Diversity Management in Higher Education Institutions: Key Motivators

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Abstract

Problem and Purpose – Diversity management, a subject of increasing interest over the last three decades in the business context, is even more relevant to higher education institutions, where diversity is present both in the supplier and customer side. In addition to general organisational improvements, most of the benefits arguably derived would have a direct impact on the cognitive processes such as problem-solving, creativity and learning, which are the core of the university reason for existence, being a centre for knowledge creation and transfer. However, the existing research covering diversity and its management in this particular organisational setting is very scarce. This paper aims to fill some of this gap. The purpose of this study is to identify the key motivators for ethnic diversity management in higher education institutions and the perceived benefits derived.

Method – The investigation took the form of in-depth structured interviews conducted through e-mail, policy document analysis and website reviews of four selected higher education institutions. Pattern matching (Yin, 1994) was employed as the mode for data analysis.

Findings – Ethnic Diversity Management was present in all units, however, it went beyond just the business case to include social justice view and other aspects. The HEIs studied were found to either manage diversity for purely ethical reasons, be motivated by a combination of moral considerations and perceived performance improvements, or completely culturally embrace diversity in the environment with less designated initiatives of diversity management, dependent on a range of variables present in each institutions related to their perceptions, goals and environment. Hence, both the social justice case and business case were concluded to be strong motivators for diversity management in the higher education context.

Originality/value – The paper highlights various DM initiatives, strategies as well as observed effects, hence solidifying the arguments for recognizing and managing diversity and the link between well managed diversity and performance in various aspects, both in business and higher education context. The study is expected to make a contribution to knowledge by assisting in providing information on key motivators for DM in HEIs and is intended to be an elementary supplement for scholarly discourse in management science, and particularly DM in the HEI context.
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Table of Contents

1 Introduction .................................................................................................................. 3
  1.1 Background to Problem ......................................................................................... 5
  1.2 Problem .................................................................................................................. 6
  1.3 Purpose ................................................................................................................... 7
  1.4 Delimitations ......................................................................................................... 7
  1.5 Research Questions ............................................................................................ 7

2 Theoretical Framework ................................................................................................. 9
  2.1 Diversity Defined ................................................................................................. 9
  2.2 The Social Justice Case for Diversity ................................................................... 9
  2.3 The Business Case for Diversity .......................................................................... 10
    2.3.1 Competitive Advantage ............................................................................. 11
    2.3.2 New Talent Pool ....................................................................................... 11
    2.3.3 Consumers ............................................................................................... 12
    2.3.4 Better Problem Solving ......................................................................... 12
    2.3.5 Cultural Elements ...................................................................................... 13
  2.4 The Impact of Cultural Diversity on Organisational Performance ....................... 13
  2.5 Diversity Management ....................................................................................... 16
  2.6 Rationale for Diversity Management .................................................................. 17
  2.7 Diversity Management Initiatives ....................................................................... 19
  2.8 Diversity and Performance Measurement ......................................................... 20
  2.9 Resulting Theoretical Framework ..................................................................... 22

3 Methods ...................................................................................................................... 26
  3.1 Method Selection ................................................................................................. 26
  3.2 Limitations of Chosen Method .......................................................................... 27
  3.3 Validity and Reliability ...................................................................................... 28
  3.4 Conducting the Study ......................................................................................... 28
  3.5 Research Unit Selection ...................................................................................... 29
  3.6 Data Collection ..................................................................................................... 30
  3.7 Interview Question Design .................................................................................. 31
  3.8 Data Analysis ........................................................................................................ 32
  3.9 Theoretically Predicted Patterns ...................................................................... 33

4 Empirical Findings ..................................................................................................... 38
  4.1 Jönköping/JIBS .................................................................................................. 38
    4.1.1 Diversity Management Initiatives ............................................................... 38
    4.1.2 Rationale for Managing Diversity ................................................................. 39
    4.1.3 Observed Effects (and/or Measurement) of Diversity Management .......... 39
    4.1.4 Diversity Management and Strategy ............................................................. 40
    4.1.5 Future Aims and Improvements .................................................................. 40
  4.2 Halmstad University .......................................................................................... 40
    4.2.1 Diversity Management Initiatives ................................................................. 40
    4.2.2 Rationale for Managing Diversity ................................................................ 41
    4.2.3 Observed Effects (and/or Measurement) of Diversity Management ............ 42
1 Introduction

This section will introduce the thesis topic in the broader context and present background information to the research problem. Further information is meant to motivate the study, discuss the problem, as well as present the purpose. It also provides a set of auxiliary research questions that were developed based on the research purpose in order to facilitate the analysis.

The ongoing process of globalisation has changed the market in ways that have created opportunities as well as new challenges for organisations (Lattimer, 1998; Moore, 1999). Embracing diversity by identifying, comprehending and valuing the differences among the employees is a major challenge due to, as Lattimer (1998) maintains, intensified competitive pressures, deregulation, progressively more complicated and diverse clientele bases as well as the need to manage performance of individuals who are a part of a more diverse workforce. This has led the matter of diversity to shift from being a mere social ideal to becoming a conventional business practice (Lattimer, 1998; Barbosa and Cabral-Cardoso, 2007). This also stands true for Higher Education Institutions (HEIs), as they, too, are organisations – they have their own goals to pursue, control their own performance, and share numerous other characteristics pertaining to the concept.

Ensuring that diversity is acknowledged and beneficial to respective organisations remains a key concern of Diversity Management (DM) as research suggests (e.g. Milem, 2003; Yang & Konrad, 2011; Pitts & Jarry, 2007). While the broader concept of diversity includes differences in variables such as age, gender, sexual orientation, and religious belief, the primary focus of this paper is on the ethnic dimension of diversity. However, the instrumental rather than normative argument that is presented in this thesis will be based on the business case for diversity which argues that diversity should be seen as a business opportunity and a means to attaining competitive edge therefore enabling the building of an even more dynamic as well as creative institution, by virtue of which they will be able to display relevance to wider customer bases, and in so doing, perform to desired levels (Cox & Blake, 1991; Pitts & Jarry, 2007). Therefore, communal, organisational and personal considerations and assumptions are put under scrutiny.

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1 Here the authors refer to the identity created by nationality, race and cultural background (Phinney, 1996).
The increasingly active debate regarding the merits of pluralism in knowledge creation augments the importance and applicability of the subject of diversity to the education context, where the concept of knowledge is central (Tsui, 2007; Lapid, 2003; Miller, Baird, Littlefield, Kofinas, Chapin & Redman, 2008). Developing the discussion of the academics, it can be argued that multiple views and perspectives present an opportunity for improved knowledge construction and management (Miller et al., 2008). In addition, the aforementioned academics suggest that diverse perspectives and multiple viewpoints also contribute to a better understanding of issues. Hence, in HEIs, where creation and transfer of knowledge are the fundamental end-goals, a diversity of ideas and ways of thinking is a matter of direct relevance (Miller et al., 2008).

Empirical evidence of DM in HEIs is limited (Milem, 2003) due to the fact that diversity in itself is quite difficult to study in institutions as it tends to bring up delicate matters that may prove difficult to deliberate. Also, organisations, the research units in this thesis being no exception, are sceptical about sharing certain information considering the judicial environment and the potential for legal action. This study is intended to bridge some of this empirical evidence gap in the HEI context, and is also expected to make a contribution to knowledge by assisting in providing information on key motivators for DM in HEIs. Furthermore, it is intended to be an elementary supplement for scholarly discourse in management science, and particularly DM in the HEI context.

The paper first attempts to not only define diversity to fit the context within which the study is made, but also present the social justice and business case for diversity. This is followed by a diversity management discussion, in terms of what reasons are given generally for managing it, the initiatives employed and how it is measured in HEIs. These descriptions ultimately lead to a resulting DM framework devised for the purpose of this study. The method section provides an overview of the research design, methods and limitations of the method encountered during the study. The subsequent sections are a presentation of the empirical findings based on the in-depth, semi-structured interviews and policy documents, followed by an analysis of these findings in relation to the devised framework and literature review provided in earlier sections. The paper concludes by pointing out the distinct types of diversity perceptions with corresponding diversity management motivations seen to emerge, and provides recommendations in brief.
1.1 Background to Problem

In every system, public or private, no two organizations are alike as they possess individual histories, their own geographical localities and have their own kind of faculty and students, hence diversity is inevitable in Higher Education Institutions. If viewed through the ‘international lens’, it is to be found that there is an unmistakable assortment of the way in which organisations have, as Meek and Wood (1998) put it, formally organised and re-organised themselves. Faculty, staff and student diversity are seen as vital for the reason that the diverse individuals are seen to support specific groups and also provide diverse viewpoints to institutional success and quality (Smith & Wolf-Wendel, 2005, cited in Robinson–Neal, 2009).

Studies show that a diverse organisational environment, which applies also to education institutions, is more effective for the learning process than one that is less diverse or homogeneous (Terenzini, Cabrera, Colbeck, Bjorklund & Parente, 2001). It is also argued that greater tolerance and understanding have been endorsed among racially and ethnically diverse student groups, with implications that ethnical and racial diversity has a relatively positive effect on the learning settings for different students. This issue is, however, is still yet to be explored and examined due to the insufficient research that has so far been conducted (Terenzini et al., 2001).

There has been opposition among scholars of the claimed degree to which diversity management, unlike the earlier Affirmative Action (AA) activities in organisations, is not only legit but also accurate (Agocs & Burr, 1996). According to Jenner (1994), the DM concept is seen to draw many different meanings. Various sectors, the tertiary education sector being no exception, have different and sometimes similar motivators for DM within their organisations. Even though, as has been mentioned, some empirical studies have been done in relation to DM in HEIs, most of what has been done is either subjective, restricted to single institutions (Bradly, 1993), or has undergone significant methodological problems (Stanley & Reynolds, 1994). Of course there exist some detailed studies that are country specific (e.g. Birnbaum, 1983) and demonstrate the link between DM initiatives and higher Education Diversity (Meek & Wood, 1998).

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2 Affirmative Action is originally a US legalistic approach based on the principle that organizations need to mirror the social diversity of the community at large (Barbosa & Cabral-Cardoso, 2007).
There exist claims that diversity has an influence on almost every facet of higher education: “access and equity, teaching methods and student learning, research priorities, quality, management, social relevance, finance, etc.” (Meek & Wood, 1998, p. 5). It is for this reason that the relevance of a study of Diversity Management cannot be overlooked or underestimated. For example, Stadtman (1980) holds that diversity entails availability of higher education opportunities, gives a wider range of learning choices, creates a match between the needs and capabilities of students and the education provided, gives institutions the ability to choose their mission and confine their activities, it responds to societal pressures and becomes a prerequisite of tertiary education freedom and self-sufficiency. All things considered, what drives HEIs to manage diversity remains almost inconclusive and is worth being studied.

1.2 Problem

Worldwide access to higher education fostered by globalisation presents universities with a bigger market and wider customer base, a development which brings its opportunities along with challenges, one of them being diversity – a phenomenon which, if properly managed, can become a competitive advantage (Cox & Blake, 1991).

Organisations, and particularly leaders within organisations, have developed an enthusiasm to see practical tactics, hypotheses and techniques as well as models that constitute the multi faceted arena of Diversity Management. In recent years, as has been demonstrated by research in Human Resources, practitioners in the field of diversity have acquired a rather strong will to manage diversity and attempt to confirm the link between diversity management, organisational performance, and the organisation as a whole (Yang & Konrad, 2011). This study is intended to fulfil some of that need in higher education context.

