ▪ The team has reached a stalemate. ▪ A higher – level manager is able and willing to intervene. 	<ul style="list-style-type: none"> ▪ Managerial ▪ Intervention 	<ul style="list-style-type: none"> ▪ The team becomes overly dependent on the manager. ▪ Team members may be sidelined or resistant.
<ul style="list-style-type: none"> ▪ A team member cannot adjust to the challenge at hand and has become unable to contribute to the project. 	<ul style="list-style-type: none"> ▪ The team is permanent rather than temporary. ▪ Emotions are beyond the point of intervention. ▪ To much face has been lost. 	<ul style="list-style-type: none"> ▪ Exit 	<ul style="list-style-type: none"> ▪ Talent and training costs are lost.

Table 2.4: Guide to identify right strategy once the problem as well the enabling situational conditions are identified (Brett *et al.*, 2006)

Friday and Friday (2003) explained that the confusion in the literature between valuing diversity and managing diversity is the reason behind not claiming its bottom line benefits. Therefore, they proposed organizations to have a planned change approach where instead of being reactive and waiting diversity crisis, organizations should rather be proactive in systemically managing diversity. This could be done by developing and implementing a planned change corporate diversity strategy. Then, organizations should execute their cultural reengineering efforts to move individuals and the organizational culture along the diversity continuum from the states of acknowledging and valuing diversity to the desired state of managing diversity by using the

managing diversity process. They summarized the managing diversity process in eight points: exposure; experience; knowledge; understanding; appreciate; respect; modify attitudes and behavior and healthy interaction. Their continuous managing diversity process is reflected in Figure 6 (Friday and Friday, 2003).

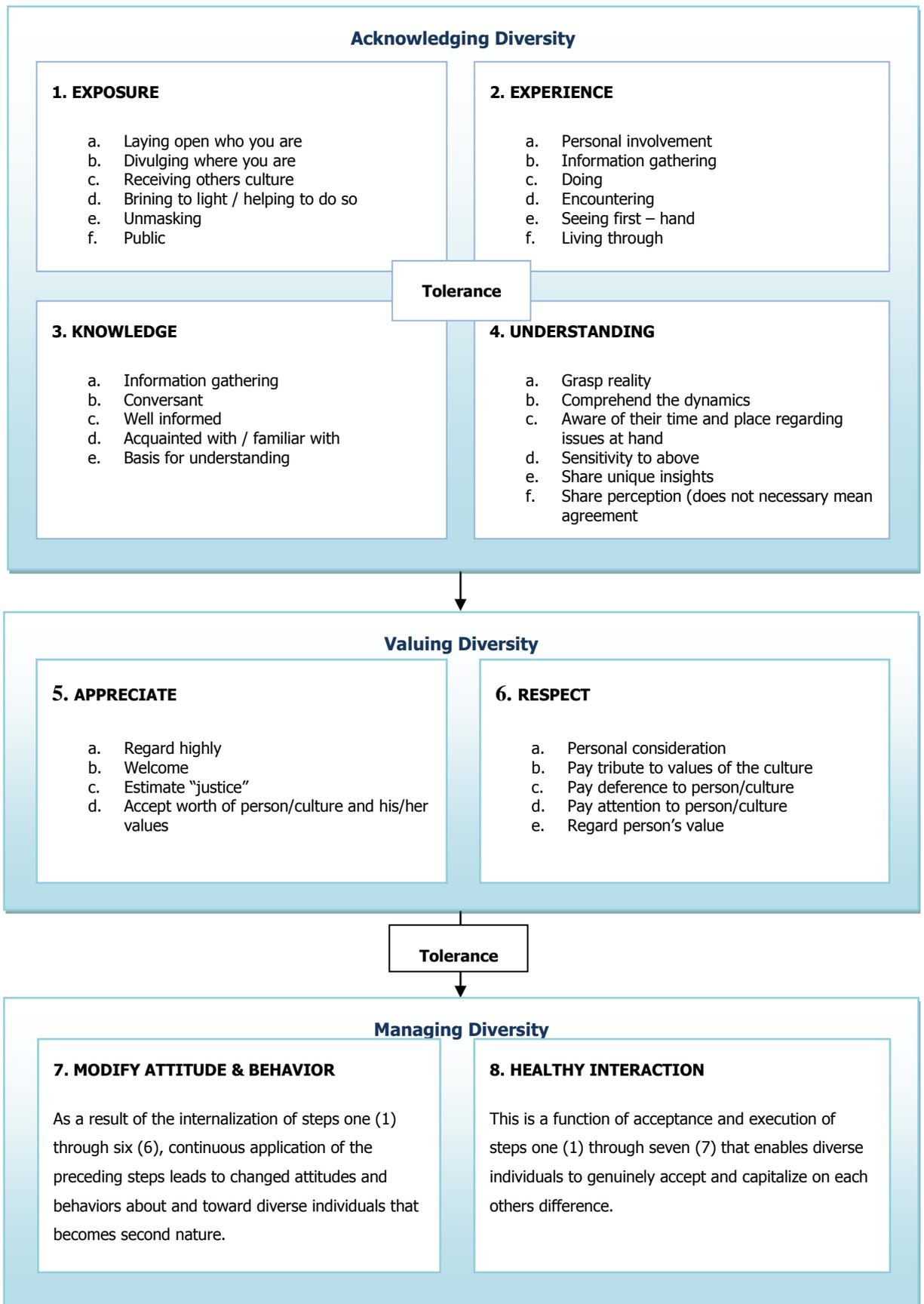


Figure 6: The continuous managing diversity process (Friday and Friday, 2003)

Narrowing the focus from organizations to individuals, Ely *et al.* (2006) developed five principles to guide people seeking a healthy approach to the tensions that commonly arise over difference.

- Pause to short-circuit the emotion and reflect. Short-circuiting these emotional reactions is not easy, but research suggests that when people replace their need to defend themselves with a desire to learn, the possibilities for constructive cross-cultural interactions increase enormously.
- Connect with others in ways that affirm the importance of relationships.
 - Question yourself to help identify your blind spots and discover what makes you defensive.
 - Get genuine support that doesn't necessarily validate your point of view but, rather, helps you gain a broader perspective.
 - Shift your mind-set from "You need to change" to "What can I change?"

The five principles identified are difficult to enact. They entail taking risks and opening up when feeling most vulnerable and in need of self-protection. When others accuse us of holding prejudicial attitudes, we should interrogate ourselves; when we believe others are treating us unfairly, we should reach out to understand their actions. These prescriptions do not sell easily; self-righteousness feels more satisfying. But self-righteousness can also lead to divisive conflict, alienation, and ultimately, poor performance. When people treat their cultural differences and the conflicts and tensions that arise from them as opportunities to seek a more accurate view of themselves, each other, and the situation, trust builds and relationships become stronger. To support this approach, leaders should put aside the political correctness rule book and instead model and encourage risk taking in service of building the organization's capacity to foster high-quality relationships. The value of these skills will reverberate through every dimension of the company's work (Ely *et al.*, 2006, Tomlinson and Egan, 2002).

Besides that, knowing what makes groups tick is as important as understanding individuals. Successful managers should learn to cope with different national, corporate and vocational cultures. In a world where crossing boundaries is routine, cultural intelligence becomes a vitally important aptitude and skill. It is strongly related to emotional intelligence. Managers must be flexible and able to shift their styles to accommodate the ways their employees work best (Earley and Mosakowski, 2004; Rodgers and Hunter, 2007). The wrong kind of managerial intervention may sideline valuable members who should be participating or, worse, create resistance, resulting in poor team performance. Cultural challenges are manageable if managers and team members chose the right strategy and avoided imposing single-culture based approaches on multicultural situations (Brett *et al.*, 2006).

The best practices that has emerged from the Society for Human Resources Management global diversity and inclusion study in 40 companies worldwide are: addressing management structures, leading the effort from the top, making diversity a core value, building an infrastructure to support diversity, focus on diversity in the entire talent pipeline, network intensively with business unit managers, leave room for national variation in implementation and revise business processes to support diversity. It was identified that great companies know when to diversify (Stadler, 2007; SHRM: Economist Intelligence Unit, 2009).

In another research, Ely and Thomas (1996) explained the chronological development of culture diversity management in the form of three paradigms. These paradigms are discussed in section IV of this literature review. They outlined eight preconditions to achieve the shift to the desired paradigm. These preconditions are as follows:

1. The leadership must understand that a diverse workforce will embody different perspectives and approaches to work, and must truly value variety of opinion and insight.
2. The organizational culture must create an expectation of high standards of performance from everyone.
3. The organizational culture must stimulate personal development.
4. The leadership must recognize both the learning opportunities and the challenges that the expression of different perspectives presents for an organization.
5. The organizational culture must encourage openness.
6. The culture must make workers feel valued.
7. The organization must have a well-articulated and widely understood mission.
8. The organization must have a relatively egalitarian, non-bureaucratic structure.

In this case study and due to time limitation, the first three preconditions were chosen to demonstrate the desired aspects of culture diversity management. The questionnaire and interviews administered where also based on aspects reflected in these three preconditions.

According to the Society for Human Resources Management (SHRM) 2007 state of workplace diversity management report which described diversity using terms such as workplace culture, diversity and inclusion, global diversity and diversity management, the top concerns expressed , indicated that diversity management is not well defined or understood. It has a long way to go, focuses too much on compliance, places too much emphasis on ethnicity, needs a broader outlook, is unfocused and stagnant and focuses on awareness rather than action. It was agreed that the future needed changes to have greater emphasis in relationship to business results, expanding

the focus away from affirmative action and identification of true professional credentials. It was recommended to focus more on the business case of diversity, provide more information on best practices, practical tools, educational materials and general increase of diversity management efforts (SHRM 2007 State of Workplace Diversity Management Report).

iii) Ethical considerations in Diversity Management

Cultural Diversity issues have several ethical considerations as their underpinnings. Business decisions that differ in approach to ethical actions stem from individual, professional, organizational, and societal values. As we are considering culture diversity management in a healthcare organization, it was deemed important to shed some light on the ethical aspects for managing culture diversity. Ethics and ethical aspects are highly considered in the core of healthcare and it has several bodies governing it in healthcare organizations. The following ethical principles are proposed as relevant:

- The Golden Rule is one of the most popular as it is rooted in both history and several world religions. If you want to be treated fairly, treat others fairly. The inclusiveness implicit in diversity management cannot succeed without fair treatment of all employees.
- The Disclosure Rule provides some strong indication of how actions may be viewed. If you are comfortable with decisions after asking yourself if you would mind if others were aware of them, the decision is probably ethical. The openness necessary in administering diversity management provides a unique window for assuring success.
- The Rights Approach assumes that people's dignity is based on their ability to freely choose what they will do with their lives, and they have a fundamental moral right to have these choices respected. Diversity management allows all people to reach their fullest potential by choosing career paths according to their interests and abilities. If these ethical principles are removed, diversity management initiatives will collapse. Management that is not interested in recognizing these principles will not provide the leadership and support diversity management to succeed (Gilbert *et al.*, 1999).

The organization mission, values and code of ethics can be a valuable source. But there should be a conscious effort to use ethical decision making. Lip service will not bring about diversity management. All the ethical principles in existence will not suffice if an individual decision maker is not interested in being ethical (Gilbert *et al.*, 1999).

III. CULTURE DIVERSITY AND PERFORMANCE

“Culture has always been a thorny concept and an even thornier research construct” - Detmar Straub

In 1998, the former CEO of Hewlett Packard commented to the Diversity Research Network at Stanford Business School the following:

"I see three main points to make the business case for diversity:

1. A talent shortage that requires us to seek out and use the full capabilities of all our employees.
2. The need to be like our customers, including the need to understand and communicate with them in terms that reflects their concerns.
3. Diverse teams produce better results.

This last point is not as easy to sell as the first two. Data is required as evidence that diverse groups do better." (Kochan *et al.*, 2003).

Literature is rich with research and studies which try to identify a link between culture diversity and performance. Different studies consider various aspects of cultural diversity as well as different measures of performance or outcomes. But most of the literature inherit conclude that more research and more specific studies and experiments have to be carried in order to establish a clear positive link between diversity and performance (Kochan *et al.*, 2003, Curtis and Dreachslin, 2008; Jayne and Dipboye, 2004; Horwitz 2005; Schippers *et al.*, 2003; Seymen, 2006).

There seems to be a positive thought in the relation between culture diversity and performance. However, research has a different word to say. In this section, we will shed light on research relating culture diversity and performance; whether it's positive, negative or neutral.

i) Culture Diversity and Performance – A Positive Relationship

There is some promising evidence to suggest that under certain conditions, racial diversity may enhance performance, namely when organizations foster an environment that promotes learning from diversity (Kochan *et al.*, 2003; Curtis and Dreachslin, 2008).

Larson Jr. presented a computational model that explored the effect of diversity among members' problem-solving strategies on group problem-solving performance. The results suggested that diverse groups performed better than homogeneous groups. Diverse groups also performed better than even their best individual members. Moreover, the cooperative interaction between members during problem solving benefited the performance of diverse groups but impaired the performance of homogeneous groups (Larson Jr., 2007).

Research also suggested that diversity in observable attributes (ethnicity and nationality) may affect the cognitive outcomes (number of alternatives considered, quality of ideas, degree of cooperation in complex tasks) in groups in potentially positive ways (Cox and Blake, 1991; Watson *et al.*, 1993; Milliken and Martins, 1996; Jackson, 1996; Pelled 1996). Horwitz (2005), further explained that racial and ethnic diversity offer potential opportunities for organizations to improve their competitive positioning (Horwitz, 2005).

Moreover, Cox and Blake (1991) made a convincing argument based on the marketing advantages of having a workforce composed of ethnically diverse employees. They asserted that organizations can gain a competitive edge by matching the diverse demographic characteristics of the markets they serve with ethnically similar employees. In addition to that, studies on team interaction in multiracial groups showed that such teams have the potential to perform well and often generate more diverse criteria for evaluating alternatives than homogeneous groups (Cox and Blake, 1991).

Richard (2000) discovered that firm level outcomes were influenced by the interaction of racial diversity and growth strategy. Similarly, racial diversity was positively related to performance for banks pursuing an innovation strategy and negatively associated with performance for banks low in innovation (Richard, 2000; Richard *et al.*, 2003).

Cultural diversity was found to have a more significant positive effect on performance in groups with leadership than those without leadership in Lim and Zhong's study on collaborative learning systems. Leadership lowered learners' satisfaction with the process in homogeneous groups as compared to heterogeneous groups and smaller groups as compared to larger groups (Lim and Zhong, 2005). Bergen et al presented evidence that firms with diversity outperformed the market, indicating that these firms are not only good for minority employees, but also for organizations and their shareholders (Bergen *et al.*, 2005).

ii) Culture Diversity and Performance – A Negative Relationship

Not all studies support a positive linkage between diversity and performance. Diversity in observable attributes has consistently been found to have negative effects on affective outcomes like identification with the group and satisfaction, at both the individual and group levels of analysis. Further, greater negative effects have been found for diversity on race and gender than other dimensions of diversity such as diversity on age (Milliken and Martins, 1996). An interesting and important finding in this area is that negative affective outcomes of diversity in observable attributes appear to decrease with the amount of time that the group stays together (Watson *et al.*, 1993). It was also found that there are certain conditions that exacerbate racial diversity's negative effects on performance such as a highly competitive context among teams (Kochan *et al.*, 2003, Curtis and Dreachslin, 2008; Bergen *et al.*, 2005)

iii) Culture Diversity and Performance – The unproven relationship

In a review of forty years of diversity research carried in 1998, William and O'Reilly's concluded that there are no consistent main effects of diversity on organizational performance. They also proposed that a more complex framework and a more complex conceptualization of the nature of diversity are needed to study the impact of diversity. They recommended incorporating contextual aspects like task and organizational characteristics, types of diversity and intervening variables like communication and conflict (Jehn *et al.*, 1999; William and O'Reilly, 1998). Kirkman and Shapiro (2005) discussed the importance of cultural value diversity on team performance as they considered this to be a deeper level influence characteristic (Kirkman and Shapiro, 2005). The focus on individual dimensions also like time is very important to help organizations understand that individual differences do affect the performance and thereby plan their teams accordingly to manifest the best performance (Saji, 2006).

Kochan *et al.* 2003, studied the relationship between race and gender diversity and business performance carried out in four large firms by a research consortium. Few positive or negative direct effects of diversity on performance were observed. Despite the variability in industry contexts of the firms, specific practices, and the performance measures examined, the quantitative results were similar. It was also found that racial and gender diversity did not have positive effect on performance. But it also had no negative effect on group processes. When racial diversity was shown to have negative effect, it was mitigated by training and development-focused initiatives (Kochan *et al.*, 2003, Curtis and Dreachslin, 2008).

Jayne and Dipboye (2004) identified the following four major gaps between diversity rhetoric and research findings and concluded that a demographically diverse workforce in and of itself does not necessarily have positive impact on organizational performance, making diversity interventions essential:

- Without effective training and development to support valid selection processes, increased diversity does not necessarily increase the talent pool;
- Increased diversity does not necessarily build commitment, improve motivation, or reduce conflict. In fact, there is significant research to show that working with dissimilar others is often associated with negative outcomes;
- Many researchers view diversity as a “double-edged sword” that improves some group processes and disrupts others. Increased group-level diversity in and of itself does not necessarily lead to higher group performance;
- Although there are a large number of studies of the effects of diversity on individual and group level performance, there are relatively few that document the relationship of diversity to organizational performance. The results of those studies have been mixed, leading the authors to assert that diversity does not necessarily improve organizational performance (Jayne and Dipboye, 2004; Curtis and Dreachslin, 2008).

Within this context, it is necessary to mention the so-called black box of organizational demography:

"Demographers frequently invoke untested subjective concepts to explain the relationship between demographic predictors and organizational outcomes. As a result, untested subjective concepts remain poorly defined and their relationships, timing, and context consistently underspecified. Available data substantiate this problem. The literature does not show reliable, strong relationships between demographic predictors and the subjective concepts commonly used to explain organizational outcomes. This creates a black box where contents remain unknown. "

It was argued that the black-box approach to organizational demography should be replaced with more theoretically grounded, systematic, and dynamic models to clarify the effects of demography on organizational outcomes (Horwitz, 2005; Barry and Bateman, 1996).

It was also reinforced that no unified relationship may exist; rather, different types of diversity may have varying impacts on team performance (Horwitz, 2005). In a study in 486 retail bank branches, Ely found that race diversity is unrelated to performance (Ely, 2004). Hariz (2008)

found that the relation between culture diversity and team performance existed, but could not prove whether it is a positive or a negative one (Hariz, 2008).

Capar and Kotabe (2003) also contributed to the literature by their study which represents the first attempt to empirically examine the relationship between international diversification and performance in service firms. Previous studies that have examined the international diversification-performance relationship were based on samples of manufacturing firms. Thus, it has been argued that the same form of relationship between international diversification and performance observed with manufacturing firms might not apply to firms from service industries. This was based on a German sample of firms. The result of the study supports the claim that international diversification would reduce performance up to a certain point owing to diseconomies of scale associated with such expansion. At higher levels of multi-nationality, performance begins to increase, owing probably more to benefits of economies of scope than to economies of scale that accrue with higher levels of international diversity (Capar and Kotabe, 2003).

It is also noted that attention to important work outcomes with special relevance to the public sector is highly needed. Public administration scholars did not contribute enough to guide the diversity management efforts. Research is needed to test the basic assumptions of the approach and to provide practical lessons for public administrators contending with growing diversity in the labor pool on the one hand and increasingly diverse client populations on the other. Work outcomes such as perceived equity, social justice, citizen satisfaction administrators and work processes related to performance need to be examined in depth. Scholars of the public sector have unique insights and perspectives yet to offer the field of diversity studies (Wise and Tschirhart, 2000).

Thus, overall, with the contrasting theories and research findings, the effects of racial and ethnic diversity on team outcomes are largely undetermined in the literature (Horwitz, 2005). These conflicting research findings on the effects of diversity suggest that it's not diversity per se that automatically leads to business success or failure. Two important general points that can be made about the relationship between diversity and business outcomes or success are:

1. The effects of workforce diversity are conditioned by other organizational and contextual factors.
2. Diversity can't be used as a competitive organizational strength unless it's managed effectively (CIPD, 2006; Moore, 1999).

The next section will shed light on the different paradigms of culture diversity management in chronological order.

IV. CULTURE DIVERSITY MANAGEMENT – THE PARADIGMS

Thirty years ago in the U.S, action was invented on the basis of the following five appropriate premises: 1. Adult, white males make up something called the U.S. business mainstream. 2. The U.S. economic edifice is a solid, unchanging institution with more than enough space for everyone. 3. Women, blacks, immigrants, and other minorities should be allowed in as a matter of public policy and common decency. 4. Widespread racial, ethnic, and sexual prejudice keeps them out. 5. Legal and social compulsion are necessary to bring about the change. This was considered the affirmative action (Thomas Jr., 1990; Thomas and Wetlayfer, 1997).

Affirmative action often gets blamed for failing to do things it never could do. Affirmative action gets the new fuel into the tank, the new people through the front door. Something else will have to get them into the driver's seat. That something else consists of enabling people to perform to their potential. This is what is called managing diversity. It means not appreciating or leveraging diversity, not even necessarily understanding it, just managing diversity in such a way as to get from a heterogeneous work force the same productivity, commitment, quality, and profit that was obtained from the old homogeneous work force (Thomas Jr., 1990; Thomas and Wetlayfer, 1997).

The reason for moving beyond affirmative action to managing diversity is because affirmative action fails to deal with the root causes of prejudice and inequality and does little to develop the full potential of every man and woman in the company. The US considers itself different because of its diversity. In such a country seeking competitive advantage in a global economy, the goal of managing diversity is to develop the capacity to accept, incorporate, and empower the diverse human talents of this diverse nation. Thus, it must be recognized that cultural diversity matters and that it influences every individual's experience within an organization to the extent that the negative experience hurts the business. The time people spend worrying about how to avoid or

minimize their differences is the time not used to produce results. Therefore, conditions must be created to allow all people fully contribute and benefit from their experiences (Thomas Jr., 1990; Thomas and Wetlayfer, 1997).

In their research, Ely and Thomas (1996) explained what it would take for organizations to reap the real and full benefits of a diverse workforce. A radically new understanding of the term is essential as a start. The desired transformation, however, requires a fundamental change in the attitudes and behaviors of the organization's leadership. Cultural leadership apparently has some generic characteristics. It is out of the scope of this research to discuss the characters of leadership style ideal for culture diversity management. However, the desired change comes when senior managers abandon an underlying and flawed assumption about diversity and replace it with a broader understanding. Thinking of diversity simply in terms of identity-group representation inhibits effectiveness. Diversity should be understood as the varied perspectives and approaches to work, that members of different identity groups bring (Trice and Beyer, 1991; Ely and Thomas, 1996; Ely and Thomas, 2001).

Ely and Thomas (1996) researched in three culturally diverse organizations and identified three paradigms on workforce diversity: the discrimination-and-fairness paradigm, access-and-legitimacy paradigm and the integration-and-learning paradigm. The perspective on work diversity that a work group held influenced how people expressed and managed tensions related to diversity. This included those who had been traditionally underrepresented in the organization who felt respected and valued by their colleagues, and how people interpreted the meaning of their racial identity at work. It was found that all three paradigms on diversity had been successful in motivating managers to diversify their staffs, but only the integration-and-learning paradigm provided the rationale and guidance needed to achieve sustained benefits from diversity (Guidroz *et al.*, 2005-2009; Ely and Thomas, 1996; Ely and Thomas, 2001).

Discrimination-and-fairness paradigm

In the discrimination-and-fairness paradigm, cultural diversity is a mechanism for ensuring equal opportunity, fair treatment, and an end to discrimination. It articulates no link at all between cultural diversity and the group's work and espouses a color-blind strategy for managing employees and employee relations. In the work groups that embraced this paradigm, this view of the role of racial diversity restricted the discourse about race to one in which employees negotiated the meaning of all race-related differences on moral grounds. Questions and concerns

about fairness led inevitably to strained race relations characterized by competing claims of innocence, with each group assuming a defensive posture in relation to the other. Racial identity thus became a source of apprehension for white people and feelings of powerlessness for many people of color. This made it difficult for people to bring all relevant skills and insights to bear on their work, thus compromising their ability to learn from one another and to be maximally effective (Ely and Thomas, 1996; Ely and Thomas, 2001).

Access-and-legitimacy paradigm

In the access-and-legitimacy paradigm, cultural diversity is a potentially valuable resource, but only at the organization's margins and only to gain access to and legitimacy with a diverse market. In the work groups that embraced this paradigm, this view of the role of racial diversity led to race-based staffing patterns that matched the racial make-up of the markets they served. This fostered perception of white-staffed functions as higher status than functions staffed by people of color; racially segregated career tracks and opportunities, which fostered concerns among staff of color about the degree to which they were valued and respected; and ambivalence on the part of people of color about the meaning and significance of their racial identity at work. The resulting interracial and inter-functional tensions appeared to inhibit learning and people's ability to be maximally effective in their work (Ely and Thomas, 1996; Ely and Thomas, 2001).

Integration-and-learning paradigm

The crucial dimension along which the three diversity paradigms varied was whether and how cultural diversity was linked to the group's work and work processes. In the integration-and-learning paradigm, cultural diversity is a potentially valuable resource that the organization can use, not only at its margins, to gain entry into previously inaccessible niche markets, but at its core, to rethink and reconfigure its primary tasks as well. It is based on the assumption that cultural differences give rise to different life experiences, knowledge, and insights, which can inform alternative views about work and how best to accomplish it. In the work groups that embraced this paradigm, this view of the role of racial diversity encouraged group members to discuss openly their different points of views because differences including those explicitly linked to cultural experience were valued opportunities for learning. This process communicated to all employees that they were valued and respected and encouraged them to value and express

themselves as members of their racial identity groups. These aspects of the way they functioned afforded opportunities for cross-cultural learning, which enhanced the group's work (Ely and Thomas, 2000). Unless organizations that are currently in the grip of the other two paradigms can revise their view of diversity so as to avoid cognitive blind spots, opportunities will be missed, tensions will most likely be misdiagnosed, and companies will continue to find the potential benefits of diversity elusive (Ely and Thomas, 1996; Ely and Thomas, 2001). A summary of the characteristics of the 3 culture diversity paradigms is shown in Table 2.5 below.

Summary of Work Group Diversity Perspectives			
Characterization of perspective	Integration – and – learning	Access – and – legitimacy	Discrimination – and – fairness
Rationale for diversifying	To inform and enhance core work and work processes	To gain access to and legitimacy with diverse markets and clients	To ensure justice and equality and eliminate discrimination
Value of cultural identify	High; a resource for learning, change, and renewal; should integrate cultural differences into core work and work processes as appropriate	Moderate; a resource only at the interface between organization and markets/clients; should differentiate to gain access and legitimacy; otherwise, assimilate to dominant white culture	Low; it is a basis for unjust discrimination; should assimilate to dominant white culture
Connection between cultural diversity and work	Direct; incorporate throughout the work	Indirect; race – based division of labor to enhance access and legitimacy	Limited; norms against a connection
Indicators of progress	Increased representation of traditionally underrepresented groups that have power to change organization; process and product innovation; shared sense that cultural diversity is recourse for learning	Increased representation of traditionally under – represented groups, especially in boundary or visible positions	Increased representation of traditionally under – represented groups

Table 2.5: Summary of work group diversity perspectives (Ely and Thomas, 2001)

Jackson (1996) confirms that the best advice for organizations may be to proceed in the mode of a learning organization. A learning organization recognizes that current actions should be informed by results of past research, but it also accepts responsibility for creating new knowledge through its own actions (Jackson, 1996).

A topic worth to mention in this context is the chief diversity officers. Chief diversity officers proliferated into organizations in the 1990s, as business responded to litigation and public pressure to show a more heterogeneous face. However, in a few forward-thinking companies today, the diversity officer has assumed a new role which is overseeing innovation efforts and generating revenues. Most chief diversity officers need considerable training and richer experience to be able to assume the innovation mantle. To enable chief diversity officers to achieve more, they should be released from the confines of human resources and positioned to work closely with the heads of product development, business development, marketing, and sales. This allows them to spot innovation opportunities throughout the company more easily. Chief diversity officers may have been hired to limit liabilities in the past. But now, deployed correctly, they can also expand horizons. Thus, with dedicated, informed leadership, diversity becomes the tinder to ignite innovation (Johansson, 2005).

In the section below, literature specific to culture diversity and its management in the healthcare industry and the UAE is explored.

V. CULTURE DIVERSITY AND ITS MANAGEMENT IN HEALTHCARE

i) Culture Diversity and its management in Healthcare

In the literature, diversity management is often unreflectively presented as a universal concept, despite the fact that it has its origin in two historically and politically specific contexts: the USA and the UK. Not all countries have the similar multicultural origins as these two countries. (Risberg and Soderberg, 2008). However, the impact of international diversity on performance seems to be home-country or region dependent (Tallman and Li, 1996).

Diversity has deep roots in the American society and a tenacious hold on its social fabric. Much of the literature is focused on proportional representation and increasing the number of underrepresented groups (Aguirre Jr. and Martinez, 2002). A study carried in 1992 by the American College of Healthcare Executives found an astonishing lack of diversity among

healthcare's top management. This spurred the creation of the Institute for Diversity in Health Management founded by the American Hospital Association, the American College of Healthcare Executives and the National Association of Health Services Executives. All these associations continued efforts to increase diversity in healthcare workforce and sponsored numerous conferences, seminars and studies. They also developed the 'Diversity and Cultural Proficiency Assessment Tool for Leaders and Case Studies' based on Dreachslin's findings. This tool has four steps, assessment checklist, action steps, case studies and bibliography to help organizations get a sense of where they stand on the road to both mirroring the community they serve and providing cultural proficient and sensitive healthcare to all patients (AHA, 2004).

A report was released in 2002 by the Institute of Medicine, an organization commissioned by the U.S. Congress to address healthcare disparities, found that communication barriers between patients and healthcare workers contributed to disparities in the quality of healthcare received by minorities (Holmes, 2003). The initiatives that are hypothesized as having the potential to ameliorate racial and ethnic disparities in career experiences, team dynamics, and healthcare access, treatment and outcomes are:

- Public Policy—to ensure a legal and regulatory environment designed to eliminate disparities in access and health status;
- Clinical Practice—to ensure patient satisfaction and loyalty and improve treatment outcomes through the cultural competence of clinicians; and
- Organizational Behavior—to ensure that leadership, staff, and the health services organization's culture represent and value the communities they serve (Dreachslin *et al.*, 2004).

In their paper, Cohen *et al.* (2002) argue that given changing U.S. demographic trends and achieving greater diversity in the health care workforce will likely yield the practical benefits of producing a culturally competent workforce, improving access to high quality care for the medically underserved, increasing the breadth and depth of the U.S. health research agenda and expanding the pool of medically trained executives and policymakers ready to take up leadership positions in the health care system of the future. The authors also evaluate the efficacy of past efforts to improve minority representation in medicine and provide insight into future approaches targeted at bridging the diversity gap. Implementation of a workforce diversity policy is a form of investment in intangible assets, especially organizational and human capital (Cohen *et al.*, 2002).

Increasing the racial and ethnic diversity of the health care workforce is considered essential for the adequate provision of culturally competent care to a diverse nation. A diverse health care workforce will help to expand health care access for the underserved, foster research in neglected areas of societal need, and enrich the pool of managers and policymakers to meet the needs of a diverse population. The long-term solution seen to achieving adequate diversity in the health professions depends upon fundamental reforms of precollege education system. It was found that race-sensitive admissions policies for students are working and students of all races are benefiting from this. But until these reforms occur appropriately in healthcare, affirmative action tools in health professions schools are critical to achieving a diverse health care workforce. At least four practical reasons can be put forth for attaining greater diversity in the health care workforce: (1) advancing cultural competency, the term cultural competence denotes the knowledge, skills, attitudes, and behavior required of a practitioner to provide optimal health care services to persons from a wide range of cultural and ethnic backgrounds (2) increasing access to high-quality health care services, (3) strengthening the medical research agenda, and (4) ensuring optimal management of the health care system (Cohen *et al.*, 2002; Bowen *et al.*, 1999).

One of the policy statements for increasing and sustaining ethnic diversity in healthcare states that all stakeholders should renew and strengthen their commitment to redressing the imbalance in representation of ethnically diverse individuals in leadership to enhance profession, now and in the future (ACHE, 2005). In Australia, the approach to managing cultural diversity is influenced by government policy, which seeks to manage workplace diversity in all its forms – not only racial and ethnic but also on the basis of age, gender and physical ability. This policy is known as “Productive Diversity”. It seeks to align diversity management with the national economic reform agenda and promote effective management in order to capitalize on the linguistic and cultural skills, knowledge of overseas markets and business experience of people raised overseas (Leveson *et al.*, 2009). Thus, an individual institution's effort must be supplemented by the efforts of government agencies, professional societies, administrators and university deans to assure an adequate supply of well prepared healthcare professionals who represent society's diversity (Dreachslin *et al.*,1999).