Diversity in the higher education context is created differently than in a business environment due to the unique nature of educational institutions, where the clients – students – are under relatively much higher control and influence of the organisation (Ruben, 1999; Stewart & Carpenter-Hubin, 2000). Moreover, diversity will exist among the staff and faculty, and, in addition, among students. Hence, diversity can be argued to have an even higher impact and consequently even greater importance in this particular setting, which leads to the proposition that research of diversity management in education, is highly relevant and needed.
However, diversity is an only recently established management dimension and research topic as part of “the new Human Resource Management” and has a weak theoretical basis (Pitts, 2005). Even later this concept has been adapted to the educational setting – toward the end of the 20th century (Pitts & Jarry, 2007; Gurin, Dey, Hurtado & Gurin, 2002; Stewart & Carpenter-Hubin, 2000). Milem (2003) points out that even though there is an emerging body of research that evidences diversity and its effects, there is unfortunately, not much empirical evidence that exits about how HEIs are influenced by the diversity within them.

There are many aspects that can be investigated concerning diversity in education context, however, this paper aims to address the issue that is arguably important to understand first, before more in-depth questions can be explored, and that is how HEIs perceive diversity and what makes them manage it, which is relevant due to the complex nature of diversity as being simultaneously an ethical and performance issue, as will be further discussed. Thus, this paper will look at the current situation of diversity perceptions and treatment in HEIs, approaching this question from the angle of exploring the underlying motivations for diversity management and the perceived effects of it as proposed by the business case of diversity.

1.3 Purpose

The purpose of this study is to identify the key motivators for ethnic diversity management in higher education institutions and the perceived positive effects derived.

1.4 Delimitations

This study is limited to the ethno-racial dimension of diversity due to the fact that it has the highest impact on the cognitive processes directly relevant to the education context. The selection of research units from our geographical area of interest, the southern region of Sweden, was restricted to the universities claiming that internationalisation and diversity are present in their institutions.

1.5 Research Questions

Considering the many decades that Human Resource Management (HRM) has existed and become more and more sophisticated, it can be safely said that existing literature indicates that no consensus has been reached for the present on the approaches to harnessing
differences in people for organizational benefits (Cox & Blake, 1993; Pitts & Jarry, 2007; Yang & Konrad, 2011). In the light of this Diversity Management was conceived. In its multifaceted nature, and as an essential part to organisations, the following questions are sought to be answered by this thesis:

1. What are the key motivators for diversity management in higher education institutions?

2. What are the perceived positive effects of diversity and its management in higher education institutions?
2 Theoretical Framework

This section will provide the theoretical foundation addressed in the thesis. It is meant to, in addition to the first section, equip the reader with the needed tools to make informed reflections of the purpose and to not only understand but also critically review the analysis and conclusions of the entire research venture. The chapter is concluded with a resulting theoretical framework designed for this thesis by the authors.

2.1 Diversity Defined

Diversity covers visible and non-visible aspects by which individuals classify themselves as well as others (Ely & Thomas, 2001). It is embedded in an individual’s identity. The definitions devised by most academics (e.g. Cox, 1993; Ingley & van der Walt, 2003; Mor Barak, 2010; Milliken & Martins, 1996) focus on the differences in attributes such as gender, race, religion, sexual orientation, age, disability and ethnic origin.

2.2 The Social Justice Case for Diversity

While the primary focus of this paper is on the business case of diversity, the social justice case has its significance being the basis for the legal requirements related to diversity and equal opportunities; in addition, it has a historical importance and forms a part of the modern corporate social responsibility practices. Miller (1999) suggests that there are two kinds of equalities in social justice. First, distributive equality stands for an equal distribution of rights (or other benefits of this kind) for all people since this is what lies in the core of justice for society in general. Second, people within society treat and live with each other as equals, i.e. there are no hierarchical categories or classes established.

Goodman (2001) alternatively argues that social justice is about equity and power relations, it also mainly concerns creating new and more equal opportunities for people in society, giving them the chance to explore their full potential in a fair way. Furthermore, she relates diversity and social justice as being of a great importance for society in the workplace, since diversity itself is “understanding, acceptance and appreciation of cultural differences” (Goodman, 2001, p. 4), and social justice is promoting and standing for further exploring such differences, in an attempt to inter-relate them and make people benefit from them as much as possible. Additionally, social justice is argued to be closely related to diversity because both concepts’ aim is to address a similar dilemma, and correspondingly find an appropriate solution for it. That is, to promote equal opportunities within society, namely
By and large, the social justice argument is founded on the conviction that no one should be denied equal access to employment, and when employed should be provided with equal access to training and development. The social justice case also holds that no one person should be subjected to any form of discrimination, bullying and harassment, be it direct or indirect (CIPD, 2005). This, according to CIPD (2010) is what is known to be the right to fair treatment, and the law is what sets minimum standards. As the legal aspects are not an area of interest of this paper, the authors will not engage in a further discussion of the relevant anti-discrimination laws.

Since diversity is currently for the most part associated with management practices and impacts, the main driver making it so widespread, but still just and fair, is the business side of it. A workforce that is represented by socio-demographically diverse groups is valuable as one approach of obtaining business advantage (Tomlinson & Schwabenland, 2010).

### 2.3 The Business Case for Diversity

According to Kochan et al. (2002) it was during the 1900’s that diversity rhetoric was seen to accentuate the business case for workforce diversity. Today, there exist numerous studies that present support for the business case for diversity. Cox (1993) states that the business case for diversity can be made in a number of ways. Even though many agree that arguments for the business case are built on the social justice arguments, it must be in no way concluded that the business case is a substitute for the social justice case. Simply put, diversity management makes good business sense. This statement is what is now recognized as the business case for diversity.

Robinson and Dechant (1997) point out that building a business case for diversity is much harder than developing a case for other issues in business for the reason that the impact that diversity has on the bottom line, has neither been measured in a orderly manner nor documented in such a way that retrieval and use of this data is easy. Some critics (e.g.
Noon, 2007) “argue that scientific evidence supporting the business case is lacking, and that the ‘diversity industry’ is simply earning a lot of money selling diversity training and advice when the business benefits of diversity are not proven by research” (Fischer, 2007, p. 17).

Contrary to many views, the business case for diversity is strong and undergoing constant changes as businesses too, are changing. According to Robinson and Dechant (1997), cost savings and winning the struggle for talent are regularly cited as arguments for diversity, especially since the release of the *Workforce 2000*\(^4\) report. However today, other arguments for the business case for diversity are seen to emerge and these include organizational survival, competitive advantage, transitions in generations, demographics, customer bases and psychological contracts, better problem solving, cultural aspects, improving market place understanding as well as for the sake of ridding organisations of conformity by managers. The business case arguments most relevant to this study and the education context in general are as follows.

### 2.3.1 Competitive Advantage

In order to be innovative, an organisation ought to acquire diversity, be proficient at finding differences and bringing it together in a healthy functional way. By optimising a diverse workforce, creativity and innovation can be kindled (Robinson & Dechant, 1997). For more organisations and industries alike, the new opening for competitive advantage is innovation which like diversity, tends to be misunderstood. Contrary to what many think, innovation occurs at intersections, when different things are brought together (Johansson, 2005).

### 2.3.2 New Talent Pool

At the end of 2008, the U.S Bureau for Labor Statistics approximated that 70 per cent of employees in organisations were women and people of colour. This is significantly different than the overall makeup of the workforce but even more different than the leadership of the workforce as it stands today. Hence forth, organisations are increasingly in a situation

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\(^4\) A report by Johnston and Packer in 1987 which reinforced the case for diversity management and foresaw a greater fragment of the labour force being occupied by the underrepresented groups. Other changes foreseen include the growth of the service segment, market globalization, technological progression, and demographic transitioning of the workforce.
where it is no longer enough to say the right thing about diversity as many business leaders have become good at doing in the past decade or so. Robinson and Dechant (1997) add that organizations are in a constant battle for hiring and retaining top employees from the aforementioned minority groups.

It is therefore even more true that if an organization does not efficiently and effectively attract, engage, and retain women and other underrepresented minorities, it will be contending for a fraction of available talent that is decreasing by the day.

### 2.3.3 Consumers

According to Robinson and Dechant (1997, p. 26) “the consumer market for goods and services is becoming increasingly diverse”. The very demographics are shifting to the consumer populations. Not only are the numbers changing but also buying power is changing. If organizations are interested in new businesses, it is increasingly to be found with racial and ethnic minority populations. The most rapid increases are taking place in these populations. Therefore, it is vital that as an organization seeks to maintain relationships with consumers and grow its consumer base, it must consider diversity and inclusion. Besides gaining market penetration, Robinson and Dechant (1997) add that benefits can be derived from the good will of diverse consumers who would rather spend their money on items produced by, and support a business that has a diverse workforce.

### 2.3.4 Better Problem Solving

Page (2007) in his book, The Difference, states that cognitive diversity is good at driving better problem solving and better solutions. If an organization understands and believes in the value of cognitive diversity, it must find means to bring them together. Authors such as Richard, McMillan, Chadwick and Dwyer (2003) and Thomas (2005) note that diversity can be a knowledge resource for problem solving. The key is to identify ways of bringing different thinking styles together and deal with the friction that may accompany that heterogeneity. Robinson and Dechant (1997) hold that even though conflict may arise within diverse groups, they eventually perform better than homogenous groups in establishing problem views and propagating other solutions. See also, e.g., O'Reilly, Williams and Barsade (1997).
2.3.5 Cultural Elements

There is increasing awareness of the importance of organizational culture. Not all organisations are aware, however experts on the matter, e.g. Cox and Blake (1991), DiMaggio (1997), Hofstede, Neuijen, Ohayv and Sanders (1990), Wilderom, Glunk and Maslowski (2000), are increasingly aware of the impact of organisational culture. Two things can be viewed, employee retention and employee engagement which are both attached to the financial context of the organisation. Therefore in order to adjust retention numbers or employee engagement numbers, organizational culture is one of factors that must be understood i.e. understanding what the organisational culture is and what influences it and whether it is a culture that works for all kinds of people within that organisation. To attain good culture that is engaging and to achieve parity of retention, it is imperative that diversity and diversity needs of the workforce are understood thoroughly.

Research for the business case for diversity does not claim in any way that diversity always has positive effects for organisations where diversity is present, on the contrary evidence that has been presented by numerous authors, does not dispute the business-case discourse intended to persuade those responsible in organisations to manage diversity.

2.4 The Impact of Cultural Diversity on Organisational Performance

For the purposes of this research we will define performance as “the achievement of organisational goals related to profitability and growth in sales and market share, as well as the accomplishment of general firm strategic objectives” (Hult, Hurley & Knight, 2004, p. 430-431). The link between diversity in the workplace and performance has been researched on several levels; most of the literature covers individual and group performance (McMillan-Capehart, 2006), while this paper will focus primarily on performance at the organisational level. However, under the assumption that group effectiveness and performance is eventually reflected and translates into organisational performance, research on the group level outcomes is also relevant.

The three main theories linking ethnic diversity and group/organizational performance are social identification and categorization theory, similarity/attraction theory, and information and decision-making theory. The former two predict negative impact on performance, while the latter suggests that diversity will have a positive impact on performance (Pitts & Jarry, 2007).
The identification and categorization theory, based on the in-group/out-group concept in psychology, suggests that individuals tend to categorize themselves and others in different groups (according to, e.g., organizational, religious, gender, ethnic and socioeconomic lines) and judge people that are perceived to belong to a different group than themselves. This has a negative impact on communication and collaboration efficiency, thus contributing to suboptimal work-related outcomes and ultimately decreased organizational performance (Pitts & Jarry, 2007).

The similarity-attraction theory is rooted in the positive psychological reaction to similarity, which induces interpersonal attraction (Byrne, Clore & Worchel, 1966). That, in turn, contributes to better psychological work environment and effectively, more efficient collaboration. Thus, this theory suggests that heterogeneous work groups present lower efficiency levels than homogeneous ones, and the relationship between diversity and performance is negative.