Diversity in healthcare, seen at all organizational levels, includes people from differing cultures, races, religions, gender, physical ability, backgrounds, and values (Gilbert *et al.*, 1999; Mateo *et al.*, 2001). Once an organizational decision is made to value and promote diversity among staff, the challenge lies in trying to manage this diversity through "systematic and planned commitment...to recruit, train, reward, and promote a heterogeneous mix of employees." (Gilbert

et al., 1999) Many approaches have been used in healthcare to manage diversity. The most common are training sessions, subordinates' feedback, performance appraisals, and reward systems (Mateo *et al.*, 2001).

Mateo *et al.* (2001) suggest strategies to be known internally and externally in order to provide active mentorship to help minorities move up the career ladder and hire outside minority executives using a deliberate and thoughtful selection process. Suggested approaches to increasing diversity include determining the organization's level of diversity especially at higher management levels, evaluating the healthcare consumer and community's racial and ethnic composition, identifying stumbling blocks and strategies for preparing staff for diversity initiatives that require changes, involving minorities in developmental and mentoring activities that are directed at moving up the career ladder, selecting qualified minority candidates for senior management positions and providing mentorship to newly employed staff and consulting with an organizational development specialist as needed to facilitate diversity management (Mateo *et al.*, 2001)

In a study carried by Dreachslin *et al.* in 1999 verbatim transcripts of 14 focus groups from two study hospitals were analyzed. Emerging themes included:

- * Racially diverse team members evaluate team communication effectiveness from different perspectives and alternative realities.
- * Reinforcing factors related to social isolation, selective perceptions, and stereotypes deepen the conflict and dissatisfaction with team communication.
- * Leadership is a powerful factor in the way race influences the self-perceived communication effectiveness of care delivery teams (Dreachslin *et al.*, 1999).

Extensive study of the world's best service companies reveals the principles on which they're built. Delivering a service entails something else. The management of customers, who are not simply consumers of the service but can also be integral to its production. And because customers' involvement as producers can have an effect on costs, service companies must also develop creative ways to fund their distinctive advantages. Any of these four elements—the offering or its funding mechanism, the employee management system or the customer management system—can be the undoing of a service business. This is demonstrated by the analysis carried by Frei in 2008 of service companies that have struggled over the past decade. What is just as clear, however, is that there is no “right” way to combine the elements. The

appropriate design of any one of them depends upon the other three. When we look at service businesses that have grown and prospered, like Wal-Mart in retail, Commerce Bank in banking, and the Cleveland Clinic in health care, it is their effective integration of the elements that stands out more than the cleverness of any element in isolation (Frei, 2008).

Relatively few studies have examined diversity management practices in the healthcare industry. These studies have found that healthcare organizations have been relatively inactive in their diversity management practices, irrespective of service area demographics. There have been some emerging efforts to assess the impact of diversity management on organizational-level outcomes. These studies suggest that diversity management practices can improve workforce and patient outcomes, as well as financial performance. The relationship between diversity management and patient outcomes remains largely unexplored (Dreachslin *et al.*, 2004).

Thus, if any business needs a dose of creativity, it's health care. A systematic assessment of the industry's innovation ills suggests some remedies and offers a framework for thinking about the obstacles to new ventures in any business. It is true medical treatment has made astonishing advances over the years. But the packaging and delivery of that treatment are often inefficient, ineffective, and consumer unfriendly (Herzlinger, 2006).

As a summary, diversity management in healthcare as presented in the literature mainly resides in the affirmative action side, where minorities are still under-represented. Focus still exists in matching the healthcare professionals' culture diversity to the patient's diversity which falls under the access and legitimacy paradigm. In my opinion, and due to the uniqueness of the service provided by healthcare organization, moving from the 'affirmative action' and 'access and legitimacy paradigm' to the 'learning and integration paradigm' has to be achieved through a studied discourse where patient safety and satisfaction is warranted throughout the process.

ii) Culture Diversity– The U.A.E Experience

Culture Diversity remains an unexplored subject in the UAE. There was no literature found in the UAE to be rather specific to the healthcare sector. However, it is considered important in this research to shed light on the local experience in the UAE. Therefore, the general experience of the UAE in terms of culture diversity is considered in the context of the healthcare sector in this research.

The UAE is considered among the ten most diverse countries in the world. As one of the most diverse countries in the culture diversity index, the UAE has a large immigrant population (71.4%

of the total in 2005). It is very diverse in religious and ethnic terms and enjoys a fair level of socio-economic equality. It has the youngest population of the entire country sample studied by the Society for Human Resources Management in 2009, with an overwhelmingly male population due to the number of temporary immigrants. Arabic is the only national language.

Most of the countries that scored in the top ten for national diversity did not score and rank in the top ten for any of the categories that assessed inclusion. Indeed, the most diverse countries such as the United Arab Emirates score and rank in the middle-low range for inclusion and legal framework categories.

Saudi Arabia ranks at the bottom for both government inclusion and its legal framework. It is structured and run as a traditional Islamic society. Minority and gender equality is considered a low priority. The country is also a royal kingdom, rendering outsider (much less minority) political participation impossible. Though the UAE exhibits similar governance structures, with a federation of emirates in place, government inclusion is slightly better than Saudi Arabia. There are more women who participate in politics. Government corruption is lower and the government is more open to foreign investment.

The United Arab Emirates achieved a score of 42.2 in the global diversity readiness index. This makes it number 34 in the country list included in the global and inclusion study carried by the SHRM. In general, countries struggle most with issues of government inclusion, but the biggest exceptions to this are South Korea and the UAE. The first is because its legal framework is far better than government attitudes, culture and practices and the second is because its government is more inclusive than its laws would suggest. The UAE also lead the Middle East in diversity and workplace and social inclusion, but the region overall fares poorly.

In the Middle East, diversity by nationality is at the top of the agenda, but not for the same reasons as elsewhere. Particularly in the gulf countries like the U.A.E, the focus is on hiring more local nationals to replace expatriate workers, with the aim of avoiding a type of cultural colonization by guest workers in contrast to other regions which focus on hiring more immigrants and foreigners. In keeping with the drive to take more of the economy back into local hands, 19% of the global and inclusion study survey respondents in the Middle East said they strive for a workforce that mirrors the customer base, compared with a global average of 10%. Similarly, companies in the Middle East are more likely than the average to track the composition of their workforce demographics and compare those to the local population's demographics. Nearly one fifth (19%) of companies in the region say they perform such comparisons, compared with the

global average of 7%. Nonetheless, in view of the difficulties inherent in finding sufficient numbers of qualified nationals for many jobs, companies in the Middle East are reluctant to set firm goals for diversity. More than one third (36%) of Middle Eastern companies say they have no medium-term diversity goals, compared with 23% in North America, 31% in Western Europe and 28% worldwide (SHRM: Economist Intelligence Unit 2009).

It is interesting to mention in this context that in a country such as Brazil the only way to approach this subject is to focus on the company competitiveness showing how a policy of managing cultural diversity can bring out or develop new competences, adding value to the business. Despite the extremely diversified cultural context in which Brazilian enterprises operate, the issue of cultural diversity is also new in their agenda. The emergence of this theme is much more related to the need of creating competitive advantages by developing diversified competences, usually following policies which are established by the headquarters of local subsidiaries, than attending to legal procedures, as in the USA and Canada (Fleury, 1999).

The UAE is considered a prime example of cultural diversity both at the country level and at the level of most public and private organizations. In addition to Emiratis, there are Arabs, Europeans, Americans, as well as other Asians including Iranians, Filipinos and Indians. The UAE population and workforce have been undergoing significant demographic changes. In 2008, indigenous Arabs represented less than 26.2 per cent of the total UAE population with the remainder being expatriates on work or otherwise sponsored visas. Though the number of indigenous Arabs might actually be smaller than officially admitted, different sources estimate it between 10 and 20 percent. This transformation took place within the last 30 years, representing a substantial population shift in a relatively short period of time (Randeree, 2009).

Globalization and related economic changes in the UAE combined have created exceptional levels of heterogeneity as the UAE is becoming increasingly diverse on a number of dimensions. More people are speaking languages other than Arabic at home, non-Muslim places of worship are being increasingly being built around the UAE, and women are becoming more educated and more financially independent. The workforce is experiencing similar trends, and estimates show that Emiratis account for only a small percentage of the total UAE workforce. In the UAE, however, workforce diversity is the norm not the exception and it is born out of necessity rather than due to any legal or moral requirements (AlSerhan *et al.*, 2010).

At the end of this literature review, we will provide a brief overview of SKMC (Sheikh Khalifa Medical City), our case study.

iii) Sheikh Khalifa Medical City

Sheikh Khalifa Medical City is a network of healthcare facilities providing patient care in the emirate of Abu Dhabi. SKMC has various facilities through which it provides its services. It comprises of the main tertiary care hospital where the inpatient, ambulatory specialty clinics and emergency services are provided. The psychiatry hospital, 3 urgent care centers, diabetic centre and 6 family medicine clinics are distributed around the emirate and are also an integral part of this medical city. SKMC is considered the major healthcare provider in the capital island of Abu Dhabi with 4315 employee.

In the following chapter, the research proposition will be outlined.

CHAPTER 3

RESEARCH PROPOSITION

“Goals are dreams with deadlines.” -Diana Scharf Hunt

After reviewing the relevant literature on culture diversity, its management and the UAE and healthcare dimensions and presenting the main arguments and suggestions, this section begins to realize them within the scope of this research. This is achieved by discussing the objectives, theoretical foundations and propositions of this research.

I. OBJECTIVES

The aim of this study is to explore the role and effects of culture diversity management on the work of people in a healthcare organization (positively or negatively) and how leadership can intervene to capitalize on what is potentially beneficial to the organization. The main objectives of this study are identified as follows:

- To examine how culture diversity affects the work of people positively or negatively in SKMC (performance/outcomes).
- To examine the level of understanding, development and current practices in managing culture diversity in healthcare teams in SKMC.
- To identify gaps in current culture diversity management and evaluate the impact on the performance of teams in SKMC
- To develop a strategy that can be adopted by SKMC and similar organizations to effectively implement Culture Diversity Management

II. THEORETICAL FOUNDATION AND PROPOSITIONS

“Supposing is good, but finding out is better.” -Samuel Clemens

Based on this, two conceptual models were proposed in an effort to empirically investigate these objectives.

Model A

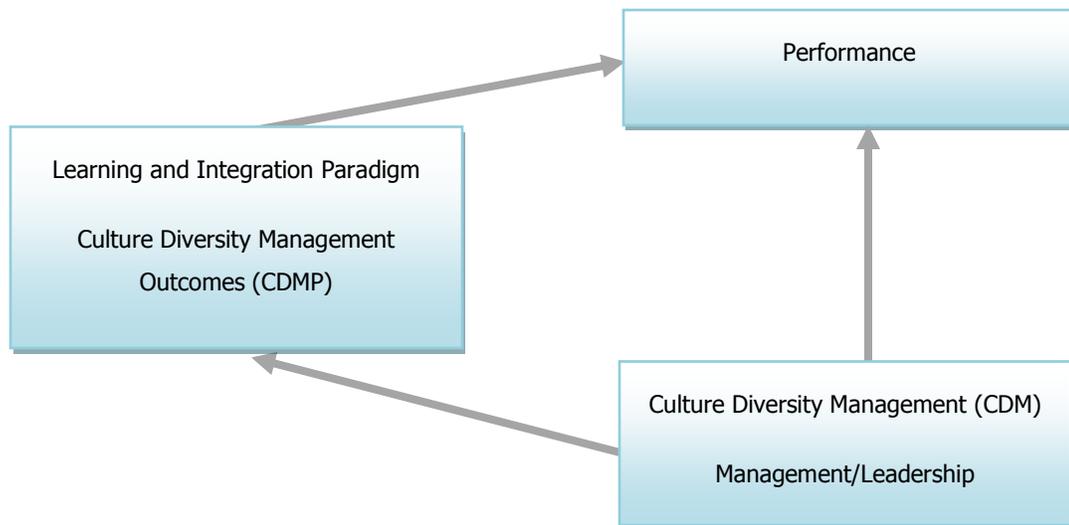


The relationship between the intensity of culture diversity and performance is tested.

- **Proposition 1 (HA):** There is a relationship between culture diversity intensity and performance
- **Proposition 2 (HO):** There is no relationship between culture diversity intensity and performance.

Model B

This model addresses the relationship between culture diversity management and performance. The level of development of culture diversity management was chosen to be measured in accordance with the learning and integration paradigm. As discussed in the literature review, the learning and integration paradigm is considered to be the target for organizations in order to achieve the maximum benefit of culture diversity. Culture diversity management measures are built and modified based on the preconditions outlined for this paradigm. Moreover, additional measures were identified and included to link the culture diversity management and performance measures. This model is reflected below:



- **Proposition 1 (HA):** There is a relationship between culture diversity management and performance
- **Proposition 2 (HO):** There is no relationship between culture diversity management and performance
- **Proposition 3 (HA):** There is a relationship between Performance and the outcomes expected of culture diversity management in the learning and integration paradigm
- **Proposition 4 (HO):** There is no relationship between Performance and the outcomes expected of culture diversity management in the learning and integration paradigm
- **Proposition 5 (HA):** There is a relationship between culture diversity management and the outcomes expected of culture diversity management in the learning and integration paradigm
- **Proposition 6 (HO):** There is no relationship between culture diversity management and the outcomes expected of culture diversity management in the learning and integration paradigm

This model is further supported by Table 3.1 which outlines the measures and the basis for their linkage in this research as identified in Model B.

Cultural Diversity Management – Learning and Integration Paradigm	Cultural Diversity Management Leadership	Performance
<p>1) Leadership must understand that a diverse workforce will embody different perspectives and approaches to work and must truly value variety of opinion and insight.</p>	<p>Values Differences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Value the different perspectives that others bring <input type="checkbox"/> Learn about others in order to work better with them <input type="checkbox"/> Draw on differences between individuals to achieve results <input type="checkbox"/> Show others I am open to feedback <p>Relationship Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works well with others <input type="checkbox"/> Clearly express ideas / information according to the audience <input type="checkbox"/> Handle conflict effectively 	<p>Work Duties</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand on a daily basis what I need to carry out in my job and what equipment and tools are to be used <input type="checkbox"/> I understand my work goals and requirements <input type="checkbox"/> I Understand my job responsibilities <p>Work Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have sufficient client know-how to carry out my work proficiently <input type="checkbox"/> I understand the steps, procedures and methods required to carry put the job <input type="checkbox"/> I am familiar with the skills required on the job to perform effectively
<p>2) The organizational culture must create an expectation of high standards of performance from everyone.</p>	<p>Results-Focus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have high standards for performance <input type="checkbox"/> Exceed goals <input type="checkbox"/> Overcome obstacles and adversity to achieve results <input type="checkbox"/> Focus on outcomes 	<p>Work Enthusiasm</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have a desire to carry out my job <input type="checkbox"/> I co-operate with my supervisor and peers for the benefit of the work
<p>3) The organizational culture must stimulate personal development.</p>	<p>Developing Others:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the developmental needs of each employee <input type="checkbox"/> Offer support / guidance to develop the skills of others <input type="checkbox"/> Provide other opportunities to 'stretch' or develop their skills 	<p>Quality of Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can concentrate on and give my best to the job <input type="checkbox"/> My work outcomes are free from errors and accurate <input type="checkbox"/> I am able to complete quality work on time

		<p>Quantity of Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> My work speed is satisfactory <input type="checkbox"/> I am able to complete quantity of work on time <p>Readiness to innovate</p> <ul style="list-style-type: none"> <input type="checkbox"/> I stick to established rules and procedures when doing my job <input type="checkbox"/> I search for fresh new ways of resolving problems in my work <input type="checkbox"/> I come up with and try new ideas in my work <input type="checkbox"/> I try to question old ways of doing things in my work <input type="checkbox"/> I stick to old established habits when doing my job
(Thomas and Ely, 1996)	(TalentSmart 360° Leadership Survey, 2010)	(Suliman 2002)

Table 3.1: Research Proposition

The operationalization of the research propositions is discussed next in the following section, research methodology and design.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN

I. RESEARCH METHODOLOGY

A case study methodology was chosen due to the exploratory nature of the research. Case studies provide an in-depth, relatively unstructured, approach to develop frameworks and theories.

Theories developed from case study research is likely to have important strengths like novelty, testability and empirical evidence. It is also suitable for new research areas or research areas for which existing theory seems inadequate. This applies to culture diversity and its management in the UAE and in the healthcare sector. The case study methodology as a research technique has a number of proponents in the management research community. Case study research has a number of advantages: it enables researchers to develop grounded theories that are practical and relevant; inferences on causal relationships can be made with more validity due to the longer term observations available; comparative case studies allow for clarification of multiple hypothetical causation; it provides a broad environmental picture of phenomena in real world settings; and it is a primary data collection tool that can be used to triangulate findings with other tools and techniques that are rigid and structured (Gay and Bamford, 2007; Brain and Lewis, 2004).