Finally, according to the information and decision-making theory, the composition of a group will have an influence on how the group communicates, processes information, and makes decisions (Gruenfeld, Mannix, Williams & Neale, 1996). Within this theory, according to Tziner & Eden (1985, cited in Pitts & Jarry, 2007), heterogeneous groups tend to benefit from a larger knowledge pool, more creativity, and a higher number of ideas generated. More importantly, it has been argued that the positive effects arising from a wider information base available may even be enough to offset process problems (Jehn, Northcraft & Neale, 1999). However, the reliability of this theoretical stream and strength of the hypothesis it advocates have been questioned, some of the reasons being the fact that most studies have focused on diversity in education and function rather than ethnicity (Ancona & Caldwell, 1992), and the inapplicability of the information benefits to routine tasks (Pitts & Jarry, 2007).

In addition to the aforementioned major theory streams, there are a number of other findings related to the relationship between diversity and firm performance. As this paper focuses on the ethno-racial diversity, the findings presented also concern this particular dimension of diversity. The results of different studies on diversity and performance on the organisational level in financial terms are inconclusive or even contradictive. While Hartenian and Gudmunson (2000) concluded that firms with higher ethnic diversity show higher earnings and net profits and Erhardt et al. (2003) found that racial diversity in the
top management team was positively correlated with ROI\(^5\) and ROA\(^6\), a study by Sacco and Schmitt (2005) showed a negative relationship between racial diversity of the business unit and profits (cited in De Abreu Dos Reis, Sastre-Castillo & Roig-Dobón, 2007). Moreover, several other studies did not find any relationship between racial diversity and performance (Ely, 2004; Kochan et al., 2003; Pelled, 1996, cited in De Abreu Dos Reis et al., 2007).

However, several factors have to be considered that have an influence on how diversity affects performance. At a group level, an important variable is time; over time, individuals adjust to the culturally diverse environment within the team, therefore the negative effects of heterogeneity in the group decline, which in turn results in higher process effectiveness and better general performance (Watson, Kumar & Michaelsen, 1993). At a certain point these indicators will reach the levels of homogeneous groups, while still retaining the benefits of wider array of perspectives, ideas and alternatives in decision-making (De Abreu Dos Reis et al., 2007).

At an organisational level, strategy has been proposed as a moderating factor. For firms with a growth strategy, it was found that racial diversity is related to higher productivity and ROE\(^7\) (Richard, 2000). By contrast, in the same study racial diversity was discovered to affect productivity negatively if the firm was following a downsizing strategy. (This seems to suggest that in a crisis or downturn, a more homogeneous company will be more efficient due to its cohesiveness, while at financially strong periods companies will benefit from the perspectives and ideas contributed by a more heterogeneous workforce.) In addition, Richard, Barnett, Dwyer and Chadwick (2004) studied two more variables at the organisational level – innovation and risk taking, and concluded that while innovation moderated the relationship between racial diversity and performance positively, risk taking had the opposite effect.

It is evident that the majority of research seems to prove the fact that diversity per se presents more negative influences than positive, revealing process-related difficulties arising from ethnic diversity without sufficient benefits gained from a wider information base, which eventually results in a negative contribution on performance (Pitts & Jarry, 2007).

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\(^5\) ROI – return on investment.

\(^6\) ROA – return on assets.

\(^7\) ROE – return on equity.
However, that is so for unmanaged diversity, hence the value of diversity management – it has been suggested that, successfully performed, it can turn a mostly negative organizational phenomenon into a positive one (e.g. Cox & Blake, 1991; Washington, 1993, etc.). Thus, firms can create a new competitive advantage, and more importantly, a sustainable competitive advantage, which, it has been argued, can only emerge from human and organisational resources as opposed to physical resources (Barney, 1991, cited in Wright, Ferris, Hiller & Kroll, 1995).

2.5 Diversity Management

Diversity management is said to emanate from affirmative action (positive action). Agocs and Burr (1996) note that there have been claims that managing diversity affords a less questionable option to affirmative action.

Ivancevich and Gilbert (2000) differentiated the two as follows:

“Diversity Management is a corporate or managerially initiated strategy. It can be proactive and is based on operational reality to optimize the use and contributions of an increasingly diverse national workforce. Affirmative action is reactive and based on government law and moral imperatives. The improper or underutilizations of a diverse workforce is not a legal issue but it is a managerial and leadership issue” (Ivancevich & Gilbert, 2000, p. 88-89).

Managing diversity is difficult and ensuring progress in organisations is just as difficult. As organisations attempt to make it a conventional business issue in order to have the upper hand over competitors and deal with legal obligations, ways of proving the business benefits of diversity management are in increasing demand. According to Barbosa and Cabral-Cardoso (2007), managing the growing diversity of organizational workforces has become a strategic issue that organizations seeking to attain and/or preserve an international competitive advantage can no longer overlook. Ivancevich and Gilbert (2000, p. 75), state that diversity management “refers to the systematic and planned commitment by organizations to recruit, retain, reward, and promote a heterogeneous mix of employees”. While Arredondo (1996) provides a rather comprehensive definition that grasps the general idea of Diversity Management and what it entails:

“Diversity Management refers to a strategic organisational approach to workforce diversity development, organisational culture change, and empowerment of the
workforce. It represents a shift away from the activities and assumptions defined by affirmative action to management practices that are inclusive, reflecting the workforce diversity and its potential. Ideally it is a pragmatic approach, in which participants anticipate and plan for change, do not fear human differences or perceive them as a threat, and view the workplace as a forum for individual’s growth and change in skills and performance with direct cost benefits to the organisation” (Arredondo, 1996, p. 17).

Not only is the subject of diversity management academically and expressively challenging to get to grips with, but creating a difference in such a way that organisations identify, value and manage these differences to bring forth success and add value to a business’ performance, generates the need for a programme which goes beyond having just a little understanding and knowledge about diversity itself (CIPD, 2005).

Kandola and Fullerton (1998) suggest that the basic concept of Diversity Management consents that the workforce is made up of a diverse populace. They further add that the foundation of diversity management lies on the principle that taming these differences will ultimately lead to a productive environment in which a sense of being valued is felt in the workforce, an environment where talents are being utilised fully and in which goals of the organisation are met.

Diversity Management today does not necessarily view differences as set entities which dismiss each other but rather emphasises bringing together all these differences regardless of what they are, in such a way that cooperation, dynamism and creativity are processed in a comprehensive manner.

Unlike common perception that managing diversity is the concern of only Human Resources within an organisation, it is in actuality, the concern of all within an organisation and does by no means rely on positive action, otherwise known as affirmative action.

2.6 Rationale for Diversity Management

Consultants, business leaders and academics have championed the ‘valuing diversity’ approach to diversity management and draw attention to the fact that that a diverse workforce that is managed well, is a potential source of competitive advantage for organizations (Cox & Blake, 1991). Against the background evidence that suggests that an organisation is bound to have reduced performance and increased costs if they have poor
diversity practices, it follows that it is essential that a business have better diversity management (CIPD, 2005). The challenge to do the right thing in the right way when it comes to diversity management therefore places premium on value systems that take ethicality, inclusivity and fairness into account.

Numerous case studies have been conducted on the benefits organisations have gained from successful implementation of diversity management initiatives, which we define as “any formalized organizational system, process, or practice developed and implemented for the purpose of effective diversity management” (Yang & Konrad, 2011, p. 7). Wrench (2002) lists several of the advantages found – a higher quality/calibre of candidates applying for a position in the firm, enhanced attractiveness of products and services to multi-ethnic customers and clients, increased innovation, creativity and problem-solving abilities of the diverse teams composed, better access to international markets through the connections provided by employees, avoiding the costs of racial discrimination, eg., damage to the company image or financial penalties, and a higher success rate of winning contracts or attracting custom from corporate clients who value diversity etc.

Apart from social responsibility goals that are reached through diversity management, performance wise Cox and Blake (1991) propose six dimensions where firms can achieve competitive advantage resulting from effective diversity management. Those are: 1) cost, 2) resource acquisition, 3) marketing 4) creativity, 5) problem-solving, and 6) organisational flexibility. Firstly, it is argued that unsuccessful integration of workers creates costs in form of turnover rates, productivity losses caused by low job satisfaction, and absenteeism. Therefore, companies that manage the integration process effectively obtain cost advantages over those which do not.

Secondly, the resource acquisition argument focuses on the human capital firms have access to – a positive image in terms of diversity initiatives will ensure that the best personnel is attracted, especially taking in account the changing composition of labour pool (Cox & Blake, 1991). Thirdly, multi-national companies will benefit from more targeted and thus effective marketing activities if they are to successfully exploit the insights of multi-cultural personnel. The 4th and 5th arguments about creativity and problem-solving capabilities are similar to the group level benefits discussed in the previous section. Finally, the system flexibility argument addresses the advantage of being able to adjust and react to a changing environment faster and more effectively due to two factors brought about by
successful diversity management – increased cognitive flexibility achieved through a diverse workforce, and higher organisational flexibility in terms of processes, openness to new ideas and ability to handle change.

However, Anderson and Metcalfe (2003) suggest that, while there are claimed advantages for diversity, and likewise, there are proposed disadvantages, the scarcity of vigorous research investigating the impact of diversity on businesses has raised doubts about the existence of any link at all. Nevertheless, diversity management, which entails enhancement of the positive effects and mitigation of the negative effects, is argued to benefit organisations (Washington, 1993). Problems are suggested to potentially surface if the said management is lacking or is not performed correctly – Washington (1993) has noted that lack of DM or mismanagement of diversity creates tension between employees and results in lower productivity, increased absenteeism and higher turnover rates.

The business view taken holds that diversity management goes further than the ethical and social justice case, and promises to make a constructive and strategic contribution to the successful function of an organisation (Kandola & Fullerton, 2003; Cox & Blake, 1991; Anderson & Metcalf, 2003). Therefore diversity management is being applauded as an advantageously appropriate and results-oriented approach.

### 2.7 Diversity Management Initiatives

Having discussed the rationale for DM, the authors will proceed to briefly review some of the practices available to organisations. The academic literature discusses a range of diversity management initiatives that organizations adopt to manage diversity, such as top management support, diversity management training, promotion and career advancement strategy, compensation programmes, mentoring programmes, job design, recruitment plans, network groups, outreach programmes (e.g. Ivancevich & Gilbert, 2000; Wrench, 2002), education programmes on valuing differences, promotion of knowledge and acceptance of cultural differences, cultural inclusion (Cox & Blake, 1991), reflection in organisational values and value statements (Wrench, 2002). Pirits (2005) argues that diversity management includes three components – recruitment and outreach programmes, programmes aimed at increasing cultural awareness, and pragmatic management practices (e.g. flexible time options or part time work) (see Figure 1). Wentling and Palma-Rivas (1997) studied the diversity management initiatives most often used in the USA and in addition to the aforementioned ones listed such activities as diversity retention plans,
marketing plans for a diverse customer base, diversity progress reports, diversity accountability guidelines for managers, and quantitative and qualitative diversity performance measures (cited in Wrench, 2002).

Arredondo (1996) stresses the importance of careful planning for effective diversity management, suggesting that for the strategy to be successful it has to be well designed and all the different elements of the diversity management programme have to be integrated. An interesting idea has been proposed by Wright and Snell (1991) who have analysed diversity management practices within the resource based view – they have argued that an effective diversity management initiative combination can become a competitive advantage due to synergies arising between different components, which would be difficult to identify, while replicating the whole programme would be too costly for the competitors (cited in Yang & Konrad, 2011).

![Figure 1 Comprehensive Model of Diversity Management (Pitts, 2005, p. 35)](image)

2.8 Diversity and Performance Measurement

If diversity and its management are judged to be of value in higher education institutions, the efforts towards achieving progress in this area need to be measured and assessed (Stewart & Carpenter-Hubin, 2000). For higher education institutions, diversity and efforts
related to its management can be successfully placed into their internal performance measurement systems, according to Stewart and Carpenter-Hubin (2000). It is a forward looking and thus a leading measure, i.e., the indicators of the current state can be used as a predictor of future results (Kaplan & Norton, 1992). In the education setting, two dimensions or areas of diversity are present – student body composition and personnel. That is what distinguishes this type of organisation from the common business – not only human resources, but on the teaching side also customers – the university students – are under some level of control, responsibility and influence of the organisation. Thus, management of diversity has to be applied in two directions.

Strazzeri (2005) discusses the research side of educational institutions, and drawing from the results achieved from the implementation of an extensive diversity programme proposes that diversity management allows research institutions acquire the necessary resources in terms of academics and is crucial to stay competitive in the field. On the teaching side, it is argued that interaction with a diverse student body noticeably contributes to the learning outcomes of students (Gurin, Dey, Hurtado & Gurin, 2002). In addition, the creativity and problem-solving argument is directly applicable also to group tasks in the university education setting, thus it can be concluded that a positive environment of diverse students enhances the learning of students. Furthermore, the personnel of universities can be viewed the same way human resources are perceived in any other business, thus all the aforementioned arguments regarding the benefits of diversity management are valid, with the added impact of the fact that in this environment the cognitive and interactional advantages are particularly significant due to their relevance to the primary knowledge creation goals of the institutions.

The existing research on diversity and its management as internal performance measures is very limited. Stewart and Carpenter-Hubin (2000) propose diversity as a perspective within an adjusted Balanced Scorecard (originally introduced for the business setting by Kaplan and Norton in 1992). They argue that diversity is an important component and that this dimension should be aligned with the university goals, and specific measures should be determined that best represent movement towards objectives in this area, in relation to students, staff and faculty. In addition, Karathanos and Karathanos (2005) propose integrating the Balanced Scorecard with the Baldridge National Quality Program to achieve the best results, and they have found diversity to be a component of the internal performance measurement systems of institutions that have received the Baldridge
National Quality Award, thus suggesting it to be a necessary and beneficial dimension to measure.

Finally, Ruben (1999) discusses excellence indicators in higher education and regarding diversity suggests that it is a less common measure due to the difficulties of quantification, alongside other nowadays acknowledged factors such as student satisfaction levels and value added. Thus it can be concluded that diversity and its management are a part of the new, forward looking and strategic dimensions, the significance of which are only relatively recently discovered and come into focus.

2.9 Resulting Theoretical Framework

In order to explore the relationship between diversity, its management and performance, the model proposed in Figure 1 will be used as the main framework. It is based on the theories, findings, concepts and the relations between them that are discussed above, including Pitts (2005), Pitts & Jarry (2007), Yang & Konrad (2011), Ivancevich and Gilbert (2000), Wrench (2002), Ruben (1999), Strazzieri (2005), and Stewart and Carpenter-Hubin (2000), where the former five sources have provided the general business view and the latter three – the education perspective of diversity. The particular focus area of this paper is the relationship between management of diversity and performance in the model. However, for it to be fully understood, the factors impacting goals have to be considered, too. Because the goals determine what constitutes performance, and this is an especially significant link in the educational setting where the performance dimension is not as straight-forward or fixed, nor as well defined and widely researched as in the business setting.

The article by Pits and Jarry (2007) helps to clarify the cause and effect sequence in the framework by explaining the ways diversity directly affects firm resource base and internal business processes (capabilities), more specifically, human (intellectual) capital and team productivity and cognitive processes. This will ultimately affect performance; however, it is important to identify the intermediate elements between these indirectly linked variables in order to gain a complete understanding of all the relevant cause and effect relationships, which in turn will aid in finding ways how managers can influence the favourable and unfavourable contributions of the phenomenon.
The link between the effects of diversity on the functioning of a business and diversity management can be illustrated by the following question: “How can diversity be managed most effectively to maximise benefits it renders and minimise the negative impact?” One of many useful articles discussing this issue is “Understanding Diversity Management Practices: Implications of Institutional Theory and Resource-Based Theory” by Yang and Konrad (2011). While this specific relationship in the diversity framework is not crucial or even directly relevant to fulfilling the purpose, it is necessary to acknowledge this link in order to have a complete picture and to connect the directly relevant variables.

While there is a direct link between diversity per se and performance, this paper also maintains that effective diversity management affects the performance and functioning of HEIs; this idea is based on the previous findings that prove that non-managed diversity presents a net cost to organisations (Washington, 1993; Pitts & Jarry, 2007). This is due to diversity being a phenomenon of dual nature – having both a positive and negative impact, mostly on firm resource base and internal processes such as problem-solving in teams (Gruenfeld, Mannix, Williams & Neale, 1996; Cox and Blake, 1991; Jehn, Northcraft & Neale, 1999; Pitts & Jarry, 2007). That presents a managerial challenge (that can be seen as an opportunity) which entails mitigating the negative effects and fully exploiting the positive effects of diversity in the workplace (Pitts, 2005; Jehn, Northcraft & Neale, 1999; Watson, Kumar & Michaelsen, 1993). If carried out well, it is argued that diversity management can indeed provide value to business performance (Jehn, Northcraft & Neale, 1999; Yang & Konrad, 2011; Wrench, 2002; De Abreu Dos Reis et al., 2007; Pitts & Jarry, 2007).

There are several distinct areas where these benefits can be observed. Using the previously discussed research by Cox and Blake (1991), Washington (1993), Wrench (2002), Yang & Konrad (2011), Richard (2000), Pitts & Jarry (2007) and De Abreu Dos Reis et al. (2007) as a basis, the authors have compiled the possible improvement dimensions under the following headings:

1) Resource base additions in the following areas:
   a. Idea and perspective pool;
   b. Local knowledge;
   c. Networks;
   d. Higher calibre applicants.
2) Internal process productivity gains:
   a. Team problem-solving abilities;
   b. Flexibility:
      i. Cognitive;
      ii. Organisational;
   c. Team creativity;
   d. Overall higher productivity caused by successful diversity integration.

3) Cost savings from:
   a. Lower turnover rates;
   b. Decreased absenteeism.

Diversity in the higher education context is created differently than in a business environment due to the unique nature of educational institutions, where the clients – students – are under relatively much higher control and influence of the organisation. Thus, there will exist diversity among the staff and faculty, and, in addition, among students. This presents some similarities with the business setting, such as managing employees in an organisation, and some dissimilarities, e.g. the fact that the representation of different nationalities within university staff and faculty is not only an internal phenomenon, but one also having a direct impact on the clients – the student body. This link is apparent in several ways; firstly, the diversity appreciation goal can be clearly communicated to the current and prospective students this way, creating a diversity-friendly environment, secondly, the cognitive benefits arising from a diverse interactional environment and the effect on the learning outcomes is enforced through a diverse professor/lecturer body; and finally, the direct effect on the breadth and depth of the knowledge base accessible both for research and teaching purposes.

For higher education institutions where internationalisation is a part of their distinctive offering in the market, diversity management is clearly of even higher significance. For them, diversity is not only a means of achieving competitive advantage through its effect on learning outcomes, but a competitive advantage in itself. Even if the ultimate result is the same, institutions bringing this issue to the forefront of their brand must be committed to excel in this area. On the other hand, it can be argued that internationalisation is a mainly positive or neutral element, which however brings with it the issue of diversity, which in turn is a phenomenon with both its advantages and faults. Even so, the higher
education institutions are assumed to be aware of this consequence of internationalisation and therefore be prepared to embrace the challenges accompanying it.

*Figure 2* Proposed Diversity Management Framework in Higher Education (by the authors)
3 Methods

This section discusses the sources of data, data collection techniques and data analysis procedure used in this study. It also highlights decisions about the research paradigm, research approach and research method employed. The choice of method used to a large extent depends upon the objectives of this study and also on the strengths and weaknesses of the method, as well as feasibility issues faced.

3.1 Method Selection

Since the aim of this research was to explore a phenomenon and its analytical objective was to describe and explain relationships between diversity, its effects and management thereof, a qualitative research approach was deemed most appropriate. Seeking to discover the true underlying motivation of higher education institutions (HEIs) to manage diversity as opposed to mere factors contributing to this motivation, a more in depth study of four universities was chosen instead of a survey of many. According to Stake (1995), this study would fit the instrumental research profile as it plays a supportive role to the area being studied and provides supplemental knowledge to strengthen the existing research.

Even though the original intention was to conduct a case study due to the depth of research it can provide, it proved to be infeasible given the time constraints (Yin, 1994; Gomm, Hammersley & Foster, 2000, cited in Rhee, 2004). Despite the fact that this study could in theory qualify for a case study, taken into account the multiple sources utilised and the appropriate research profile, as argued by Yin (1994), the authors agreed that the research did not reach the depth necessary for such classification of the method. This was due to the following reasons. Firstly, the very limited accessibility of relevant personnel to conduct more than one interview per research unit, secondly, time limitations, and thirdly, budgetary constraints.

8 According to Yin (1994), case study profile entails research questions of “why” or “how” type, in which way the research questions of this study can be easily reformulated, and a study of contemporary phenomena in their natural setting, which also fits this study.
3.2 Limitations of the Chosen Method

Employing the use of qualitative research poses many risks. Self-delusion and undependable or unacceptable convictions are common reasons as to why some failure occurs in qualitative methods of research. Seale and Silverman (1997) point out the dangers of inflexibility in qualitative research and defy the idea of qualitative research having an invalid and unreliable outlook.

Shenton (2004) holds that there exists significant opposition to acknowledge the trustworthiness of qualitative research, however frameworks exist that guarantee rigor and also support the claims of Seale and Silverman (1997). Shenton (2004) expands on this by zooming in on four criterions. Credibility, where the aim is to exhibit actual phenomenon under investigation; transferability, which aims at providing some level of detail in order to enlighten the reader with regard to the general setting in which the study could be applied. Dependability, where the creation of a replicable study is aimed at, and confirmability, where the aim is to showcase the results derived from the empirical data and not from what the authors have preconceived.

The traditionally emphasised shortcomings of qualitative research are the lack of objectivity and rigour in comparison to other methods (Rowley, 2002). A further disadvantage of this kind of study entailing only four research units can be likened to that attributed to case studies, which is that they are only “generalizable to theoretical propositions and not to populations or universes” (Yin, 1994, p. 10).

In addition, the high level of involvement and input from the units researched that in-depth interviews entail, might present challenges due to the sensitive nature of the research subject, i.e. although the participants are offered anonymity, they might be avoiding giving fully truthful answers to preserve their good standing. This is not necessarily true, but the possibility of this shortcoming ought to be acknowledged.

The authors aimed to address the aforementioned weaknesses of the selected method in the following ways. A standardised set of interview questions, which were to be answered in a written form, were used to increase the accuracy and rigour factor in the study. The fact that three authors were working on this research instead of one helped to achieve a higher level of objectivity, in addition to the authors used their best judgment to remain objective and unbiased, however it is hardly possible to eliminate the subjectivity aspect
completely. Finally, in order to encourage the respondents to give truthful answers, the universities and their representatives were offered anonymity, as well as e-mail communication was used to reduce any personal interaction or judgment regarding the sensitive issue of diversity.