The case study methodology does also have some limitations. It is disadvantageous when compared to quantitative research methodologies on two major issues, reliability or replicability and external validity. The first issue represents the difficulty of repeatedly observing the same findings if the same research procedures are followed, since personal and subjective observations are an integral part of this qualitative research methodology. The second issue focuses on the “generalisability” of the results. Statistical generalization to a population is difficult due to the low number of cases typically included in case study research, and the typical lack of a “random” selection of samples (Gay and Bamford, 2007; Brain and Lewis, 2004).

In order to explore the concepts of culture diversity management and performance as outlined in the above mentioned models, the research used both quantitative as well as qualitative methods to obtain measurable results and reflect more insight into the data collected that are specific to SKMC. This study examines culture diversity management from the employees' (rather than a management) perspective in an attempt to consider the effects of culture diversity management. This section will discuss the measures and tools used to achieve this in this case study. The

measures used are presented in line with the research objectives to provide the necessary link that supports the research (Leveson *et al.*, 2009).

Culture Diversity affects the work of people (performance) positively or negatively in SKMC

i) Diversity Index or Blau's Index

To measure the intensity of culture diversity in the study sample, the Blau index of diversity is used. This is a common means of measuring variation in categorical data, to compute the overall diversity in racial makeup (Wikipedia, 2010).

$$D = 1 - \sum_{i=1}^N p_i^2$$

where

p = proportion of individuals or objects in a category

N = number of categories.

The Blau index allows figuring the level of racial diversity among a group of individuals. A perfectly homogeneous group would receive a score of 0, while a perfectly heterogeneous group (with members spread evenly among an infinite number of categories) would receive a score of 1. To draw an example, if all of the employees in a given department were Arabs, the Blau index would be 0, indicating perfect homogeneity. If 25 percent of the employees were Arabs, 25 percent were Americans, 25 percent were Africans, and 25 percent were Asian, then the Blau index would be 0.75, indicating the highest level of heterogeneity achievable in a situation with four categories. As the number of categories increases, the highest possible Blau score increases.

Information to calculate Blau's index in this study could be drawn in many different ways. However, it was chosen to be collected as part of the data collected through the demographic section in the administered questionnaire. Data from HR related to nationalities of employees in the departments under study was not taken into consideration. Questions regarding the direct group network which the employee deals with on daily basis were included to assist with calculating Blau's index. The employee's belonging to each racial group is also determined from the employee's perspective of his belonging through another question. This approach was

followed to base the calculation of Blau's index on the individuals' perception. This is inline with other measures in this study, which were also rated by individuals (Pitts, 2005).

ii) Performance (self-rated performance questionnaire)

A customized questionnaire for performance in selected departments is used to rate the performance. The elements of performance considered in this questionnaire are work duties, work skills, work enthusiasm, quantity of work, quality of work and readiness to innovate. This is a self-rated performance not supervisor's i.e. it considers performance from the individual's perspective. The questionnaire is adapted from Suliman, 1995 (Suliman, 2000). This questionnaire was considered suitable because it was built and tested in the Middle East which is considered an environment similar to the case under this study. The scale consists of 18 questions using a five-point Likert type scale (Yousef, 1998).

It is of interest to mention that public organizations often have multiple and conflicting goals. This is evident for instance in the policy area of education, where schools must choose how to focus on college preparation, life skills, basic reading and writing skills, and in some areas bilingual education, all at the same time. The most solid research would therefore test numerous performance indicators. This raises an issue to performance where the indicator used to measure performance can affect conclusions drawn about how managers and employees contribute to outcomes (Pitts, 2005).

The level of understanding, development and current practices in managing culture diversity in healthcare teams in SKMC

iii) Leadership

The level of understanding, development and current practices of culture diversity management are based on the learning and integration paradigm discussed in Thomas and Ely (1996) study. The eight preconditions necessary to ensure achievement of this paradigm are laid out in section II in the literature review. All the eight preconditions are inter-related and are based on the organization, its culture and its leadership. To narrow the scope of the research, three preconditions were selected as they were seen to be essential and pertain more specifically to leadership or as named in the context of this research 'management of culture diversity'.

To measure leadership or culture diversity management, a customized version of the 360° refined leadership assessment survey was used. The designers of this survey researched the field of leadership and selected behavioral impact statements. The survey measured three core leadership skills; strategy, action and results. These skills are considered mainstays of leader performance. There are also 4 adaptive leadership skills; emotional intelligence, organizational justice, character and development. These take a leader's personal and organizational performance to the next level. Each of these constructs measured various elements. The response was measured on a 6 point scale (TalentSmart 360° Leadership Survey – Appendix A).

In the context of this research and based on the three selected paradigm preconditions, the following leadership constructs and elements were selected:

- **Results**- Results Focus: Leaders who achieve results stay focused; and do what it takes to get there.
- **Emotional Intelligence**- Relationship Management: Leaders with adequate social skills model and improve the way in which individuals treat one another. This boosts performance by serving a relationship catalyst in their organizations.
- **Character**- Values Differences: Leaders who value and use the differences between people maximize their contributions and satisfaction and achieve better results.
- **Development**- Developing Others: Leaders who provide those who work for them opportunities to grow and build skills improve employee performance and satisfaction.

All questions adapted from this survey are based on the employees' perspective of their managers. It is worth to mention that a diversity perspective can be both explicit, as in verbal or written statements or policies, and implicit, as in the unstated assumptions that underlie the way a person manages his subordinates or the way a group structures its work (Ely and Thomas, 2001; Leveson *et al.*, 2009). The questions are also customized to reflect culture diversity management skills rather than general leadership skills.

Gaps in current culture diversity management and the impact on the performance of teams in the healthcare organization

iv) Leadership and Performance

To understand the gaps existing in the current culture diversity management in SKMC and how it affects performance, the above mentioned leadership skills measured through the employees administered questionnaire are related statistically to the employee-rated performance variables measured in the last part of the questionnaire.

In addition to leadership and performance, five questions were included in the questionnaire that were based on outcomes revealed in companies that fell in the learning and integration paradigm according to Thomas and Ely (1996) study. According to Thomas and Ely, these companies are making the mental connection and actively seeking opportunities to explore how identity-group differences affect relationships among workers and the way work gets done. These companies are also legitimating open discussions and encouraging people to make explicit use of background cultural experience and the pools of knowledge gained outside the organization to inform and enhance their work. They actively work against any forms of dominance and subordination that inhibit full contribution of employees and make sure that the organizational trust stays intact. They make sure their organizations remain safe places for employees to be themselves (Thomas and Ely, 1996). These questions serve as a bridge to link between the culture diversity management and performance status at SKMC based on the collected data and the expected ideal status based on the learning and integration paradigm in the literature review.

II. RESEARCH DESIGN

“A strategy is only worthwhile if it is implemented.” - Belge

i) Sample

In the context of this case study and due to the research time limitation, 3 core departments were selected as the sample to represent this case study. The departments are medicine, nursing and pharmacy. Medicine and nursing are considered to be the largest clinical departments holding the main technical operations of such a healthcare organization. Pharmacy is considered an important department providing supporting operational and clinical services. Pharmacy was selected in this sample among other allied healthcare departments because the researcher belonged to this department and could easily access resources and information. All other administrative, clinical and supporting departments were excluded from this study.

ii) Questionnaire – The Quantitative Measure

The final questionnaire consisted of four parts;

- The first part addressed demographic characters. Several demographic characteristics are also included in the questionnaire that considerably has effect on the individuals' responses. This data could assist in interpreting the collected data. They include gender, age, education, experience with current direct group network, tenure in present organization, job level and identity according to racial groups. The job levels are classified according to the scale and hierarchy used at SKMC.
- The second part addressed the leadership or the culture diversity management as adopted from the 360° refined leadership assessment survey.
- The third part measured performance using Suliman's (1995) self-rated performance questionnaire.
- The fourth part measured the expected leadership-performance outcomes formulated from Thomas and Ely's (1996) study.

The questions used were brief and simple in language. The questionnaire was preceded by a message from the researcher assuring confidentiality and that the data collected will be used for research purposes only.

Questionnaire Process

Permission to carry the research and distribute the questionnaire was obtained from the Research and Ethics Committee at SKMC (Appendix C). Formal random sampling was not an option due to time pressures. The questionnaire was built online and sent via email to all employees of the above mentioned departments. All parts of the questionnaire focus on the response of individuals because their views will reflect the actual perceptions of culture diversity management in the organization (Leveson *et al.*, 2009).

The assigned period to fill the questionnaire was 10 days due to research time limitation. This was accompanied with continuous follow-up and reminders to departments and respondents. In an effort to encourage participation in this research, free soft drinks vouchers at the organization's cafeteria for the first 500 participants were made available in a printable format upon completion of the questionnaire (Appendix A).

iii) Interviews – The Qualitative Measure

Interviews with the senior management of the 3 departments were conducted. This was an effort to provide the overall picture on the organization's culture diversity initiatives. The questions for these interviews were based on the survey on impact of diversity initiatives on the bottom line developed by the SHRM and FORTUNE (2001) magazine as well as questions developed by the researcher to be able to identify the status of culture diversity management development in SKMC.

Interviews centered on four types of questions. First, we asked about the culture diversity management initiatives existing in SKMC. Secondly, we asked whether culture diversity has posed any particular challenges or opportunities and the impact of diversity initiatives on performance. Third, we asked questions that focused on the features of the 3 paradigms in an effort to identify SKMC fell under which paradigm in culture diversity management (Ely and Thomas, 2001). Finally, general open ended questions about their observations, thoughts and beliefs about culture diversity management and SKMC (Appendix B).

CHAPTER 5

DATA ANALYSIS AND RESULTS

“However beautiful the strategy, you should occasionally look at the results.”

-- Winston Churchill

I. QUANTITATIVE ANALYSIS

i) Response rate

- Department of Medicine : No. of emails sent 228 ; No. Of respondents: 63.
- 11 incomplete, 52 complete
- Department of Nursing : No. of emails sent: 120 ; No. Of respondents: 110
- 16 incomplete, 94 complete
- Department of Pharmacy : No. of emails sent: 185 ; No. Of respondents: 71
- 23 incomplete, 48 complete
- Total no. Of respondents: 244 responses. 194 were complete responses out of 533emails sent.
- Response rate: 45.8%
- Percent of responses that can be used in the study: 36.4%

ii) Sample Description

- The number of participants who submitted complete responses in this study was 194. Nursing department participated the most be a percentage of 48.5% of the respondents. Medicine by 26.8% and pharmacy by 24.7%.
- 41.8% of the respondents have an educational level of postgraduate level or higher, 37.1% have bachelor degree and 20.6% have diplomas. This is reflective of the general expected educational level of the staffing of the departments involved as they are highly specialized departments.
- 42.6% of the respondents fall within the age range of 36 to 46, 28.4% fall between 25 and 35 years and 22.7% were within the range of 47 to 57 years.
- 39.7% of the respondents were frontline staff, 35.6% senior staff, 19.6% were supervisors and 2.6% middle management and the same percent from top management.

- 34.5% of the respondents were from the Arab world, 26.8% South Asian, 11.9% European, 6.7% East Asian and 6.2% North American.
- 63.9% of the participants spent 2 to 7 years in current organization, 19.6% from 8 to 13 years and 10.3% 1 year or less.
- 57.7% spent 2 to 7 years with their current direct group of workers, 17.5 % spent 8 to 13 years with their current direct group of workers and 11.9% spent less than 1 year with the same group.
- 60.3% work with a group that consists of 26 members and above.
- These results are highlighted in the tables 5.

TABLE(S) 5.1: FREQUENCY TABLES

Statistics

		Dept.	Educational Level	Age	Job Status	Culture Group	No. of years in current organization	No. of years with current DGN	Size of current DGN
N	Valid	194	194	194	194	194	194	194	194
	Missing	0	0	0	0	0	0	0	0

Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medicine	52	26.8	26.8	26.8
	Nursing	94	48.5	48.5	75.3
	Pharmacy	48	24.7	24.7	100.0
	Total	194	100.0	100.0	

Educational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school	1	.5	.5	.5
	diploma	40	20.6	20.6	21.1
	bachelors degree	72	37.1	37.1	58.2
	postgraduate or higher	81	41.8	41.8	100.0
	Total	194	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	3	1.5	1.5	1.5
	25 to 35	55	28.4	28.4	29.9
	36 to 46	83	42.8	42.8	72.7
	47 to 57	44	22.7	22.7	95.4
	58 or above	9	4.6	4.6	100.0
	Total	194	100.0	100.0	

Job Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top Management	5	2.6	2.6	2.6
	Middle Management	5	2.6	2.6	5.2
	Supervisors	38	19.6	19.6	24.7
	Senior Staff	69	35.6	35.6	60.3
	Front line Staff	77	39.7	39.7	100.0
	Total	194	100.0	100.0	

Culture Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	East Asian	13	6.7	6.7	6.7
	South Asian	52	26.8	26.8	33.5
	North and Central Asian	2	1.0	1.0	34.5
	Arab World	67	34.5	34.5	69.1
	African	6	3.1	3.1	72.2
	European	23	11.9	11.9	84.0
	North American	12	6.2	6.2	90.2

Other	19	9.8	9.8	100.0
Total	194	100.0	100.0	

No. of years in current organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year or less	20	10.3	10.3	10.3
2 to 7 years	124	63.9	63.9	74.2
8 to 13	38	19.6	19.6	93.8
14 to 19	7	3.6	3.6	97.4
20 years or above	5	2.6	2.6	100.0
Total	194	100.0	100.0	

No. of years with current Direct Group of Coworkers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 year or less	23	11.9	11.9	11.9
2 to 7 years	112	57.7	57.7	69.6
8 to 13 years	34	17.5	17.5	87.1
14 to 19 years	15	7.7	7.7	94.8
20 years or above	10	5.2	5.2	100.0

Size of current Direct Group of Coworkers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 5	3	1.5	1.5	1.5
	6 to 10	23	11.9	11.9	13.4
	27 and a	1	.5	.5	13.9
	11 to 15	17	8.8	8.8	22.7
	16 to 20	21	10.8	10.8	33.5
	21 to 25	12	6.2	6.2	39.7
	26 and above	117	60.3	60.3	100.0
	Total	194	100.0	100.0	

iii) Variables Description

1. Blau's Index (independent variable): Culture diversity intensity
2. Self-rated Performance (dependent variable): Multi dimensional variable which includes the following factors: Work duties (avWD), Work skills (avWS), Work enthusiasm (avWE), quality of work (avQwltywork), quantity of work (avQwntywork), readiness to innovate (avReadinesstoinnovate)
3. Culture Diversity Management CDM (independent variable): Multi-dimensional variable which includes the following factors: value differences (avVD), relationship management (avRM), results focus (avRF), developing others (avDO).
4. Learning and Integration paradigm Culture Diversity Management Outcomes avCDMP (independent variable)

Table 5.2: Central Tendency Measures for Variables

Statistics

		BlausIndex	avPerformance	avCDM	avCDMP
N	Valid	191	194	194	194
	Missing	3	0	0	0
	Mean	.6161	1.55	4.53	2.47
	Median	.6641	1.46	4.79	2.40
	Mode	.00	1	6	3

The central tendency measures for the four variables vary as in the table 5.2. The mean value for Blau's index = 0.66 which is considered closer to 1 than 0. This means that the average cultural diversity in teams was more inclined to heterogeneous teams rather than homogenous. The mean for performance was 1.55 which weighed more towards the positive side according to the questionnaire questions. The Culture Diversity Management also reflected 4.53 which also weighed more towards the positive responses in the manager rating questionnaire. The CDMP (Learning and Integration paradigm Culture Diversity Management Outcomes) measured a mean of 2.4 which gave a rather neutral measure according to scale.

iv) Reliability Analysis

Table (s) 5.3

	Work Duties	Work Skills	Work Enthusiasm	Quality of Work	Quantity of Work	Readiness to innovate	Value differences	Relati	Results Focus	Developing others
Cronbach alpha	0.915	0.812	0.738	0.727	0.761	0.757	0.915	0.915	0.951	0.962
n	2	3	2	3	2	5	4	3	4	3

Reliability Statistics for Performance and Culture Diversity Management dimensions

Reliability Statistics

Cronbach's Alpha	N of Items
.977	14

Reliability Statistics for Performance

Reliability Statistics

Cronbach's Alpha	N of Items
.924	17

Reliability Statistics for Culture Diversity Management

All the individual elements of the multi-dimensional constructs (performance and Culture diversity management) were tested for reliability and were found to be reliable as the value of Cronbach alpha was above 0.7. The multi-dimensional constructs (Performance and CDM) were also found to be reliable with values of alpha being .924 and .977 respectively. There was no need to further improve it by deleting any questions which had large variances. This is reflected in table 5.3.

v) Correlations

The correlation coefficient is an index number, constrained to fall between the range of -1.0 and $+1.0$. This coefficient communicates both the strength and the direction of the linear relationship between two variables. The amount of linear relationship between two variables is communicated by the absolute size of the correlation coefficient. The direction of the association is communicated by the sign (+, -) of the correlation coefficient.