3.3 Validity and Reliability

Babbie (2004) holds that precision and accuracy are two vital qualities in research measurement. He states that many social scientists when constructing and evaluating measurements, pay particular diligence to two technical considerations - reliability and validity. The two considerations are means to making certain that the method of research employed not only measures what they are meant to measure indeed, but also do this in an accurate manner. Validity communicates whether the measure used is an accurate representation of the notion at hand. Customarily, validity is presented as internal (truthfulness of the findings with respect to the research units in the study), or external (truthfulness of the findings with respect to research units not in the study) (Babbie, 2004). On the contrary, reliability alludes to the consistency to which the measuring device (interview questions in this case), provides consistent results. In Seale’s (1999) view, in order to guarantee reliability when conducting any form of qualitative research, it is imperative that the level of trustworthiness be examined. Under reliability are stability and consistency, meaning ability to preserve accuracy and resist change and the ability to bring forth analogous results when replicated, respectively. As Golafshani (2003, p. 602) so eloquently put it, “If the issues of reliability, validity, trustworthiness, quality and rigor are meant differentiating a 'good' from 'bad' research, then testing and increasing the reliability, validity, trustworthiness, quality and rigor will be important to the research in any paradigm.”

To ensure validity and reliability, the researchers thoroughly researched on Diversity Management in order to cover as much ground as possible. A total of twenty-one questions were made in relation to the research objectives to ensure that the motivators and perceptions of Diversity Management in Higher Education Institutions were determined.

3.4 Conducting the Study

This study involves triangulation using multiple sources, as it entails interviews, document analysis and review of university websites (Yin, 1994). Stake (1995, cited in Tellis, 1997b)
argues that triangulation denotes protocols that are used to enhance accuracy and ensure alternative explanations, and in case studies it is accomplished using multiple sources of data, such as documentation, archival records, interviews, direct observation, participant observation and physical artefacts (Yin, 1994). While it was determined that quantitative measures would usefully supplement and extend the qualitative analysis, no quantitative data was made available to us regardless of the numerous requests made. Table 1 summarises the strengths and weaknesses of the types of evidence that have been used in this study.

<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documentation</td>
<td>• stable – repeated review</td>
<td>• retrievability – difficult</td>
</tr>
<tr>
<td></td>
<td>• unobtrusive – exist prior to case study</td>
<td>• biased selectivity</td>
</tr>
<tr>
<td></td>
<td>• exact – names etc</td>
<td>• reporting bias – reflects author bias</td>
</tr>
<tr>
<td></td>
<td>• broad coverage – extended time span</td>
<td>• access – may be blocked</td>
</tr>
<tr>
<td>Interviews</td>
<td>• targeted – focuses on case study topic</td>
<td>• bias due to poor questions</td>
</tr>
<tr>
<td></td>
<td>• insightful – provides perceived causal inferences</td>
<td>• response bias</td>
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<tr>
<td></td>
<td></td>
<td>• incomplete recollection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reflexivity – interviewee expresses what interviewer wants to hear</td>
</tr>
</tbody>
</table>

Table 1 Strengths and Weaknesses of the Sources of Evidence (adapted from Tellis, 1997b, paragraph 41)

Finally, several research units were opted for due to the increased theoretical viability they can provide, as argued by Tellis (1997a, paragraph 17): “Multiple [units] strengthen the results by replicating the pattern-matching, thus increasing confidence in the robustness of the theory.”

### 3.5 Research Unit Selection

Following the multiple-unit design, literal replication logic was employed in research unit selection, as proposed by Yin (1994), which provides a theoretical support for predicted similar results. Ten universities were selected to be invited to participate in the study. The
criteria for their selection were geographical region – South of Sweden – for feasibility purposes and budgetary constraints, and an international profile as stated on their website. In addition, an active involvement in attraction of international students as well as diversity awareness was further criteria.

### 3.6 Data Collection

<table>
<thead>
<tr>
<th>University</th>
<th>Jönköping/JIBS</th>
<th>Halmstad</th>
<th>Gothenburg</th>
<th>University D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Administration</td>
<td>Department of External Relations/ Centre for Gender Equality</td>
<td>Vice Chancellor's Office</td>
<td>XXX</td>
</tr>
<tr>
<td>Name</td>
<td>Respondent A</td>
<td>Respondent B</td>
<td>Respondent C</td>
<td>Respondent D</td>
</tr>
<tr>
<td>Position</td>
<td>Human Resource Officer</td>
<td>Coordinator</td>
<td>Director of International Affairs</td>
<td>XXX</td>
</tr>
</tbody>
</table>

*Table 2 Data Collection Information*

The selected universities were contacted to determine their willingness to participate, of which the initial response rate was 40%. Structured in-depth interviews, which would constitute our primary data, and requests, were collected from the respective participants, and further requests were made for supplemental secondary data such as policy documents and relevant demographic data. The ones provided to us were policy documents and action plans.
The interviews were carried out using asynchronous computer-mediated communication (CMC). The e-mail was used as the medium due to several of its characteristics and the advantages it renders: firstly, the independence of date and time allows the interviewee to respond at their own convenience (Opdenakker, 2006), which results in better thought-out and prepared answers, secondly, the social cues of the interviewee are not important information sources for the interviewer in this type of research, and finally, this method was more financially feasible.

The overall process of the data collection has taken approximately two months. The interviewees have been contacted on a regular basis (at least once every week) regarding the provision of answers to the interview questions. That was necessary since a relatively big part of the respondents were not as approachable as anticipated. Eventually, we were forced by time restrictions to contact them through telephone, and try to establish what the problem/issue might be. The interviewees explained that the process of finalizing the interview questions is almost complete, and that we should expect them contacting us about it relatively soon.

<table>
<thead>
<tr>
<th></th>
<th>Interviews</th>
<th>Documents</th>
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<tbody>
<tr>
<td>JIBS</td>
<td>✔</td>
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<td>University of Halmstad</td>
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<td>University of Gothenburg</td>
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<td>University D</td>
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<td>✔</td>
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</table>

*Table 3 Data Collected*

### 3.7 Interview Question Design

A standard set of questions was formulated in order to ensure that all the necessary information was obtained in a structured way to enable the authors to identify trends by making comparisons and carry out a well-informed analysis. Open ended questions were employed to obtain truthful, unbiased and unaffected information. Further, closed-ended questions with unordered response choices were used to aid the respondents to consider wider range of perspectives when justifying the motivations for and initiatives within diversity management. A question that entailed ranking the five most important motivations was included to enable a more in-depth analysis of the main research concern
3.8 Data Analysis

Taking in account the factors discussed in the critical reflections section, collected data was reduced to a manageable size with summaries constructed. At the same time patterns were sought in the responses. Furthermore, the findings were interpreted in the light of the research questions and conclusions were drawn and recommendations made, based on the interpretation of the data. However, the risk of skewed analysis emanating from not only wrongful interpretations by the authors and research unit representatives, but also biases are still great and the only way to repel this is by as Huberman and Miles (1994, cited in Denzin & Lincoln, 2000) suggest, proper verification.

Pattern-matching, as proposed by Yin (1994), is the mode of analysis employed in this study. It entails comparing empirically identified patterns with theoretically predicted ones, with internal validity being enhanced when the patterns coincide (Tellis, 1997a). Furthermore, the authors attempted to detect patterns within research units and across the units, subsequently analysing them in relation to the theoretical framework. The framework proposed by Trochim (2006) was followed to carry out the analysis using pattern matching:
3.9 Theoretically Predicted Patterns

In order to conduct the analysis using pattern matching (Yin, 1994), at first the theoretical patterns which will be then compared to the observed ones have to be identified and constructed. Firstly, we will look at the contextual patterns that are necessary to ultimately arrive at the core of the research purpose, which is the underlying motivations and reasoning for Diversity Management present in Higher Education Institutions. In order to explore the causal links related to certain actions, first the presence of the expected actions has to be confirmed. Thus, the first pattern arising from theory would be as follows:

P⁹: Universities that have a diverse student, staff and faculty body manage diversity.

For this to be true, several antecedents have to be present which would enable and logically lead to the DM being practiced, which will be presented as the following patterns:

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⁹ Coding used: P – pattern.
P-A1: In Higher Education Institutions where diversity is present, management is aware of this phenomenon.

P-A2: In HEIs where diversity is present, management has relevant and up-to-date knowledge about this phenomenon.

P-A3: In HEIs where diversity is present, management takes an active position in relation to this phenomenon.

This first pattern group is based on the research suggesting rapidly increasing awareness of diversity issues over the last three decades, discussed in detail in the theory section (e.g. Yang & Konrad, 2011; Pitts & Jarry, 2007; Ivancevich & Gilbert, 2000; Wrench, 2002), also specifically in the educational context (Ruben, 1999; Strazzeri, 2005; Stewart & Carpenter-Hubin, 2000).

The unique nature of diversity – the fact that it is to some extent legally and externally regulated – requires a further pattern to be added, which is less linked to the rest in a causal manner but has to be covered for consistency and further analysis purposes:

P-A4: In HEIs where diversity is present management follows the legal requirements regarding recruitment and related policies.

The second antecedent-pattern (P-A2) will be explored further, distinguishing what kind of knowledge the HEIs have. Here, the theoretical propositions are based mainly on the work of Cox and Blake (1991), Pitts & Jarry (2007), Richard (2000), De Abreu Dos Reis et al. (2007), Yang & Konrad (2011) and others, as indicated in relation to each pattern. The first sub-pattern deals with knowledge (at least to some extent) regarding the positive and negative effects of diversity (e.g. Richard, 2000; Pitts & Jarry, 2007; De Abreu Dos Reis et al., 2007, discussed in detail in the theory section):

P-A2-K1a: HEIs are aware of the negative effects of diversity.

P-A2-K1b: HEIs are aware of the positive effects of diversity.

10 Coding used: A – antecedent.

11 Coding used: K – knowledge.
The second sub-pattern covers knowledge of diversity management as a tool that enables organisations to mitigate the negative and enhance the positive effects of diversity (e.g. Yang & Konrad, 2011; Ivancevich & Gilbert, 2000; Washington, 1993):

\textbf{P-A2-K2:} HEIs are aware of the role of and need for DM.

The third sub-pattern is related to the positive effects of DM:

\textbf{P-A2-K3:} HEIs are aware of the benefits that DM renders.

The benefits derived will be covered more in detail later on in the analysis, when motivations behind managing diversity will be discussed.

While the first pattern group could be classified as reactive, the second of the main predicted patterns represents a proactive approach to diversity and is directly related to the unique character of HEIs in that they, unlike for-profit traditional businesses, have a social mission as one of their guiding principles (e.g. Stewart & Carpenter-Hubin, 2000; Karathanos & Karathanos, 2005; Ruben, 1999). This idea is also reflected in the proposed DM framework (Figure 2 in the Theoretical Framework section) – diversity appreciation being a part of the mission, it is a goal and an objective and can thus become one of the factors used to assess the performance of the HEIs. Hence, the second predicted pattern captures an alternative, proactive approach to this phenomenon and is formulated as follows:

\textbf{J}\textsuperscript{12}: In HEIs where diversity is present its appreciation and management are viewed as fundamental parts of the mission and social agenda of the HEIs.

This pattern is one of the key patterns in relation to our research purpose – exploration of motivations and reasons for diversity management. It will be further broken down into two sub-patterns:

\textbf{J1:} Viewed as a part of the goals and mission of the HEI and its social, public mission, diversity and its management are intentionally specified as performance targets or general objectives.

\textsuperscript{12} Coding used: J – justice.
J2: Diversity and its management are motivated by and stem from moral and ethical convictions and belief in social justice.

While the patterns just discussed are related to the Social Justice Case for diversity (Hutchings & Thomas, 2005; Goodman, 2001), the following ones are derived from the Business Case, where the main reasons and motivations behind diversity management are based on expected benefits and performance improvements that can be achieved (Robinson & Dechant, 1997; Cox, 1993; Richard, 2000; De Abreu Dos Reis et al., 2007). The main pattern is formulated as follows:

B13: The key motivators for DM in HEIs are based on the Business Case for diversity.