Table 5.4a

Correlations

		BlausIndex	avPerformance	avCDM	avCDMP
BlausIndex	Pearson Correlation	1	.065	.002	.083
	Sig. (2-tailed)		.375	.979	.252
	N	191	191	191	191
avPerformance	Pearson Correlation	.065	1	-.220**	.263**
	Sig. (2-tailed)	.375		.002	.000
	N	191	194	194	194
avCDM	Pearson Correlation	.002	-.220**	1	-.379**
	Sig. (2-tailed)	.979	.002		.000
	N	191	194	194	194
avCDMP	Pearson Correlation	.083	.263**	-.379**	1
	Sig. (2-tailed)	.252	.000	.000	
	N	191	194	194	194

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

Correlation between Blau's Index and Performance

It can be seen that the correlation between Blau's Index and the performance is not significant ($r=0.065$, $p=0.375>0.5$). To analyze this relationship further, correlation between Blau's Index and the 6 elements of Performance was also tested as in Table 5.4b.

Table 5.4b

Correlations

		BlausIndex	avWD	avWS	avWE	avQwlywork	avQwntywork	avReadinesstoInnovate
Blau's Index	Pearson Correlation	1	-.009	.032	-.010	.090	.085	.132
	Sig. (2-tailed)		.904	.662	.894	.217	.243	.069
	N	191	191	191	191	191	191	191

No significant correlation was found between Blau's Index and any of the elements of Performance. Thus, there is no association between the intensity of culture diversity and performance. This confirms Proposition 2 (HO) in Model A: There is no relationship between culture diversity intensity and performance.

Correlation between Performance and Culture Diversity Management (CDM)

The correlation between performance and culture diversity management (CDM) was found to be highly significant ($r = -0.22$, $p = 0.002 < 0.01$) (Table 5.4a). The value of the pearson coefficient is negative which indicates that culture diversity management has a negative influence on performance. This confirms Proposition 1 (HA) in Model B: There is a relationship between culture diversity management and performance.

Further looking at the individual elements of performance and culture diversity management (Table 5.4c), we find highly significant correlations between all the elements of Culture Diversity Management and 2 elements of performance (work Duties and Work Skills). We also find significant correlations between all the elements of CDM and Quality of work with the exception of the correlation between the element (Valuing Differences of CDM) and Quality of work which is highly significant. There are no significant correlations established between all the elements of CDM and the Quantity of work and Readiness to Innovate elements of Performance.

Table 5.4c

Correlations

		avWD	avWS	avWE	avQwlywork	avQwntywork	avReadinesstoInnovate
avVD	Pearson Correlation	- .226**	-.243**	-.160*	-.199**	-0.099	-0.116
	Sig. (2-tailed)	0.002	0.001	0.025	0.005	0.17	0.107
	N	194	194	194	194	194	194
avRM	Pearson Correlation	- .236**	-.199**	-.147*	-.169*	-0.111	-0.099
	Sig. (2-tailed)	0.001	0.005	0.041	0.019	0.122	0.169
	N	194	194	194	194	194	194
avRF	Pearson Correlation	- .256**	-.240**	-.177*	-.164*	-.146*	-0.132
	Sig. (2-tailed)	0	0.001	0.013	0.022	0.043	0.067
	N	194	194	194	194	194	194

avDO	Pearson	-	-.244**	-.143*	-.170*	-0.089	-0.111
	Correlation	.239**					
	Sig. (2-tailed)	0.001	0.001	0.047	0.018	0.22	0.124
	N	194	194	194	194	194	194

Correlation between Performance and Learning and Integration paradigm Culture Diversity Management Outcomes (CDMP)

A highly significant correlation was established between Performance and CDMP ($r = 0.263$, $p = 0.000 < 0.001$) (Table 5.4a). Thus, the Learning and Integration paradigm Culture Diversity Management Outcomes is positively associated to Performance. This confirms Proposition 3 (HA) in Model B: There is a relationship between Performance and the outcomes expected of culture diversity management in the learning and integration paradigm.

Correlation between Culture Diversity Management (CDM) and Learning and Integration paradigm Culture Diversity Management Outcomes (CDMP)

A highly significant correlation was established between Culture Diversity Management and CDMP ($r = -0.379$, $p = 0.000 < 0.001$) (Table 5.4a). The Learning and Integration paradigm Culture Diversity Management Outcomes is negatively associated to Culture Diversity Management. This confirms Proposition 5 (HA) in Model B: There is a relationship between culture diversity management and the outcomes expected of culture diversity management in the learning and integration paradigm.

II. QUALITATIVE ANALYSIS

Interviews and Comments – The Qualitative Analysis

“The logical approach is the wrong way to go about understanding the needs of customers. You have to talk to them, watch them; this is the only way to understand their interests, their motives, their needs.”

- Donald Norman

A key measure at this phase was the subjective assessment. As the number of participants was not large, and since we are in the context of a case study, an open-ended technique was employed. A content analysis of the responses was conducted. Table 5.5 highlights some of the keywords and phrases used in the written questionnaire assessment.

	Negative Feedback	Positive Feedback
<ul style="list-style-type: none"> ▪ Discrimination ▪ Bias ▪ Unfairness ▪ Clusters or groups of certain nationalities ▪ Dominance or preference of certain groups 	<p>Cultural dominance of certain groups in our setup negatively affects our performance</p> <p>Racial discrimination is illegal in other parts of the world, but when you work here, you get judged by the passport you hold</p> <p>In this place education does not matter, what matter is where you are coming from and what groups, which is totally wrong, westerns are privileged</p> <p>Lots of bias and unfairness is going on right now. It is better to make staff who work in the same area be from different cultural background</p> <p>There is a disproportionate amount of racism and discrimination from certain group personnel who dominate decisions and committees.</p> <p>Try to avoid clusters of the same community in one area of the workplace to avoid unfairness.</p> <p>If management can stop discrimination in this hospital, SKMC will be a much better place. This is the most painful situation that we are actually facing.</p>	<p>My manager is aware of the cultural diversity of her staff, and shows a good understanding of each of us.</p> <p>I have my own set of principles on which I base my performance, the fact that my manager deals well with the ethnic diversity makes it easier</p>

	<p>I observed that there is discrimination among different nationalities especially the most discriminated nationalities are Asians.</p> <p>Asians are treated and considered sub-human.</p> <p>The first thing that struck me when I joined SKMC is the discrimination based on nationality. Be it salary, benefits, promotions, resolving conflicts etc. Things have improved in the last 10 years but, there is a clear preference for certain nationalities in the department. Even though I could be better knowledge-wise or in terms of efficiency, I'll not be considered for a promotion because my mother tongue is neither Arabic nor English. And if my middle-eastern colleague is slow and incompetent, i'm asked to accommodate him and work harder to meet the department objectives. The department wouldn't mind paying overtime to others just to maintain a lazy, incompetent, quarrelsome individual due to nationality bias.</p> <p>Our manager feels that we are not educated and behaves according to this.</p> <p>It is recommended that staffs should be demographically balanced to improve the working environment in SKMC. It is not a good idea to recruit maximum staffs of one nationality/language in one area</p> <p>There are some restrictions in work based on cultures and nationalities</p>	
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Table 5.5. : Questionnaire comments analysis

Interviews

Interviews were held with the Director of Pharmacy, Director of Nursing and the Chief Medical Officer. Important highlights of the interviews are given as follows:

- "Emiratization is a big goal of the organization right now if this could be considered one of the hot culture diversity management initiatives that are addressed in 2010. The other initiative was that as some departments lately held their customer service training, they incorporated pieces to address customer service to different cultural backgrounds. But this was very vague and general." *Director of Pharmacy*. "Nursing developed a questionnaire asking questions related to religion, healthcare beliefs, practices, values, eating habits. They are now collating the information and will have a diversity toolkit to enable nurses to interact with each other and with the patients. There is no cultural diversity training in SKMC, but as Nursing celebrate Florence Nightingale, they celebrate different cultures during the same day", *Director of Nursing*. "There are no culture diversity initiatives in SKMC at the present time." *Chief Medical Officer*

- "Culture Diversity management efforts at SKMC are very unstructured and informal", *Director of Pharmacy*. "Culture Diversity Management efforts are structured in Nursing. We have included items from Cleveland Clinic diversity tool kit but it was customized to the local area. The culture diversity tool kit will be used by all healthcare providers and will help provide better patient care. The first initiatives in nursing actually started in 2006. This was when the main 6 cultures represented in nursing were celebrated through food, dances etc.", *Director of Nursing*. "At the Cleveland Clinic there is an office for diversity which deals with all issues related to culture diversity. Not only that, we also celebrate Martin Luther King birthday in February. The entire month is considered a cultural diversity month. In the skyway, pictures of people originating from different countries are displayed to show how different nationalities work together at Cleveland Clinic. There is also a whole day meeting related to culture diversity issues. The Culture diversity office reports directly to the CEO", *Chief Medical Officer*.

- "There is no staff in the organization exclusively dedicated for culture diversity management organization wide", *Director of Pharmacy* "Nursing has a coordinator for this diversity management initiative who reports directly to the director of nursing",

Director of Nursing. "There are no institutional efforts related to cultural diversity at SKMC", *Chief Medical Officer.*

- "Culture diversity management and performance:
 - a. Emiratization could decrease complaints; Decrease complaints because we understand our similarities and differences and this will support better communication
 - b. increase profitability;
 - c. no relation to retention of staff; increase retention
 - d. improve customer relations;
 - e. improve organizational culture;
 - f. improve recruitment; set standards and guidelines for new employees and they will be able to deal with other cultures easily;
 - g. decrease productivity. In general there maybe a recognition that the skills set associated with certain populations does not facilitate as much focus on productivity as other backgrounds.; increase productivity" *Director of Pharmacy, Director of Nursing.*

- "Culture diversity management increases understanding among employees and therefore improve employee satisfaction and productivity. If there are true issues we will be able to resolve it. Lots of employees have a pre-conceived notion that there is discrimination. Not only nationals, but people coming from around the world feel that there is discrimination. Having an office for diversity, improves this understanding. I have people coming to me almost once a week saying that they are discriminated because of their color. I believe prejudice is human. We all have prejudice. We could be discriminated even because of our last names. People fight with people of different background or religion and if they were alone, they will find reasons to fight amongst themselves. This should be managed." *Chief Medical Officer.*

- "SKMC is not being involved in such culture diversity management initiatives: everyone is aware of it, but it is too busy with operational, revenue, productivity issues that culture diversity management never reached the level of being a top priority. People may not see how important it is to work with in all cultural perspectives to ensure the success of these initiatives. They may not see that this is directly linked", *Director of Pharmacy*.
- "Sometimes we still think we are looking only after national patients and this concept was excluded; there are some issues and we have high hopes about this diversity tool kit that we are developing", *Director of Nursing*. "It is a more global question than SKMC itself, it is because UAE is a new and young nation. And it has many things to handle at the present time that this is not on the priority list. This country has grown too fast in a very short period of time and has invited people from all over the world. It has not yet faced what the US has gone through or what other countries are going through. It did not have time to address this issue as the influx of people is so fast that we have not yet fully recognized its potentials and its problems. It is not SKMC related, but rather the rapid growth and the young age of the country. But eventually the freedom in this country would certainly make us address these issues as well. Five years from now, we will have a culture diversity office", *Chief Medical Officer*.
- "SKMC has an accommodative strategy towards culture diversity management", *Director of Pharmacy, Director of Nursing*. "SKMC is definitely not defensive", *Chief Medical Officer*.
- "The main theme for culture diversity management in SKMC is that differences and similarities offer opportunities and bear costs", *Director of Pharmacy*. "Professional Department is not doing anything about it so they are definitely not proactive. The efforts were initiated because of patients as it was identified that we did not take care of their needs. SKMC is Accommodative. Nursing try to have an Arabic speaker on every shift in a ward. We consider this while we are scheduling. Of course we can't have all cultures on one shift. But we have a 'language bank' in the organization, so when we have a patient we can't communicate with, we can identify where in the organization do we have staff of matching cultural backgrounds and can use them to facilitate better patient care",

Director of Nursing. "My personal answer, I don't think differences create problems. As an administrator, differences do cause problems. Differences and similarities create opportunities. This brings good and different ideas. Overall, it will be a cost saving as we learn from each other. For example, in the US we learned from European countries and Asian countries how to cut down expenses as we were more wasteful", *Chief Medical Officer.*

- "Culture diversity is considered while recruiting and distributing staff among teams. This is to promote team work and embrace diversity as each background can bring a different talent and skill set to the area. By having a blend of different groups we can prevent groups and cliques from forming. We try within the different interest of the applicants", *Director of Pharmacy.* "SKMC is more focused on taking shortcuts; we neglected patients and different cultures. We do consider culture diversity when recruiting for example males can't take care of muslim female patients and so we don't hire lots of male nurses", *Director of Nursing.* "Culture diversity is not considered in recruitment. As long as the individual is qualified, the nation of origin has nothing to do with recruitment. However, one of our agenda items is emiratization or nationalization. Meaning, ten years ahead, we can turn this hospital to UAE to run it as good as we did or to their best abilities. I'm biased to recruiting emaratis if I have the opportunity, but this is for a specific reason and not discrimination", *Chief Medical Officer.*
- "Cultural backgrounds did not play into the logic behind the right sizing logic that occurred in late 2009. There might have been a consequence that people might have identified as a pattern, but it perhaps was that certain populations were more grouped in certain areas and it happened that these areas were affected by the right-sizing. It might be because the organization hired more people of these populations at a certain time as they were more readily available at that time and therefore it seemed to be a pattern", *Director of Pharmacy.* "Cultural backgrounds were not involved in right sizing. It was based on performance", *Director of Nursing.* "This question has no place to stand", *Chief Medical Officer. Chief Medical Officer*

- "More can be done to encourage embracing culture diversity in SKMC. We should remember the concept of Don Berwick from the Institute of Medicine: Culture eats strategy everyday for lunch. And when you have an organization that has potentially 50 different cultures everyday, it outlines the fact that we must manage culture and create our own SKMC culture in order to have a productive and safe working environment", *Director of Pharmacy*. "It's a very big need in our organization. I hope this research highlights this for our Professional Development department to put lots of emphasis not only to inform staff on the differences between the UAE culture and other cultures but also to highlight the similarities and what we can do to overcome the challenges. Also have a program in place to assist healthcare providers provide better care for multi-cultural patients as they come across the organization", *Director of Nursing*.

CHAPTER 6

DISCUSSION

This study has presented and discussed different results on the relationships between culture diversity, its management and performance in light of the learning and integration paradigm. This was in attempt to look at the topic from different angles. The results have revealed interesting first-hand findings and provided some insights into other factors influencing this at SKMC. An overview of the major research findings are first listed, then an elaboration and a more focused discussion of the arguments follow.

I. MAJOR FINDINGS

“A little experience often upsets a lot of theory.” – Cadman

Through the analysis and interviews performed in this research, the important findings will be highlighted and discussed in this section. The most evident conclusion is that the analysis of culture diversity management and its relation to performance is a very complex phenomenon that could not be fully analyzed in this context due to the time and scope limitations of this research. An extensive model that takes into consideration various contextual factors and where relationships between various variables are extensively piloted and tested will be required to better comprehend these relationships.

It is obvious from the study that no relationship was proven between culture diversity intensity and performance. This is exhibited by the non-significant relationship between Blau's Index and performance. In this case, the null hypothesis is considered proven.

On the other hand, model B shows some significance and hypotheses for relationships are considered. This model is interesting as this was the effort to link culture diversity management from the learning and integration paradigm perspective to performance as well as to the outcomes expected of culture diversity management in this paradigm.

Performance and the outcomes expected of culture diversity management in the learning and integration paradigm (CDMP) exhibit a slightly positive relationship. This strengthens the fact that a link does exist between the measure we used for performance and the expectations in performance from the learning and integration paradigm as both variables are considered dependent on the culture diversity management. This proves that there is a link between the learning and integration paradigm and the performance measure used in the model.