And the sub-patterns look at the motivations more closely and in more detail:

B1: DM in HEIs is motivated by the expected resource base additions.

This pattern is theoretically derived from the research of Wrench (2002), Cox and Blake (1991), De Abreu Dos Reis et al. (2007), and Yang and Konrad (2011) and covers such expected benefits as attraction of stronger applicants, wider knowledge base, more networks, better targeted marketing efforts and others. In the educational context the knowledge argument gains an added importance due to knowledge being the essence of HEIs – in terms of knowledge creation through research efforts, as well as knowledge communication, transfer and dissemination through teaching, in addition to the original argument of idea and perspective pool beneficial to any organisation (De Abreu Dos Reis et al., 2007).

The theoretical basis for the second pattern is the research of Cox & Blake (1991), Watson et al. (1993), Richard (2000) and Gruenfeld et al. (1996) and the pattern entails such process improvements as better decision-making, improved problem-solving and higher levels of creativity, flexibility and productivity:

B2: DM in HEIs is motivated by the expected process improvements.

15 Coding used: B – business.
The third expected organisational benefit pattern is specifically tailored to the educational setting, entailing adaptation of the generic diversity advantages to the HEI context and covering the positive effect on the learning outcomes of students (Gurin et al., 2002):

B3: DM in HEIs is motivated by the expected contributions to the learning goal achievement.

Finally, theory suggests a possible pattern that would mean a high level of awareness of the benefits of diversity and diversity management and what could be classified as a proactive approach by exploiting this knowledge – turning it into a competitive advantage and/or incorporating it into the competitive strategy of the HEIs (Barney, 1991, cited in Wright et al., 1995; Cox & Blake, 1991; Strazzeri, 2005; Stewart & Carpenter-Hubin, 2000):

B4: In HEIs, diversity and its management are parts of their strategy.
4 Empirical Findings

The following section presents the empirical material collected from the research units. A summary of the results can also be found in Table 4 in the Appendix VI. The information collected from the interview questions (see Appendix I), structured in line with the structure of the interview questions and backed by website information as well as policy documents of the respective units is provided below. All units had heard of Diversity Management and had acclamations of using it to a certain degree.

4.1 Jönköping/JIBS

As one of the four faculties of the “truly international” Jönköping University, Jönköping International Business School (JIBS) is recognized to be one of the most internationalized higher education institutions in Sweden (JIBS website, 2011). It is well-known for its diverse student body, i.e. practically 30% of its students come from various cultural and knowledge backgrounds, thus being “international at heart, entrepreneurial in mind” (JIBS website, 2010). Besides, JIBS is highly preferred by students for its excellent exchange/study abroad programs, which merely justifies its potential for being a respected and preferred higher education institution worldwide.

4.1.1 Diversity Management Initiatives

JIBS policy for diversity is the same as that of the entire Jönköping University. However, nothing can be said to be as specific as a policy with regard to ethnic diversity management and this is due to the fact that at JIBS, diversity is such a natural phenomenon that it is naturally embedded in the institution. As Respondent A (2011) put it “we think most of this is naturally (sic), since we are an international business school. We have people from all over the world. The knowledge and CV are more important than if you come from Sweden or any other country”.

When asked whether diversity was reflected in the JIBS mission/vision or similar statements, Respondent A (2011) responded “to be international is part of the vision at JIBS”. Additionally, JIBS agreed that there exists promotion of diversity in accordance with University policies and this is seen in procedures such recruitment and promotion. Moreover, it was found that JIBS given a wide array of initiatives to choose from that the university might implement, had none of the initiatives in place as it was felt that diversity is a natural part of daily business.
4.1.2  Rationale for Managing Diversity

JIBS contends that because they have no problems with diversity, the need to promote it was not realised. However, the opinion held as to why diversity should be valued at JIBS is that it is imperative that employees and students alike reflect each others’ groups, e.g. “we have 30% international students and 30% of our employees are international. 50% is female, both within the students and among employees.” (Respondent A, 2011).

JIBS recognises some of the negative effects of diversity and one is that there sometimes occur cultural clashes and misunderstanding among employees due to the fact that they are from different backgrounds.

The key motivators for DM at JIBS in no particular order include the fact that JIBS wishes to recruit and retain the best talent and also because it made good business sense to the institution. Furthermore, to improve the performance of the business and improve the university offering as well as to respond to the global market are key motivators for DM at JIBS.

4.1.3  Observed Effects (and/or Measurement) of Diversity Management

According to JIBS’s correspondent, it is difficult to determine whether improvements within the school are directly related to its vision/mission or if improvements have anything to do with DM. However, efforts and effects of diversity and observed effects (if any) are reported and this is demonstrated in, e.g. statistics for accreditation and in marketing.

Diversity and DM at JIBS are quite well received and accepted among the employees, “naturally within the faculty but slightly more difficult among the administrators (primarily when it comes to the internationalisation part. The reason for this is the language when it comes to language change from Swedish, in all cases, to English).” (Respondent A, 2011).
4.1.4 Diversity Management and Strategy

Internationalisation is undoubtedly a strategic goal for JIBS and this is reflected in the sense that there is encouragement toward students and staff alike to be international at heart and entrepreneurial in mind. Moreover, at JIBS, DM is not directly used to gain a competitive advantage in the market.

4.1.5 Future Aims and Improvements

There are currently no plans for future improvement of diversity management at JIBS.

4.2 Halmstad University

Also referred to as “a university of opportunities”, Halmstad University is well recognized for its extensive range of education provided as well as for its internationally distinguished research (Halmstad University website, 2011). It has wide-ranging cooperative initiatives worldwide which provide the university with an advantage of being perceived as quite international, welcoming students from various cultures, backgrounds and nationalities. Halmstad University is described as “a bank of knowledge and expertise” for society as well as for businesses; furthermore referred to as a meeting place for different cultures and age groups (Halmstad University website, 2011). Significant attention is paid to the university’s working environment, highlighting its active involvement in providing equal working opportunities and diversity for all its business operations; in addition, this higher education institution’s working atmosphere is regarded as a community.

4.2.1 Diversity Management Initiatives

In relation to DM initiatives, Halmstad University (HU) has a general policy for Equal Opportunities and Diversity, including an action plan derived from the very policy. The policy covers ethnic DM as well as other grounds that pertain to discrimination: gender, religion, belief, disability, sexual orientation and age. Other diversity management initiatives within the university include the Universities Council for Equal Opportunities and Diversity, which act as an advisory body reporting to the vice chancellor. The very council sponsors seminars and courses on issues of equal opportunities and diversity. Additionally, the student Union also works with diversity, among other things, in collaboration with the UFO (University Friendship Organisation). HU’s education committee also sponsors a project that is meant specifically, to bring awareness of diversity to lecturers.
HU’s mission statement according to Respondent B (2011), reflects diversity, “the values of diversity and the goal of diversity are explicitly expressed in Halmstad University’s Mission Statement”.

It was found that among the many choices provided in the interview questions of diversity management initiatives, Halmstad implemented the following: top management support, diversity reflected in organisational value statements, diversity management plan, monitoring and reporting progress related to diversity. Staff-related initiatives include diversity management training, fair promotion and career enhancement strategy, flexible working and flexible time, recruitment plans for diverse workforce and programmes aimed at increasing cultural awareness. Initiatives pertaining to students were found to be diversity as a strategic goal, valuing diversity reflected in admission policies for students, marketing plans to attract internationally diverse applicants, a diverse student body as a strategic goal and diversity promotion activities.

4.2.2 Rationale for Managing Diversity
One of the motivating factors for DM at HU is the desire to more accurately reflect diversity in society at the university. Others are democratic values and quality assurance. Halmstad believes it is vital to value diversity for the reason that employees as well as students at the university should have some rights and opportunities to work, study and undergo personal development regardless of gender, ethnic origin, sexual orientation or functional handicaps. “Halmstad’s guiding principle is that the background knowledge, expertise and experience of the employees and students all contribute to the quality enhancement which influences and enriches the development of knowledge in the community” (Respondent B, 2011).

The positive effects of diversity at HU are without doubt noticed as fore mentioned. However, the negative effects are that with diversity comes a challenge for acceptance, tolerance, understanding as well as appreciation of differences and finding common ground and seeing similarities. With that said, discrimination and harassment are the most visible negative effects.

Key motivators for DM ranked in order of importance (descending) are belief in social justice, followed by to recruit and retain the best talent, then legal pressures, corporate social responsibility and finally response to competition in the market. Other key factors in
no particular order are, to enhance decision making, to improve university branding, to improve creativity and innovation, to be an employer of choice, because it is morally right and because it makes good business sense.

4.2.3 Observed Effects (and/or Measurement) of Diversity Management

The observed benefits of DM at HU, as stated in the interview question responses (see Appendix III), were that there was tendency for enhanced openness towards “otherness”, and a more international university, “a higher awareness of Equal Opportunities and discrimination issues and more contacts with other parts of the world” (Respondent B, 2011).

Improvements observed after implementing DM policy in comparison to when policies were not present are that more women are climbing the corporate ladder. Also, with the newly implemented policies, there is greater notice taken of diversity issues and consequently they are discussed and addressed more often, “action plans are taken seriously” (Respondent B, 2011).

Diversity efforts and observed effects are measured and reported at HU. It is compulsory for all departments to report their work on diversity and DM issues to the Council for Equal Opportunities and Diversity (i.e. work based on the action plan for equal opportunities and Diversity) and to also report to the Quality Assurance Committee.

Among the observed effects, strengthened cultural values within the organisation are noticed; DM has helped to attract and retain highly talented people and helped overcome labour shortage. Furthermore, DM has improved access to new market segments.

The university found that considering the early stages on which diversity management work was, the observed benefits expected, but which did not materialise, were rather difficult to pinpoint. However, it was hoped that in the future they would not only see more concrete benefits but also a realisation among the employees that diversity work improves both the working environment and results as well as customer satisfaction.

Mixed feelings exist among employees when it comes to accepting diversity and DM at Halmstad, “some think it is about time and others resist change” (Respondent B, 2011). Prejudice and preconception about ‘the other’ are seen to exist more and most resistance is found to be passive. However as work progresses, Respondent B adds, those initially
skeptical about diversity and DM see the potential benefits to not only themselves as individuals but also to the university as a whole.

The trend of mixed feelings toward diversity and DM is also evident among students. Some see the benefits but the tendency to group together along ethnic lines, or ‘Swedish’ and ‘other’ exists as well. Respondent B further mentions that regardless of what has just been mentioned, gender equality is by the younger generation almost taken for granted.

### 4.2.4 Diversity Management and Strategy

Internationalisation at HU is a strategic goal and this can be seen in the fact that an international department exists. The international department is responsible for signing of agreements with foreign Universities and other HEI’s; they also deal with information about studies abroad as well as exchange students to and from HU and partner universities in foreign lands, respectively.

This is addressed in the mission statement.

Halmstad University should strive:

- To be able to offer organizational support which facilitates the individual’s academic freedom of choice and mobility both nationally and internationally;

- To cooperate with other institutions of higher education and academic bodies both nationally and internationally;

- For more researchers and research students to participate in international research cooperative ventures.

Additionally, the fact that Diversity is a strategic goal for Halmstad is also rooted in the mission statement.

Halmstad University should strive:

- For a broad recruitment of students to the University;
• To develop pedagogical initiatives within the University in order to meet a greater student diversity;

• Towards answering for equality and diversity both on a qualitative and quantitative basis.