Our study found that culture diversity management (CDM based on the learning and integration paradigm) has a slightly negative influence on performance. It also has a slightly negative influence on the outcomes expected of culture diversity management in the learning and integration paradigm (CDMP). This implies that a slightly negative influence of culture diversity management from the learning and integration perspective is found on performance or outcomes in the clinical departments in SKMC. This can be explained by the fact that culture diversity management in SKMC does not fall into the learning and integration paradigm. This was evident from the comments obtained through the questionnaire and the interviews conducted. SKMC could potentially be considered more into the access and legitimacy paradigm but with a totally different context that reflects the UAE experience with culture diversity. There are no structured efforts for culture diversity management in SKMC. All the efforts are the initiatives of specific departments and are highly considered informal in the context of culture diversity management initiatives presented in the literature. Majority of the participants highlighted words such as discrimination, bias, unfairness, culture groups etc. All this outlines the fact that with the absence of formal culture diversity management efforts, all the culture diversity challenges remains unexposed and hidden within the staff perceptions. Thus, the learning and integration paradigm is considered a very advanced stage of culture diversity management which does not exist in SKMC. This is an identified gap between the expectation or the target of where the organization should be placed and where it actually exists. It can lead us to the road map that the organization is required to walk through to be able to achieve the target status and place itself in a prime location with relation to culture diversity management.

II. DISCUSSION

“A theory is something nobody believes, except the person who made it. An experiment is something everybody believes, except the person who made it”

- Albert Einstein

When considering workforce teams in the UAE and specifically in healthcare, having homogeneous teams in workforce seems not to be an available option. The nature of the population balance in the UAE makes heterogeneity in teams rather a must. This heterogeneity is very evident in SKMC which hosts around 50 different nationalities. This was also exhibited by Blau's Index mean value equivalent to 0.6. As we consider cultural heterogeneity in this case study, we are assured with the fact that all the teams are heterogeneous. According to the similarity-attraction paradigm and the cognitive resource diversity theory, heterogeneous teams exhibit lower cohesion and higher creativity, innovation, problem-solving and decision making opportunities. Several studies showed that these conflicts could be decreased by time, however, as the data analysis implies, majority of participants spend a period of 2 to 7 years with their current teams. In the last 2 to 7 years SKMC management shifted from a Canadian company to Abu Dhabi Government and finally to Cleveland Clinic. This involved a minimum number of 7 CEOs within this period. This change in leadership included change in organizational culture and inconsistency in the messages delivered by each management. Moreover, SKMC currently is suffering from a high turn-over rate which in turn affects the duration members of teams spend together. All this eventually hinders the ability to benefit from these teams and reach to the stages of full integration.

The participants' comments make it clear that cultural differences can create substantial obstacles that may be subtle and difficult to recognize. Staffs look up to their managers to intervene and solve their problems and if managers did not intervene appropriately damage can be caused (Brett *et al.*, 2006; Barry and Bateman, 1996).

The interviewed managers exhibited good knowledge base in culture diversity management, where some agreed that they consider culture diversity when recruiting and distributing their staff. This agrees with the fact that caution should be taken when promoting for diversity. This was reflected in nursing and pharmacy departments where their staffs work collaboratively as teams and less with physicians whose work was not viewed to require similar extent of direct

collaboration with co-team members. Increasing the amount of diversity in teams without considering other contextual factors can affect the effectiveness of teams (Horwitz, 2005).

It is notable that the majority of the participants belong to the Arab World and South Asia (34.5% and 26.8%). These cultural backgrounds exhibit large power distance, uncertainty avoidance and collectivism according to Hofstede's classification. This explains that the majority of the participants could possibly view conflict as a negative thing and look for family-like connections with their teams. This also explains the power perception of these employees towards their managers which contradicts the perceptions of their western colleagues. For instance, Americans prefer the announcement of their performance results directly to themselves, whereas Asians generally prefer indirect ways (Seymen, 2006). Based on the Australian study carried by Bochner and Hesketh (1994) and discussed above, this may give some insight on how the majority of the respondents would perceive conflict and discrimination in their teams. In such an environment, fear might be exhibited when dealing with other identities because the lines and connections have not been drawn clearly. Individuals might worry about how others view them and untested conclusions could be drawn (Ely *et al.*, 2006)

Shifting the focus from what staffs feel and perceive to managers; some managers have difficulty recognizing that not everyone sees the world in the same way that they do. There is danger in assuming that everyone is going to respond to a manager's particular leadership style in the same way. In short, diversity makes things more complex for managers. "It's very natural to prefer and appreciate those people who are most like us," says the vice president of Diversity and Workplace Ethics for Georgia Power. "It's also very easy to get comfortable with routines, styles, and the tradition of doing things the way they have always been done. Those who are effective at managing diversity find a way to overcome these obstacles, and they come to realize that differences make the workplace a better and more interesting place." Traditional management styles, while worthwhile in their own way, do not typically make allowances for the different needs and expectations that result from cultural differences of the individuals being managed. In fact, most managers develop a particular management style that they apply to everyone. They achieve a level of comfort with this style and overlook the fact that not everyone responds in the same way. As the level of diversity increases, these managers are likely to discover that their dependence on one management style is not yielding optimum results from everyone within their sphere of influence. This can be a bewildering discovery. Traditional management approaches would suggest that the problem resides with the employee. This is exhibited in some of the comments presented by the participants. Diversity management also suggests that the manager

bears a major part of that responsibility if he or she hasn't taken the time to learn what works best for each employee and adapted accordingly (Rodgers and Hunter, 2007). This confirms with the conclusions of Abdel Hakim (2008) where the case studies involved revealed that leadership in multinational settings has an important role in increasing or decreasing the productivity of multinational teams through effective and ineffective management of diversity. However, no specific leadership style was recognized as always suitable or successful. In other words, one size does not fit all (Rodgers and Hunter, 2007; Abdel Hakim, 2008).

Various literatures show that Human Resources departments are usually the homes of culture diversity initiatives. In SKMC, Human Resources and Professional Development which is an integral part of SKMC Human Resources department do not show any efforts towards culture diversity management. Customer departments such as medicine, nursing and pharmacy whose leadership appreciates the need for such efforts have expressed not receiving solid support from HR to address this issue. There are no available policies, structures, culture or training at SKMC that supports this. Thus, SKMC lacks the proper infrastructure to support proper and structured culture diversity management initiatives.

Many people in SKMC could mention the fact that they are aware of the similarities and differences. However, no actual steps for an inclusion culture could be detected. Titles highlighting differences between cultures have not been translated to any detected vision or action by leadership. A review of the organization's dashboard of key performance indicators shows that there are no measurable indicators linked to culture diversity, its management or any efforts that are required by the organization within this context. Rate of emiratization is being added as a mandate by the government in 2010, but has not been an integral part of the key performance indicators earlier. In fact SKMC lacks all the five components identified by Cox and Blake 1991 to transform traditional organizations into multicultural ones despite the fact that it is actually a multicultural organization. The five components are leadership, training, research, analysis and change of culture, human resources management systems and follow-up.

The activities carried by nursing department such as the development of the culture diversity toolkit, the 'language bank' and celebrating diversity reflects that the nursing department actually takes into consideration the ethical aspects of culture diversity. This confirms with Hakeem's framework that suggested creating a team spirit between multicultural team members, building trust among them, raising their cultural awareness and ensuring effective communication. It also

confirms that celebrating diversity is a way to break down cultural barriers between multi-cultural team members (Abdel Hakim, 2008). Nursing identified the fact that this has potential effects on their patient care and therefore tried within their scope to address this. It was also interesting to reveal that nursing as well as pharmacy considered distributing their staff to match the customers' cultural backgrounds. This could be linked more to the access and legitimacy paradigm. However, healthcare providers considered it rather an ethical requirement towards their patients rather than an issue of profitability. Promoting the value of diversity in recent years, health care delivery system redesign has focused mainly on collaborative, interdisciplinary team based approaches. Very seldom is a staff's diversity mix considered when team structures are established. However, there is a strong relationship between racial diversity and difficulties with communication and conflict resolution in teams. Since the vast majority of personnel in healthcare institutions provide direct patient care through teamwork, attention must be paid as considered by nursing and pharmacy directors to the teams' diversity composition (Mateo *et al.*, 2001)

We still agree with the literature that concludes that more research and more specific studies and experiments have to be carried in order to establish a clear link between diversity and performance. It was evident from the research that studies which linked culture diversity positively to performance were considering innovation, competitive advantage, learning from diversity and therefore had strategies and structured plans to achieve this. In other words, culture diversity was not implemented in these firms and achieved positive outcomes by mere chance. These firms exhibited a certain infrastructure that we could identify as not being present in our case study at SKMC.

It is also worth to mention that the majority of the participants had high educational level. This supports the fact that a high competitive context could exist among healthcare professionals due to the personal individual esteem associated with their professions. This could lead to negative effects on performance (Kochan *et al.*, 2003, Curtis and Dreachslin, 2008; Bergen *et al.*, 2005).

In the literature, when racial diversity was shown to have negative effect, it was mitigated by training and development-focused initiatives (Kochan *et al.*, 2003, Curtis and Dreachslin, 2008). Jayne and Dipboye 2004 also confirmed that interventions are necessary as diversity in itself does not bring in positive performance. We can see that SKMC did not intervene by any way to facilitate the positive relationship and hence the relationship leaned more towards the negative side. There are three primary objectives for most diversity training: awareness of diversity issues,

reducing biases, and overcoming factors that interfere with effective diversity management (Mateo *et al.*, 2001).

While the specific departments' practices vary, our investigation clearly documents the importance and value of firm-wide, diversity-sensitive managerial strategies and human resource policies. Despite the variability in industry contexts exhibited in literature, specific practices, and the performance measures examined, our quantitative results found that racial diversity do not have the positive effect on performance proposed by those with a more optimistic view of the role diversity can play in organizations but it did have a slightly negative effect on performance as warned by those with a more pessimistic view – perhaps not to the same extent. Our findings suggest that this is likely because context is crucial in determining the nature of diversity's impact on performance. Conditions that exacerbated racial diversity's negative effects on performance in literature included a highly competitive context among teams. Finally, there was some promising evidence to suggest that, under certain conditions, racial diversity may enhance performance, namely when organizations foster an environment that promotes learning from diversity (Kochan *et al.*, 2003).

Putting in mind that diversity is not an option but a reality, diversity can't be used as a competitive organizational strength unless it's managed effectively (Change agenda, Managing Diversity Measuring Success, Chartered Institute of Personnel and Development (CIPD 2006, 2006; Moore,1999).

However, this study tried to quantify the culture diversity management and shed light into a foggy area in the UAE as well as healthcare and could be considered a baby step towards more robust models. It is also worth to mention that this is considered a unique effort in literature as it tried to consider culture diversity management through the learning and integration paradigm, developed a tool that considered several preconditions of this paradigm and measured the culture diversity management as constructs exhibited in this paradigm. (Leveson *et al.*, 2009)

SKMC does not stay far from other hospitals where empirical studies on diversity suggested that health care organizations have been slow to embrace diversity management. It was proposed that sensitivity to diversity at the corporate level, moderates strategic decision making, which influences human resource management practices such as diversity initiatives. This was explored in a study on 203 hospitals (Dansky *et al.*, 2003).

Based on this and looking at Table 2.3 and Figure 5, SKMC falls between the defensive and accommodative culture diversity strategic responses, given the fact that there is no legal pressure of diversity except the need and the nature of the country's population. Thus the context of affirmative action and access and legitimacy here is different than what is addressed in all the western literature.

Emiratization is, in effect, an employment quota-driven affirmative action policy that the country expects organizations to pursue. It has thus far, however, not been shown that it is more viable than diversity, and that the benefits of employing more nationals – and therefore decreased diversity – exceed the cost of such employment (AlSerhan, 2010). This is often marketed as a way to ensure justice for the minority which are the nationals and increase the representation of this under-represented group. These characters of emiratization makes it characterize itself as a form of "discrimination and fairness paradigm". However, emiratization as a concept in SKMC has been also linked to talented emirati individuals where an emiratization leadership program has been developed in association with Cleveland Clinic. This effort targets the other aspect which is training and developing qualified emirati individuals and not just focus on the rate of representation. This seems to form steps in the right direction.

Besides emiratization, nursing and pharmacy efforts to ensure staff distribution that would match their patient care needs manifest characters of the "access and legitimacy paradigm". This feature identifies the cultural identity as a resource only at the interface between organization and patients. Thus, the connection between culture diversity and work is indirect as it is based on the distribution of labor to enhance access and legitimacy. This was explained as an ethical requirement. However, with the healthcare market shifting towards generation of revenue and profitability, it will be a mixture of both, ethics and market access.

The expectations of culture diversity to enhance work outcomes and processes in SKMC can't be achieved unless SKMC uses its culture diversity as a resource for learning and integrate its cultural differences into core work and processes (Table 2.3).

Healthcare organizations such as SKMC are considered service firms which provide to some extent an intangible item that also requires some interaction between the buyer and the seller (Capar and Kotabe, 2003). Many of the healthcare research focused on interaction between patients and providers of healthcare within a multicultural environment. This is when cultural competency is discussed. In association with health and healthcare, this is composed of four aims:

- Awareness of one's own cultural values and awareness and acceptance of cultural differences
- Recognition that people with different cultures may have different ways of communicating, behaving, interpreting, and problem solving
- Recognition that cultural beliefs impact patients' health beliefs, health seeking activities, interactions with health care professionals, healthcare practices, and healthcare outcomes, including adherence to prescribed regimens
- Ability and willingness to adapt the way one works to fit the patient's cultural background in order to provide optimal care for the patient.

SKMC hosts staff, ranging from physicians to administration, from numerous racial and ethnic backgrounds. SKMC, unlike the U.S. or other western countries at the moment, depicts a unique situation in which the ethnic background of the clinical staff is relatively representative of the patient population at the hospital. This helps the achievement of cultural competence skills through continuous exposure resulting from the medical city's international nature. The UAE itself is a country that prides itself in cultural tolerance and respect, a characteristic which is demonstrated at the clinical level at SKMC. Thus, as U.S. and other western healthcare systems have begun incorporating cultural competence training and representation into the clinical practice, SKMC stays one step ahead in this aspect. (SKMC Pulse, Issue no. 4) SKMC just needs to identify culture diversity management as a necessity and act upon that.

CHAPTER 7

RECOMMENDATIONS

“In theory, practice and theory are identical. In practice, they are completely different!” - Manfred Eigen

It is recognized that the findings of this research do not provide a detailed base of information to identify organizational contexts to be addressed within SKMC. However, it clearly draws the roadmap and outlines the general framework that can be drawn for SKMC. As our empirical research is limited to this case study, we propose following the approach of implications proposed by Kochan *et al.* (2003) as it was seen to be well-structured, simple and precise

Modify it. The simplistic case of the past is simply not supported in our research. Our experience and findings in SKMC suggest that those who want to raise a business case and advance the case of diversity need to modify the way they frame the argument. They should start by recognizing that there is virtually no evidence to support the simple assertion that diversity is inevitably either good or bad for business. Based on our findings, we propose another view, which focuses on the conditions that can leverage benefits from diversity or at least, mitigate its negative effects.

Diversity is a reality in staff as well as customers in the UAE. To be successful in working with and gaining value from this diversity requires a sustained, systemic approach and long-term commitment. Success is facilitated by a perspective that considers diversity to be an opportunity for everyone in an organization to learn from each other how better to accomplish their work and an occasion that requires a supportive and cooperative organizational culture as well as group leadership and process skills that can facilitate effective group functioning. Organizations that invest their resources in taking advantage of the opportunities that diversity offers should ideally outperform those that fail to make such investments. SKMC must develop and implement

management and human resource policies and practices that promote cultures of mutual learning and cooperation (Kochan *et al.*, 2003).

Look beyond diversity. Our results may offer a strong implication that diversity has run its normal course in SKMC. It is recognized that there is no reason to believe diversity will naturally translate into better or worse results. Diversity is both a labor-market imperative and a societal expectation and value in the UAE. Therefore, leadership might do better to focus on building an organizational culture, human resource practices, and managerial and group process skills needed to translate diversity into positive organizational, group, and individual results (Kochan *et al.*, 2003)

Organizational culture is very different from national culture since the former is only temporary in the process of being an organization member and the latter is permanent due to its being a member of a nation. Employees' values cannot be changed due to this; however, since organizational cultures are composed of practices rather than some values acquired in the organization, they are somewhat manageable by changing the practices (Seymen, 2006). AlJawi 2009 suggested that organizational culture is more important to study than national culture. It also has greater impact on knowledge transfer during the maturing phases of the international joint ventures rather than early phases (AlJawi, 2009).