Halmstad does not refute the possibility of using DM to gain competitive advantage in the future. On the contrary, it is felt that it is too early to determine whether DM resulted in Strategic goal achievement.

4.2.5 Future Aims and Improvements

HU most certainly has plans for future improvement of diversity management. The current position of these plans is that there is a review of what is done and by whom and where it is being done. Also HU is “attempting to better coordinate the various efforts” (Respondent B, 2011). For HU, the key aspect today is to obtain a better overview of various diversity and diversity management efforts within the university to attempt to coordinate them better as has already been mentioned. The hope is to with this, find the synergy effects and therefore provide value added to the institution.

HU also wants to place more focus on “operative measures rather than the (re-) formulation of policies and other documents” (Respondent B, 2011).

4.3 Gothenburg University

This university is one of the most popular Scandinavian higher education institutions among students. It consists of around 40 different departments, vastly differentiated through breadth and diversity. Gothenburg University is furthermore regarded as being significantly collaborative, striving for even broader international recognition along with strengthening its range of contacts worldwide. In its action plan for internationalization (from 2008 to 2012), profound statements are made for promoting further development of exchange at all levels, which could be used to ensure the path to establishing and further strengthening international contacts and attractive partners (Gothenburg University website, 2011).
4.3.1 Diversity Management Initiatives

In response to the policies in place for ethnic diversity, it was said that the strategic goal of the University of Gothenburg (GU) is to strengthen recruitment, participation and follow-up management including developing alternative forms of recruitment and selection to increase the number of students from underrepresented groups. This is clearly elaborated on the university website under sphere of activities with regard to equality.

Moreover GU seems highly supportive of diversity and equality issues as is seen in the Equal Treatment Policy excerpt from the Göteborg University Strategic Plan for 2007-2010.

Other DM initiatives are GU’s Language Action Plan which includes actions to increase language abilities for students and staff with different backgrounds. This is targeted at helping those in need of more guidance in their use of Swedish, English or other relevant languages.

Considering that GU does not have a mission statement, it cannot be said that Diversity is reflected in it, however, the university works actively toward attaining a university that is equal, this is to say equality for all students and staff regardless of, gender, ethnicity or religious beliefs. This is reflected in the value statement of GU. Furthermore, the university vision promotes diversity by stating that “It should always be what you do, and not who you are, that counts.” (GU website, 2011).

GU promotes diversity in various ways that are both direct and indirect. “Many of the measures taken are to ensure the university is attractive and high-quality for both students and employees.” (Respondent C, 2011).

Some of the measures include making certain that students are awarded with equal possibilities throughout their studies; developing other means of recruitment and selection to amplify the number of employees and students from underrepresented groups, ensuring “a good work environment and establishment in the labour market, exemplified by broad representation at education fairs, upper secondary study visits and internships.” (Respondent C, 2011).
Additional initiatives are:

- Offer language support, mentorship and introductory seminars. Which is elaborated in depth on the university website as a participation widening activity within the equality scheme.

- The University is represented at various events all over Gothenburg to attract different groups and add to the cultural scene.

- Work actively to expand international recruitment of researchers and lecturers.
  - The international advertisement for two-year postdoctoral positions in the spring of 2007 attracted almost 500 applicants from 50 countries.

- All staff and students receive information about the legislation in force against discrimination, and where to turn in case of harassment, offensive conduct and discrimination.

- Employees are offered competence enhancement and support to attend seminars and courses in these areas.

- The University offers students and employees a good psychosocial work environment, which does not encourage any forms of discrimination, harassment or offensive conduct. Guidelines for this are available on the university website.

- An equal treatment committee is established to promote equal value and equal opportunities within the University by coordinating efforts and provide counsel to the Vice Chancellor and the University Board.

- Ensure student recruitment that does not manifest a heterosexual norm.

- The University undertakes measures to enable disabled individuals to visit, study and work at the University on equal terms with nondisabled individuals.

DM initiatives chosen as part of those at GU from the given list in the interview question number four of Part A (see Appendix IV) include diversity reflected in organisational value statements, diversity management plan and monitoring and reporting progress related to diversity. Faculty/staff initiatives include diversity management training, fair promotion and career advancement strategy, flexible working/flexible time, recruitment plans for diverse workforce, network groups, outreach programmes, programmes aimed at
increasing cultural awareness and diversity in staff/faculty as a strategic goal. On the other hand initiatives pertaining to students are valuing diversity reflected in admission policies for students, marketing plans to attract internationally diverse applicants and diverse student body as a strategic goal.

4.3.2 Rationale for Managing Diversity
The main motivating factors for DM at GU are that there is greater diversity among not only student’s but also employees’ contributions to an amplified level of quality in university activities as more experience is brought into education. This is openly spoken of on the university website and explicitly mentioned in the Change for Quality and Renewal Manual: Strategies for research and Education 2009 – 2012 (see Appendix IV).

It is believed at GU that it is imperative to value diversity at the university as it enhances quality in education.

GU considers the following as key motivators for DM in descending order of importance. To improve creativity and innovation, to recruit and retain best talent, to respond to the competition in the market, to improve the university offering and to address recruitment problems.

4.3.3 Observed Effects (and/or Measurement) of Diversity Management
Due to different active measures undertaken by all faculties, there is a clear demonstration of either a balanced gender distribution with respect to management or a clearly pronounced ambition and developed methods to achieve the goal. These are the observed benefits of the DM practices at GU. Additionally the the University of Gothenburg’s Vice-Chancellor is a woman. Showing that the acknowledgement of diversity at GU has open up the gates for women to climb the corporate ladder. As there are no studies that GU can fall backon, the improvements and changes after implementing DM policies in comparison to before they were implemented, could not be determined.

Progress regarding diversity recruitment in each faculty is stated in the annual report with numbers. Given that recruitment occurs at different levels, different actors are responsible and are subsequently monitored. Thus it is their responsibility to report their results and progress at faculty level.
GU could not necessarily point out observed effects from a list given by the authors as this was an irresolute matter. The same goes for how well diversity and DM are accepted among employees. However, because GU has many international students, exchange and free movers alike, the work environment for students is typically diverse. Furthermore, a contributing factor to the broader acceptance of higher quality education is that students are in constant interaction with international classmates and that their work environment is characterised by diversity. That said, Respondent C (2011) believes that “diversity is accepted and appreciated by the students”.

4.3.4 Diversity Management and Strategy
Internationalisation at GU is a strategic goal and this is reflected in the appointment of an international affairs office and the establishment of an internationalisation action plan. Complementary to this is the internationalisation council whose purpose is to give advice to Vice-Chancellor on decisions pertaining to internationalisation. Details of this are outlined in the Internationaliseringspolicy för Göteborgs universite (refer to Appendix IV).

Even though GU does not necessarily have diversity as a strategic goal it recognises that diversity leads to higher quality, and because of this realisation, the importance of DM to enable the university to compete against other high profile universities is acknowledged.

4.3.5 Future Aims and Improvements
It can not be said that there are any direct plans for future improvement of diversity management nor the ways in which further improvement and addition to GU’s existing policies and initiatives for diversity.

4.4 University D
University D is highly involved in a number of successful collaborations and various projects. One of its central activities is to innovate and further expand its business co-operations of high international quality as well as of social significance. In addition, it is striving for a broader integration within staff faculty, as well as students, focusing on various perspectives, experiences, backgrounds and knowledge; all of this aimed to be accomplished through international experience and successful cooperation (University D website, 2010). University D also engages in promoting the rising significance of equality and multiplicity among its employees, as well as students. This would be accomplished
through focusing mainly on competence and diversity when staff recruitment is in process; along with an increasing awareness of the importance of recruited staff in the united objective of high quality education and research.

4.4.1 Diversity Management Initiatives
University D claims to promote diversity “in different ways” (Respondent D, 2011). A number of the Diversity Management initiatives with the most significant influence that this university is implementing are top management support along with monitoring and reporting progress related to diversity. If there can be distinguished two categories of various Diversity Management initiatives according to staff/faculty and students, the following are the initiatives being implemented, respectively:

- diversity management training, flexible working/flexible time as well as diversity in staff/faculty as a strategic goal, regarding staff/faculty;

- and furthermore, marketing plans to attract internationally diverse applicants, diverse student body as a strategic goal, and last but not least, diversity promotion activities (unfortunately no examples as such being specified).

Even though this HEI does not seem to have specific kinds of policy initiatives in place for ethnic Diversity Management, it nevertheless has a number of less formal (than written) policies of such kind, “regarding widening participation for students, in written in job-ads.” (Respondent D, 2011). As for its mission/vision/value or similar statements (internally and externally documented), Diversity is indicated and reflected upon in written job-ads, in the university’s Report of the year, Plans for activities, etc.; in addition, “some years we have to report to the Utbildningsdepartement about special issues.” (Respondent D, 2011).

4.4.2 Rationale for Managing Diversity
The main motivation behind managing Diversity at University D is the fact that as an (international) higher education institution “we are acting in a global world, and some of these (motivating factors) are stipulated in Swedish laws.” (Respondent D, 2011). The reasons why valuing Diversity is important in this university have not been directly indicated, neither have any resulting positive or negative effects been highlighted.
Nonetheless, the following have been considered key motivators when it comes to Diversity Management (DM) in this institution:

- Legal pressures (from Swedish laws as already mentioned); those have also been appointed to be of highest importance of them all;

- To recruit and retain best talent, ranked as the second most important key motivator for DM;

- To improve business performance, placed as a key motivator of highest importance number 3;

- To respond to the competition in the market, key motivator number 4; and

- To improve university branding is ranked as number 5.

Last but not least, there are a number of other key motivators, just as important as the aforementioned, which play a significant role in what motivates University D to consider those of great importance. They are indicated to be:

- To be an employer of choice,
- To improve creativity and innovation,
- Desire to reach diverse markets,
- To respond to the global market.

### 4.4.3 Observed Effects (and/or Measurement) of Diversity Management

University D has not clearly indicated what the observed benefits of the Diversity Management practices are, if any, and thus it is highly impossible to specify any improvements or observations made regarding the implementation of DM policies within the university. However, Diversity efforts and effects observed are being measured and reported annually “some years as Annual Year report” (Respondent D, 2011), as well as in internal documents and special project reports.

Regarding the question of which of the listed effects (see Appendix V, part C, q. 4) have been observed as a result of the implementation of Diversity Management in the university,
it is understood that the mentioned are “non statistically secured or measured as a result of DM” (Respondent D, 2011). Furthermore, there are no benefits mentioned/elaborated on, that have been expected to be gained from the active implementation of DM (but which did not materialize).

In addition, Diversity and Diversity Management are quite well received and accepted among the employees of University D. However, this acceptance of Diversity seems to vary among the students, as it is “good among some and less well among others” (Respondent D, 2011).

4.4.4 Diversity Management and Strategy
The process of internationalization is becoming of great importance for University D. It has been recently decided upon a Policy for internationalisation, by the University Board. The respondent of the university (2011) said that, “In some research areas we strive to be in the front line”. Whereas whether Diversity in itself is a strategic goal, as internationalization is becoming, is not yet established. No reflections are provided in that sense.

The university has not indicated whether it uses Diversity Management to gain a competitive advantage in the market, or not. Neither has been pointed out if DM has resulted in any strategic goal achievements.

4.4.5 Future Aims and Improvements
The university intends to establish “yearly updated action plans” for its future improvement of Diversity Management (Respondent D, 2011).
5 Analysis

In this section the empirical findings will be analysed firstly within each research unit employing pattern matching as proposed by Yin (1994). The theoretical patterns used have been derived from the theoretical framework and are presented in the methods section. Afterwards, the results will be analysed as a whole, across units, and the emerging patterns will be related to theory.