One of the most known examples related to successfully managing cultural diversity via the organizational culture is theory Z. Theory Z is accepted as a synthesis of different approaches of Japanese and American businesses. It emerges that Japanese businesses displaying activity in the US, even if their cultural texture shows great differences, became successful by means of a third type of managerial approach, neither Japanese nor American. What made Z-type businesses different is that a common philosophy in which harmony, unity and cooperation from common values adapted by everybody is created notwithstanding their having employees from two different cultures. In a world of mixed cultures, SKMC developed its own organizational culture. However, this culture should be clearly built on awareness of appropriate culture diversity management practices (Seymen, 2006).

The realization of any potential benefit inherent in a diverse workforce requires an integrative approach to diversity starting with the definition of a framework of inclusion built upon principles

of recognition, mutual understanding, standpoint plurality and mutual enabling, trust and integrity, that allows for the integration of different and multiple voices into the organizational discourse. An important part of this process is the re-examination of the underlying and rarely questioned assumptions which interfere with this inclusiveness (Pless and Maak, 2004).

Leadership, decision-making and teamwork also need to be re-defined in order to foster enhanced employee integration. Management and personnel within the organization play a crucial role in setting the stage for this change by recognizing the importance and value of an inclusive organizational culture. The vision of inclusion has to be defined, put into action by building awareness, people educated and developed, existing processes reformulated and new personnel processes and instruments introduced. Another important aspect to support this effort is to ensure an integrated human relations-approach to management that allows fostering and rewarding inclusive behavior systematically at all organizational levels (Pless and Maak, 2004).

Adopt diversity. Human resources or other professionals should adopt the diversity case in SKMC. Human resource managers and other professionals in charge of diversity efforts should take a more analytical approach in performing their roles. Sophisticated data collection and analyses are needed to understand the consequences of diversity within SKMC and to monitor its progress in managing diversity effectively. Currently, some organizations typically assess their diversity efforts by simply comparing attitudes, performance, advancement, pay, and so on, among different groups of employees. These comparisons can be useful, but they are only a first step. The target should be linking Human Resources practices to business level performance data.

Training. Our results suggest that training programs will help managers to develop the leadership and group process skills needed to facilitate constructive conflict and effective communication. These are challenges that will inevitably arise for managers who attempt to make diversity a resource for learning, change, and renewal. There is a need also to emphasize to managers the importance of a culturally appropriate mix of leadership approaches in accordance with the level of multiculturalism present within their workforce and to increase their leadership skills through education and training. In the light of this, a long-term approach to leadership training is suggested, rather than short spurt training efforts that are currently happening (Brain and Lewis, 2004). The multicultural management style is a product both of the leader's characteristics and experience, but also of the supportive organizational culture in which they are working. This style is the bridge between organizational effectiveness based on performance from the external perspective and the internal perspective based on the psychological dimensions.

However, training alone is not likely to be sufficient (Rodsutti and Swierczek, 2002; Kochan *et al.*, 2003).

Making such a transition to a properly managed multicultural organization requires time, commitment and expert advice. The main activity fields discussed are summarized and demonstrated in Figure 7 as adopted by Seymen 2006 from Dessler 1998.

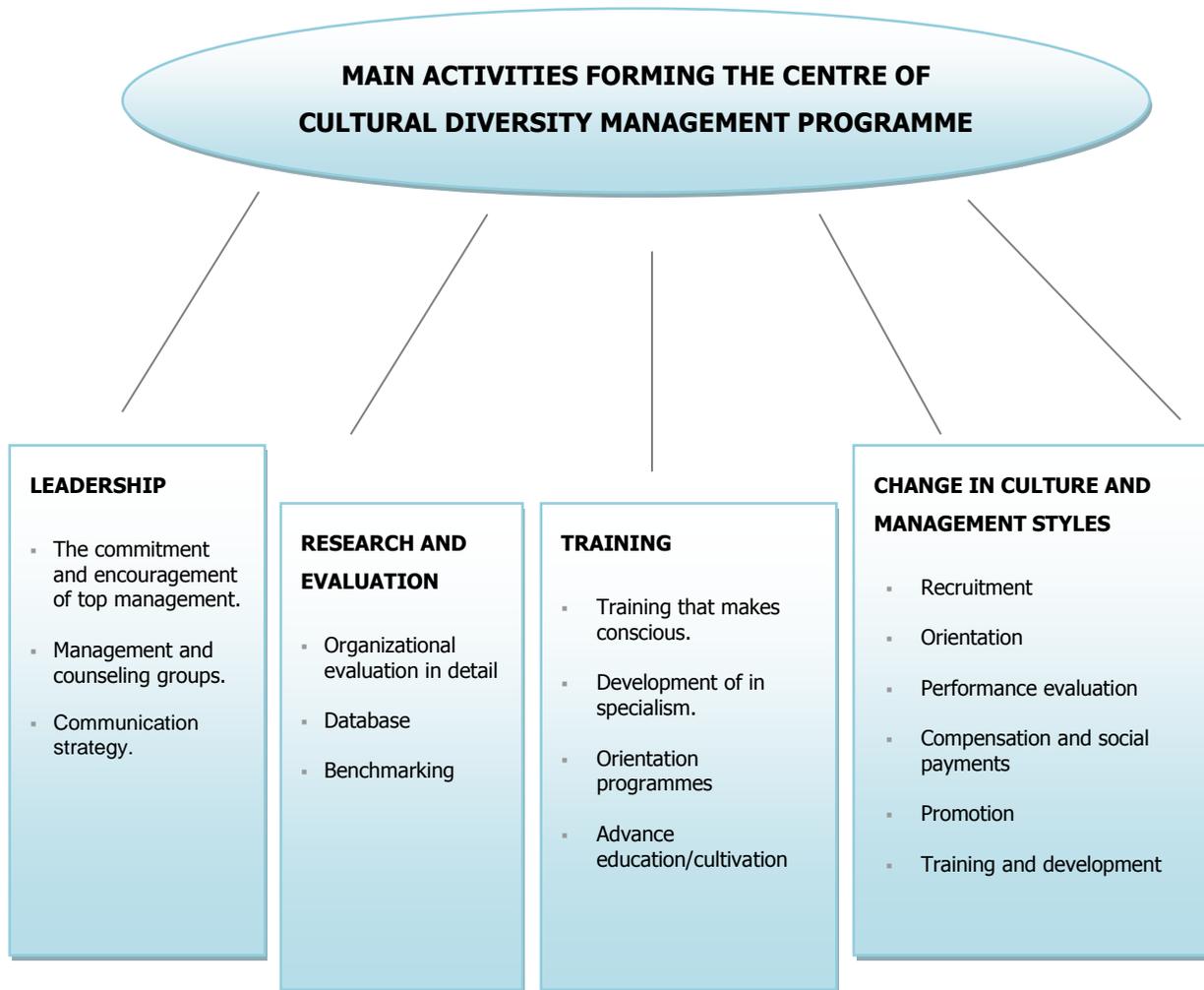


Figure 7: The content of an example of a cultural diversity management programme (adopted by Seymen, 2006)

CHAPTER 8

FUTURE RESEARCH

Although many research directions can be taken from this study, our main interest is in the investigation of culture diversity management in terms of the outcomes. The experiments conducted need to be done with model modifications and more control to establish beyond any doubt the efficacy of the results. This is seen to include other organizational contexts and other dimensions of teams.

So far, research in this topic in healthcare and the UAE has been very limited. It would be of interest to explore the concept of culture diversity management in a comprehensive manner aligned with the patterns of culture diversity in the UAE and the special characteristics of the local healthcare industry. Outcomes in studies could be also defined and measured based on healthcare industry.

Other key areas for research would be the further exploration of the proposed conditions and roadmaps to transform healthcare organizations to the learning and integration paradigm. Furthermore, it would be necessary to explore the possibilities, challenges and barriers involved in such a transformation.

CHAPTER 9

LIMITATIONS

It is acknowledged that there are limitations in the design of this research. While conducting the study some limitations were identified, therefore it is appropriate to comment on them.

- First, this project took a rather broad and exploratory approach towards the chosen area of investigation in one organization, SKMC. It is seen as an advantage for exploring different angles of the topic particularly as no other data sources were found available in this context. The project scope was scaled down and re-focused a number of times. However, a more specific approach is needed in future work to address each aspect in more detail.
- Second of all, time was a very limiting factor. Culture diversity, its management and their impact on performance and are not only each broad topics of investigation by themselves but also a new field to research in the UAE, hence, with the limited time set it was hard to give the topic justice.
- Operationalization of the culture diversity management and performance concepts was addressed at a fundamental level to test the basic idea of the research. Cultural diversity management context has been addressed only in terms of certain leadership characteristics outlined in the learning and integration paradigm. The culture diversity management context with respect to other paradigms and aspects could yield completely different results. Therefore, it would be too risky to generalize the findings to other similar organizations.
- As far as the measuring techniques are concerned, the measures were borrowed from other questionnaires. This fact, although certainly gave us a satisfying response rate and high construct reliability, it was rather limiting because it did not give us the opportunity to examine the variables in a more detailed and specific way.
- Another limitation is the self-report nature of the data that generates uncertainty about their potential accuracy. We cannot possibly know whether what respondents have stated would be true in real circumstances. However, this fact does not reduce the value of the

self-reporting methodology, results and opinions presented. Future research is to include data collection methods which will hopefully provide more detailed insight into design preferences for users. For example, a preferable data collection method might include direct observation of subjects and their interactions. This is needed to provide a reliable, real world understanding of the phenomena that are only self-reported here.

- Although we have arrived at some conclusions and have established some relations in our study, we cannot be certain for the causal direction among these relationships. Experiments should be conducted with more control and more advanced statistical methods could be used to ensure the reliability of the results.
- Finally, the study has addressed SKMC. It cannot be claimed that the findings are valid for other healthcare organizations in the UAE or the region. There are significant differences between healthcare organizations in terms of several aspects such as differences in leadership, organizational culture and structures, degree of diversity as well as staff backgrounds which make it impossible to generalize the results. Moreover, the sample constituted specialized departments only therefore; the results cannot be applied to others.
- In summary, we believe that progress in both research and organizational practice will come through continuing collaborative efforts between researchers and managers as they design and evaluate new approaches to leveraging management of workforce diversity.

CHAPTER 10

CONCLUSION

The concept of globalization increases the importance and role of workforce diversity in organizations in terms of ‘‘culture’’. The subject of culture diversity in organizations has composed the content of many studies in the literature. Culture diversity is continually foreseen to greatly influence the 21st century business world and extensively being effective in management styles of organizations, behavior forms, and communication styles and, in general, work relations among individuals. Thus, it is necessary to understand the organizational and managerial dimensions of culture diversity. It is known that in the relevant literature, there are various typologies and these have been intensely obtained from empiric studies.

Alternatively, it is apparent that culture diversity in organizations on a worldwide scale should be managed effectively. Differing perspectives about this matter in literature are encountered. It is claimed that culture diversity is an important tool for competitive superiority for our era’s organizations and therefore they should be supported. In another perspective it is claimed that culture diversity has disadvantageous sides as well as advantageous ones and it should be evaluated as a resource of problems. Supporters of this perspective say that organizational systems and applications should be constructed in order to maximize the potential superiorities of culture diversity, and to minimize its disadvantages. Another approach explains that culture diversity is seen as a human resource programme.

The main aim of this study was to make empirical and theoretical evaluations in the frame of the perspectives and paradigms discussed and base it on a literature review related to effective management of culture diversity in organizations. With this goal in mind, it is hoped that the study provides a contribution to culture diversity and its management in organizations in the UAE and healthcare.

In order to be able to effectively manage culture diversity in organizations, it is beneficial to develop a ‘‘culture diversity management model’’ peculiar to the organization by considering the positive and negative sides of different perspectives and dimensions identified in this study. Internal and external environment elements should be considered in the case of improving such a model and its extent and levels can be the topic of a different study in the light of information obtained from this and similar kinds of studies.

*“What we call the beginning is often the end. And to make an end is to
make a beginning.*

The end is where we start from.”

– TS Eliot

CHAPTER 11

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APPENDIX A

Online Survey, available at: <http://www.awraq-alward.com/researchsurvey/selectsurvey/TakeSurvey.asp?PageNumber=1&SurveyID=4LM4n3KL9I86I>

CULTURE DIVERSITY MANAGEMENT SURVEY:
A CASE STUDY AT SKMC

Page 1 of 3

There is a need for effective Culture Diversity Management in the UAE which prides for being a point where cultures meet. This survey is designed as part of an academic research to study whether managers at SKMC are managing culture diversity effectively and how this affects your performance.

Please spend a few minutes to fill in this survey and express your views on issues related to management, culture diversity and performance. The survey asks questions to evaluate your manager's performance, as well as your own performance.

Please note that there is no right or wrong answer. Therefore, we seek your assistance to be as open, fair, honest as possible as you can in your responses. Your individual responses will be used only for academic purposes and will not be used in any way that it can traced back to any particular individual and will not be shared by any means with any individual in the organization. We assure you complete confidentiality and anonymity.

The first 500 participants will be able to print a cafeteria soft drink/tea/coffee voucher upon successfully accomplishing the survey.

Your contribution is very valuable!.

PART 1 : ABOUT YOU

1. Educational Level *

- Less than high school
- High school
- Diploma
- Bachelors degree
- Postgraduate or higher

2. Age: *

- Less than 25
- 25 - 35
- 36 - 46
- 47 - 57
- 58 or above

3. Job Status: *

- Chief Medical Officer (CMO)
- Deputy Chief Medical Officer (DCMO)
- Department Chair
- Consultant
- House Officer
- Specialist
- General Practitioner (GP)
- Intern

4. Within which group of the following would you identify yourself:

- East Asian
- South Asian
- North and Central Asian
- Arab World
- African
- European
- North American
- South American
- Other

5. Number of years worked in current organization: *

- 1 year or less
- 2 - 7
- 8 - 13
- 14 - 19
- 20 years or above

6. Number of years working with the current direct group network *

(This means for how long you have been dealing with the same multidisciplinary members of staff including physicians, nursing, allied health, registration etc on a daily basis):

- One year or less
- 2 - 7
- 8 - 13

7. What is the size of your direct group network? *

(This means the overall multidisciplinary members of staff including physicians, nursing, allied health, registration etc that you deal with on a daily basis):

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 25
- 26 and above

8. Please fill the number of members of your direct group network that fall into the following categories: *

	Number
East Asian	<input type="text"/>
South Asian	<input type="text"/>
North and Central Asian	<input type="text"/>
Arab World	<input type="text"/>
African	<input type="text"/>
European	<input type="text"/>
North American	<input type="text"/>
South American	<input type="text"/>
Other	<input type="text"/>

Next

Cancel

PART 2: YOUR MANAGER'S LEADERSHIP

Evaluate your direct manager's leadership skills by selecting the option that best describes your opinion.

9. My Manager ^{*}

	Never	Rarely	Sometimes	Usually	Almost Always	Always
Values the different perspectives that others bring	<input type="radio"/>					
Learns about others in order to work better with them	<input type="radio"/>					
Draws on differences between individuals to achieve results	<input type="radio"/>					
Shows others s/he is open to feedback	<input type="radio"/>					
Works well with others	<input type="radio"/>					
Clearly expresses ideas / information according to the audience	<input type="radio"/>					
Handles conflict effectively	<input type="radio"/>					
Has high standards for performance	<input type="radio"/>					
Exceeds goals	<input type="radio"/>					
Overcomes obstacles and adversity to achieve results	<input type="radio"/>					
Focuses on outcomes	<input type="radio"/>					
Identifies the developmental needs of each employee	<input type="radio"/>					
Offers support / guidance to develop the skills of others	<input type="radio"/>					
Provides other opportunities to 'stretch' or develop their skills	<input type="radio"/>					

PART 3: YOUR PERFORMANCE

This part measures your self-rated performance. Please select the option that best describes your opinion.

10. My Performance *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understand on a daily basis what I need to carry out in my job and what equipment and tools are to be used	<input type="radio"/>				
I understand my work goals and requirements	<input type="radio"/>				
I Understand my job responsibilities	<input type="radio"/>				
I have sufficient client know-how to carry out my work proficiently	<input type="radio"/>				
I understand the steps, procedures and methods required to carry put the job	<input type="radio"/>				
I am familiar with the skills required on the job to perform effectively	<input type="radio"/>				
I have a desire to carry out my job	<input type="radio"/>				
I co-operate with my supervisor and peers for the benefit of the work	<input type="radio"/>				
I can concentrate on and give my best to the job	<input type="radio"/>				
My work outcomes are free from errors and accurate	<input type="radio"/>				
I am able to complete quality work on time	<input type="radio"/>				
My work speed is satisfactory	<input type="radio"/>				
I am able to complete quantity of work on time	<input type="radio"/>				
I stick to established rules and procedures when doing my job	<input type="radio"/>				
I search for fresh new ways of resolving problems in my work	<input type="radio"/>				
I come up with and try new ideas in my work	<input type="radio"/>				
I try to question old ways of doing things in my work	<input type="radio"/>				
I stick to old established habits when doing my job	<input type="radio"/>				

11. Your General Views*

Please answer the following questions based on your opinion at your current job at SKMC

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The way in which my work is defined, assigned and accomplished reflects my manager's understanding of the social relations between culturally different groups	<input type="radio"/>				
I am openly encouraged to make explicit use of my cultural experience and competencies at work	<input type="radio"/>				
There are some barriers in the organization that inhibit my full contribution at work (such as dominance or superiority of certain groups over others, preference of certain identities, etc)	<input type="radio"/>				
SKMC is a safe place for me to act naturally as myself	<input type="radio"/>				
Do you think that the way you rated your performance in this survey is affected by the way your manger deals with cultural diversity in your workplace.	<input type="radio"/>				

12. Please feel free to add any additional comments on any of the questions above or any related feedback: You can write as much as you want.

Comments:

13. If you are interested to know the general outcomes of this research, please enter your e-mail in the provided area:

E-mail:

Survey Completed

Thank you for taking the survey!

You can print the following voucher and use it at SKMC cafeteria for tea / coffee / soft drinks.



Close

APPENDIX B

Culture Diversity Management Research Interview Questions

- Can you indicate what diversity management initiatives is SKMC involved in. For example:
 - i) celebrating different cultural events
 - ii) cultural orientation programs
 - iii) mentoring, diversity related career development
 - iv) diversity related conflict resolution
 - v) diversity training initiatives, education and/or awareness efforts
 - vi) explicit promotion opportunities to break through the glass ceiling
 - vii) measuring the management of diversity performance of managers

- Do you consider these as structured efforts or very informal and nothing structured at all?
- When was the first diversity program initiated?
- Do you have staff dedicated exclusively to these diversity initiatives? Or in SKMC? To whom do they report?
- How do you see that the diversity initiatives impact the performance:

	decrease complaints		improve organizational culture
	increase complaints		deteriorate organizational culture
	increase profitability		improve recruitment
	decrease profitability		deteriorate recruitment
	increase retention of employees		increase productivity
	decrease retention of employees		decrease productivity
	improve customer relations		improve organizational culture
	deteriorate customer relations		deteriorate organizational culture

- In your opinion, why SKMC is not involved with more structured diversity initiatives:
 - i) too busy
 - ii) not legally/federally required
 - iii) too costly
 - iv) it is philosophically opposed
 - v) other:_____

- Do you see that SKMC has a defensive or accommodative or proactive strategy/response towards culture diversity management?

- What is the main theme for culture diversity management in SKMC:
 - i) Differences cause problems
 - ii) Differences and similarities offer opportunities and bear costs
 - iii) Differences create opportunities
 - Do you consider culture diversity management when recruiting or distributing staff among teams? What is the rationale behind this?
 - In the process of right sizing, how do you see that cultural backgrounds were involved with regard to the affected staff?

SHRM and FORTUNE Survey:

SHRM and FORTUNE (2001) 'Impact of Diversity Initiatives on the Bottom Line', SHRM Research, accessed from: <http://www.shrm.org> (accessed January 2010).



FORTUNE

Survey on Impact of Diversity Initiatives on the Bottom Line

The Society for Human Resource Management (SHRM) and FORTUNE Magazine are working together to learn how diversity initiatives affect the bottom line of organizations. To aid in this research effort, you have been selected to participate in this confidential survey. You were selected because you are an HR professional within a *FORTUNE 1000* organization and/or within a *FORTUNE 100 Best Companies to Work For* organization. In order to make this research project a success, your participation is critical. Aggregated results of the survey will appear in a special diversity supplement featured in the June 11, 2001 issue of FORTUNE Magazine.

Please participate in this survey by answering the following questions and returning it by fax to (703) 258-6489 no later than **Monday, March 6, 2001**. If you have any questions, please contact Jessica Collison, SHRM Survey Program Manager, by telephone at (703) 535-6247 or by email at jcollison@shrm.org. Thank you for sharing your time and experience!

1. Please indicate which of the following diversity initiatives your organization is involved in. **(Check all that apply.)**
 - Bilingual training for managers and employees
 - Celebrating different cultural events (i.e., Black History Month, Hispanic Heritage Month)
 - Community outreach related to diversity
 - Company-paid literacy training
 - Cultural orientation programs
 - Diversity related career development (e.g., mentoring)
 - Diversity related conflict resolution
 - Diversity training initiatives, education and/or awareness efforts
 - Explicit promotion opportunities to break through the "glass ceiling"
 - Measuring the management of diversity performance of managers
 - Recruiting efforts designed to help increase diversity within the organization
 - Support groups
 - Training in English as a second language
 - Use of symbols to promote diversity (i.e., logos or slogans)
 - Very informal efforts, nothing structured at all → **SKIP TO QUESTION 12**
2. Please indicate which of the following aspects of diversity your organization's diversity initiatives cover. **(Check all that apply.)**

<input type="checkbox"/> Age	<input type="checkbox"/> Race
<input type="checkbox"/> Disability	<input type="checkbox"/> Religion
<input type="checkbox"/> Ethnicity	<input type="checkbox"/> Sexual orientation
<input type="checkbox"/> Gender	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> Language	
3. In what year did your organization initiate its first diversity program? _____
4. Does your organization have any staff dedicated *exclusively* to these diversity initiatives?
 - Yes → **CONTINUE**
 - No → **SKIP TO QUESTION 7**
 - Don't know → **SKIP TO QUESTION 7**
5. How many individuals on your staff are dedicated exclusively to your organization's diversity initiatives?
_____ # Full-time _____ # Half-time to Full-time
6. To whom does the highest level diversity professional report? **(Check only one.)**

<input type="checkbox"/> Head of HR	<input type="checkbox"/> C.O.O.	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> C.F.O.	<input type="checkbox"/> C.E.O./President	

7. What is the primary department in which your organization's diversity initiatives are housed? (Check only one.)

- HR department → What is the dollar amount of the diversity initiatives' portion of the HR budget? \$ _____
- Separate diversity department → What is the dollar amount of the diversity department's budget? \$ _____
- Other (please specify): _____ → What is the dollar amount of the diversity initiatives portion of this departments' budget? \$ _____

8. How have diversity initiatives impacted your organization's bottom line? (Check all that apply.)

- Decreased complaints and litigation
- Increased complaints and litigation
- Negatively affects profitability
- Positively affects profitability
- Higher retention of employees
- Lower retention of employees
- Enables the organization to move into emerging markets
- Impedes the organization from moving into emerging markets
- Improves client relations
- Deteriorates client relations
- Improves corporate culture
- Deteriorates corporate culture
- Improves recruitment of new employees
- Hinders recruitment of new employees
- Negatively affects profitability indirectly
- Positively affects profitability indirectly
- Decreases productivity
 - Increases productivity
- Maximizes brand identity
- Detracts from brand identity
- Has not impacted the bottom line
- Other (please specify): _____

IF YOUR ORGANIZATION OFFERS DIVERSITY TRAINING INITIATIVES, EDUCATION AND/OR AWARENESS EFFORTS PLEASE CONTINUE, OTHERWISE SKIP TO QUESTION 13

For this portion of the survey, we define diversity training as teaching the skills necessary for employees to work together. Training is frequently part of a larger diversity initiative. For example, with training, employees may learn communication or management skills to better enable them to work with coworkers of different backgrounds.

9. Please indicate which of the following employee groups receive diversity training, whether the training is mandatory or voluntary, and the number of hours of diversity training each group receives per year. Some employees may fit into several of these employee groups. Please respond to the questions based solely on each individual group.

	Does this group receive diversity training?	Is the training mandatory or voluntary?	Is the training held in-house, offsite or both?	On average, how many hours of diversity training does an individual in this group receive each year?
Top level executives	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Managerial level employees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Non-managerial level employees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Full-time employees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Part-time employees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Temporary employees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year
Contingent employees (i.e., contractors, consultants, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Mandatory <input type="checkbox"/> Voluntary	<input type="checkbox"/> In-house <input type="checkbox"/> Offsite <input type="checkbox"/> Both	____ #hours per year

10. Who conducts the training? (Check all that apply.)

- Consultant Legal staff Other (please specify): _____
 Diversity staff HR staff

11. Please indicate whether the amount of diversity training your organization offered (or foresees offering) in 1998, 1999, 2000 and 2001 has (or will have) increased, decreased or remained the same? If there was (or will be) an increase or decrease, please indicate why. (Check one box for each year.)

	<u>Increased</u>	<u>Decreased</u>	<u>Remained the Same</u>	<u>Why?</u>
1998	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
1999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

After completing QUESTION 11, SKIP TO QUESTION 13

12. In your opinion, why isn't your organization involved in or have a more structured diversity initiative? (Check all that apply.)

- Not federally/locally mandated Too costly
 Philosophically opposed Too busy
 Other (please specify): _____

This portion of the survey focuses on your opinions of diversity initiatives REGARDLESS of whether your organization is involved with diversity initiatives.

13. In your opinion, do you think an organization's diversity initiatives help the organization keep a competitive advantage?

- Yes → CONTINUE No → SKIP TO QUESTION 15

14. How does an organization's diversity initiatives help the organization keep a competitive advantage? (Check all that apply.)

- Decreases complaints and litigation Improves employee morale
 Decreases interpersonal conflict among employees Improves the organization's bottomline
 Easier recruitment of new employees Increases creativity
 Enables the organization to move into emerging markets Increases productivity
 Higher retention of employees Maximizes brand identity
 Improves client relations Reduces training costs
 Improves corporate culture Other (please specify): _____

15. In your opinion, what are the disadvantages for an organization to have diversity initiatives? (Check all that apply.)

- Cost Resentment
 Increased interpersonal conflict among employees Training is offered but not effective
 Raises expectations for a action that might not be met There are no disadvantages
 Requires significant staff hours Other (please specify): _____

16. In your opinion, how should an organization measure the success (or lack thereof) of its diversity initiatives? (Check all that apply.)

- Assessing changes in diversity demographics of the organization's workforce
 Public perception
 Recognition through published lists (such as FORTUNE's Top 100 Companies To Work For List)
 Through employee opinion surveys
 Tracking complaints and lawsuits
 Other measures (please specify): _____

17. In your opinion, what are the highest costs associated with diversity initiatives? (Check all that apply.)

- Additional recruitment expenses
- Consulting expenses
- Other (please specify): _____
- Staff devoted to diversity issues
- Diversity training expenses

18. How often does your organization audit its compensation systems to uncover potential inequities among different groups of employees? (Check all that apply.)

- Twice or more per year
- Less than once per year
- Annually
- Not at all
- When challenged by an employee, manager or government agency

This portion of the survey focuses on the demographics of both you and your organization.

19. How strongly do you agree or disagree with the following statement: "HR is seen as a strategic business partner in my organization?" (Circle one number.)

Strongly Disagree
Strongly Agree

1
2
3
4
5

20. In which years has your organization been named in the *FORTUNE 1000* list and in which years has your organization been named to *FORTUNE'S Top 100 Companies To Work For* list? (Under each category, check one box for each year.)

	<u>FORTUNE 1000</u>			<u>FORTUNE Top 100 Companies To Work For</u>		
	<u>Named</u>	<u>Not Named</u>	<u>Don't Know</u>	<u>Named</u>	<u>Not Named</u>	<u>Don't Know</u>
1996	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1997	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1998	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. What were your organization's overall revenues (revenues for all divisions) for the fiscal year ending 1998? _____

22. What were your division's overall revenues for the fiscal year ending 1998? _____

23. What were your organization's overall revenues (revenues for all divisions) for the fiscal year ending 1999? _____

24. What were your division's overall revenues for the fiscal year ending 1999? _____

25. How many people are employed at your location? _____

26. In which state is your location? _____

27. What percentage of employees at this location are unionized (under a collective bargaining agreement)? _____%

28. Which industry best describes this location's main business? (Check only one.)

- Construction & Mining/Oil & Gas
- Educational Services
- Finance
- Government
- Health
- High Tech
- Insurance
- Newspaper Publishing/Broadcasting
- Manufacturing (Durable goods)
- Manufacturing (Non-durable goods)
- Services (non-profit)
- Services (profit)
- Telecommunications
- Transportation
- Utilities
- Wholesale/Retail Trade
- Other (please specify): _____

29. In the past five years at your organization, have the numbers of employees in the following groups increased, stayed the same or decreased? In addition, please indicate what percentage of your organization's current workforce fits into each group. We realize individuals at your organization may fit into more than one category, thus the percentages will not total 100%. **(Check one box per row and write in a percentage.)**

	Increased	Decreased	Remained About the Same	Don't Know	Percentage
African American (not of Hispanic origin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Caucasian/White (not of Hispanic origin)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hispanic/Latin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Native American (American Indian or Alaskan Native)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Females	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Males	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gays/lesbians/transgendered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Workers over 40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Employees with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Employees with English as a 2 nd language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

30. Are you a member of the Society for Human Resource Management (SHRM)?

- Yes No

31. Which ethnic description best describes you? **(Check only one.)**

- African American (not of Hispanic origin) Hispanic/Latin
 Asian/Pacific Islander Native American (American Indian or Alaskan Native)
 Caucasian/White (not of Hispanic origin) Other (please specify): _____

32. Are you... **(Check only one.)**

- Male Female

33. In which age group do you fit?

- Under 20 41 – 50
 20 – 30 51 – 60
 31 – 40 61 or older

34. What is your title? **(Check only one.)**

- Vice President Manager
 Assistant or Associate Vice President HR Generalist
 Director Supervisor
 Assistant or Associate Director Specialist
 Other (please specify): _____

Thank you for your participation!
Fax back to (703) 258-6489 or mail to SHRM Survey Program, 1800 Duke St. Alexandria, VA 22314 prior to March 6th!

APPENDIX C



APPROVAL LETTER

15th February 2010

Khawla Al Mahri
Department of Pharmacy
SKMC

Ethics Approval No: <i>Please quote this ref on all correspondence</i>	RS-15.02.2010 [117]
Research Title:	Diversity Management – A Case Study at Sheikh Khalifa Medical City
Principal Investigator:	Khawla Al Mahri

Thank you for submitting your application which was considered at the Research Ethics Committee meeting held on 4th February 2010. The following submitted documents were reviewed:

1. Research Application Form
2. Dissertation Proposal
3. Questionnaire
4. CV of the Principal Investigator

After a minor corrections on the questionnaire (corrected version available at the following link: <http://www.awraq-alward.com/researchsurvey/selectsurvey/TakeSurvey.asp?SurveyID=3JI613K1796KG>), the general consensus was that the committee approve this study from an ethical point of view.

The following committee members were present at the meeting and voted for its approval:

#	Member Name	Designation
1.	<i>Dr. Jaishen Rajah</i>	<i>Acting Chair & Consultant, Pediatrics</i>
2.	<i>Dr. Amit Kumar</i>	<i>Vascular Surgery</i>
3.	<i>Dr. Sabahat Wasti</i>	<i>Consultant, Physical Medicine & Rehabilitation</i>
4.	<i>Dr. Alessandro Salustri</i>	<i>Consultant, Cardiology</i>
5.	<i>Dr. Nagma Nawaz</i>	<i>Consultant, Radiology</i>
6.	<i>Dr. Valerie Stott</i>	<i>Consultant, PHC Services</i>
7.	<i>Dr. Afrozul Haq</i>	<i>Sr. Clinical Scientist (Clinical Chemistry, Dept. of Lab Med)</i>
8.	<i>Waiel Al Naeem</i>	<i>Pharmacist</i>
9.	<i>Tanya Jensen Resch</i>	<i>Administrative CRN-Research and EBP, Nursing</i>
10.	<i>Amanda Arnold</i>	<i>Coordinator – Patient Services</i>
11.	<i>Nisreen Ibrahim</i>	<i>Lay member</i>

Kindly note that approval is given on the understanding that the 'Guidelines for Ethical Research Practice' are adhered to as well as the requirements* of the Ethics Committee on study progress are fulfilled, as below:

- *It is the responsibility of the investigator to provide the committee with at least an annual update on the progress of the research.*
- *Any amendments or significant change which occurs in connection with this study and/or which may alter its ethical consideration, premature suspension or termination of the study must be reported immediately to the Research Ethics Committee.*
- *The investigator should notify the Research Ethics Committee office at the time of completion of the study by submitting a *completed Progress Report form for a final report.*
- *Research office should also be notified of the arrangements for publication or dissemination of the research including any feedback to participants.*

On behalf of the committee members, we are wishing you all the best and looking forward to the smooth, productive and successful accomplishment of this research study.

Sincerely,



Dr. Jaishen Rajah, FCPaed(SA), Crit Care, DA
Acting Chairman, Research Ethics Committee

Attachment: - Progress Report Form