5.1 Within-Unit Analysis

In this section the research units will be analysed separately by matching the theoretically predicted patterns with the empirically observed patterns within each unit.

5.1.1 Jönköping International Business School

While this HEI has several of the most basic forms of diversity management, such as DM reflected in recruitment and promotion policies, a rather significant unexpected pattern emerges in its answers. This pattern entails the view that diversity is not an issue due to the natural acceptance of everyone in the organisational environment, arguably explained by cultural and historical characteristics of certain countries such as the Netherlands and the Scandinavian countries where multi-cultural and multi-lingual society is a norm, as suggested by Point and Singh (2003). They propose the idea that a low number of DM initiatives might not mean unwillingness to appreciate or accept diversity, instead indicate a cultural phenomenon in these specific countries where international culture is deeply ingrained in the organisations, thus rendering explicit diversity activities or issue awareness redundant. This interpretation is further supported by the fact that approximately 30% of the research unit’s student and faculty body come from abroad, which means that the ethno-cultural mix is so diverse that the minority issue is hardly apparent. While it could be argued that hence a divide between “Swedish” and “non-Swedish” origin could appear, the actively promoted “internationalisation” perspective seems to indirectly encourage inclusion and diversity appreciation as core values in this HEI.

Even so, many of the other theoretically predicted patterns can be seen in the empirical results of this research unit. The social justice ideas are clearly represented: fairness and equality principles as moral convictions can be identified in the answers (Goodman, 2001). At the same time the HEI has some business focus in the form of strategic integration of
internationalisation and diversity. Also the mission and vision statements include references to diversity and internationalisation goals.

However, the results from this research unit suggest that the knowledge base regarding diversity and the relevant issues and opportunities could be considerably expanded. Filling the information gaps could possibly uncover new ways of capitalising on the already very receptive and to diversity open culture, with potential benefits arising from a more active diversity management.

In addition, the answers given by this research unit strengthen the view that in HEI context diversity as a potential business value provider is a relatively recently uncovered concept (Ruben, 1999). Knowledge-wise HEIs appear to lag behind for-profit businesses and especially large corporations, even though in the university setting this issue is more multifaceted and in some ways more directly relevant. However, it is understandable that an opportunity that offers monetary rewards after a certain investment is more attractive and more readily accessible, as well as easier justifiable exactly to businesses, which are focused mainly on shareholder value rather than value for the society.

5.1.2 Halmstad University

This research unit can be said to actively manage diversity, thus the first theoretical pattern matches the observed one. This is explained by all three antecedent-patterns being empirically identifiable – the HEI clearly recognises diversity as a phenomenon in its internal environment, has relevant knowledge and takes an active position towards it. Also the pattern of fulfilling legal requirements is evident, as expected. Regarding the second antecedent-pattern, the diversity knowledge base, this HEI is to some extent aware of the positive and negative effects of diversity, as well as the role of DM in maximising the benefits and minimising the negative effects (Pitts & Jarry, 2007; Yang & Konrad, 2011). While the knowledge is not too extensive, it is enough for the HEI to be aware of the business case of diversity and derive its motivations for DM from it. This suggests that if a phenomenon that has been initially seen in a negative light can be turned into an opportunity, the view providing this will be adopted receptively, making the business case a powerful motivator (Cox & Blake, 1991; Washington, 1993).

The HEI cites both resource-base additions and expected process improvements as motivators for diversity management. It also mentions responding to competitive pressures.
as a motivating factor. At the same time, the ethical and moral considerations related to
diversity are ranked as the most significant reasons behind diversity appreciation and
management in the answers of this research unit (Goodman, 2001). Hence, it appears to
have a dual motivation base and presents empirical matches to the social justice case
patterns as well. The HEI views diversity as a value in the society and discusses moral
convictions regarding equal opportunities for everyone (Hutchings & Thomas, 2005). This
suggests that the new information and theories of diversity are not substituting the former
ones, only complementing, making diversity appreciation increasingly justified, fostered,
accepted and even ingrained in the culture of the HEI in focus. The espoused importance
of legal requirements and social responsibility in the DM rationale indicates that external
forces and perceptions of the institution have a high impact on its actions. It could be
argued that due to these compliance requirements appearances of the diversity
management or the visible results might be given more attention than the more subtle
efforts with only internally realisable and recognisable effects and gains, causing long-term
benefits to be sacrificed.

5.1.3 Gothenburg University

This research unit clearly has extensive and up-to-date knowledge regarding diversity, and
accordingly practices active diversity management. Thus, a match to the first main pattern
can be identified which is explained by the required antecedent-patterns being in place
(awareness of the phenomenon, relevant knowledge and the choice to take an active
position) and leading to the outcome of involvement in fairly comprehensive diversity
management entailing numerous initiatives, as discussed in detail in the results sectioned.

While the research unit has not directly answered the question about the positive and
negative effects of diversity suggesting that it does not have the respective knowledge,
进一步 answers clearly demonstrate that the University is aware of the relevant benefits,
such as innovation and creativity, better university offering and competitive position, as
well as the impact on the educational outcomes, which the respondent formulates as
“higher education quality” (Wrench, 2002; Cox & Blake, 1991; Gurin et al., 2002). This can
be explained by the factor that diversity and its management are practical matters in the
University environment, with theoretical classifications being less used. This observation
leads to a further possible conclusion that the actual knowledge base of the HEIs might be
wider than they themselves are aware of, and has been acquired through experience instead
of researching the information available on the subject. In addition, the research unit is aware of the role and need of DM and the benefits that these initiatives render, as predicted theoretically.

This HEI seems to be strongly motivated by the business case for diversity and appears to place relatively little emphasis on the social justice case factors, and diversity is not a social-agenda-based objective or goal in itself. However, the themes of equal opportunities are nevertheless present in some answers, and the existence of an Equal Treatment Committee within the University further supports this view. In addition, the fact that diversity and equal treatment are stated as values and goals in the policy documents of the HEI confirms that the social justice case is still an important underlying motivator in all the diversity efforts (Hutchings & Thomas, 2005).

Further investigating the key business-case motivating factors of this HEI, the expected resource base additions are an evident match to the theoretically predicted pattern, i.e. the University cites stronger applicants and recruitment issues in general (Wrench, 2002). In addition, the international professor and researcher attraction programmes in place imply efforts to obtain a wider and more diverse knowledge and perspective pool (Strazzeri, 2005). At the same time, this research unit also cites some expected process improvements as motivating factors, such as higher creativity and innovation levels (Tziner & Eden, 1985, cited in Pitts & Jarry, 2007; Watson et al., 1993). However, the strongest pattern observed in the answers of this HEI is the expected contribution to the learning goal achievement, or, in other words, increased “quality in education”, as the respondent formulates it (Gurin et al., 2002). This again shows a match to the theoretically expected results, and proves the importance of the differences the educational setting presents in terms of diversity as a phenomenon and its effects, since this pattern was specifically created and adapted to fit the non-business context.

Finally, the view that diversity is a requirement to be able to successfully compete in the education market espoused by this HEI makes DM an implied part of its strategy (Cox & Blake, 1991). Moreover, the inclusion of diversity in the four year Strategic Plan of the HEI explicitly renders it as a part of their strategy, once again confirming the highly active position that this University is taking in terms of diversity and its management.
5.1.4 University D

While the interview answers of this HEI were not very extensive, the relevant policy documents and action plans revealed a relatively active diversity management and planning in place. Here the top management involvement is notable, as the primary responsibility for diversity promotion is formally placed in the hands of the rector (Wentling & Palma-Rivas, 1997, cited in Wrench, 2002). However, the operational responsibility is then further delegated to different departments. This suggests a very strategic and diligently planned approach to diversity issues. Also the first main pattern and the theoretically predicted antecedent-patterns can be said to be empirically observed for this research unit, entailing awareness, knowledge and active position with regard to diversity leading to active diversity management. In addition, the legal issues are also covered in the policy documents, providing a match to the fourth theoretically expected antecedent-pattern.

Concerning the knowledge base, this HEI does not appear to have extensive information on the positive or negative effects of diversity, however, an over-arching appreciation is communicated towards the diverse ideas and perspectives it provides and enrichment and development it creates, which seems to be enough grounds for active DM. In addition, the education quality is emphasised as a factor closely related to diversity, thus suggesting that the pattern covering impact on learning outcomes can be identified (Gurin et al., 2002). Also, it can be observed that the HEI is aware of the role and need for DM, to some extent in order to prevent discrimination and foster appreciation of differences, but also to bring awareness of the benefits of diversity, as reflected in the action plans.

The social justice case motivations are not explicitly identifiable, however, the terms recurring in the documentation, i.e. “equal opportunities”, “equality” and “equal treatment”, suggest both underlying moral and legal grounds for DM (Hutchings & Thomas, 2005). Still, these findings do not provide a strong match neither for the social-mission pattern, nor the ethical convictions pattern. As the legal issues are cited as the most important factor for DM, the theoretically predicted legal consideration sub-pattern P-A4 can be said to be proven in practice for this research unit.

In addition, the business case seems to be clearly evident in the HEI’s reasoning for DM. Firstly, the interview answers reveal resource base addition expectations (a match for the pattern B1), e.g. recruitment of best talent and improved university branding (Wrench, 2002; Cox & Blake, 1991). Secondly, the creativity and innovation enhancement cited by
the respondent is a motivator pertaining to the process improvement factors (a match for the pattern B2) (Cox & Blake, 1991; Washington, 1993). In addition, the HEI lists several other business-case factors that are less categorisable according to the created patterns but nevertheless clearly indicate business-view driven motivations. For example, the view that DM can ultimately improve overall business performance of the HEI, which is cited as the third most significant motivator by this research unit, provides a strong match for the general business-case pattern B (Robinson & Dechant, 1997; Cox, 1993; Richard, 2000; De Abreu Dos Reis et al., 2007). Finally, the noteworthy linking of diversity to education quality in the policy documents provides a match to the third business-case pattern, which covers impact on learning and educational outcomes (Gurin et al., 2002).

5.2 Cross-Unit Analysis

In this section the authors will identify the main emerging patterns across all research units, discuss the empirical results in accordance with the theoretically predicted patterns in the context of all four HEIs studied, as well as examine the findings within the framework of the proposed theoretically developed DM in HEIs model presented in the theory section (Figure 2).

Firstly, a pattern consistent across all research units is the still prevalent classification of all diversity efforts under the terms “equal opportunities”, “equal treatment”, “equality and diversity” or “inclusion”, as opposed to the modern term “Diversity Management” (Hutchings & Thomas, 2005; Pitts & Jarry, 2007; Yang & Konrad, 2011). This is however understandable, as the aforementioned are the dominant terms in the HR practice of today as well as the legal requirements and documentation. Nevertheless, it seems to prove that this concept in all its full meaning, as defined in the theory section, (Yang & Konrad, 2011) is still very new and cannot be expected to be comprehensively integrated in organisations, especially HEIs where this idea is even less familiar.

However, DM is present to some extent in all HEIs studied, regardless of how it is titled. A recurring pattern consistent across all research units appears to be DM becoming a necessity for survival in the education market, rather than an exception or additional activity which can create a competitive advantage; unless it is probably practiced on a higher than average level with special emphasis on it, which however was not observed in any of the research units studied.
Another noteworthy pattern is one which mostly emerges from two research units and entails the coupling of diversity with education quality. While in essence it is an empirical match to the business-case motivator-pattern covering impact on learning outcomes, it seems to have more significance than just being one of the several motivators for DM (Gurin et al., 2002). This is because education quality, when formulated this way, is one of the most fundamental concepts in the educational setting. It could possibly be equated to the “maximisation of shareholder value” concept in the business context, as these aims capture the ultimate goal of each organisation. Therefore, relating diversity management to such a crucial element of the whole education system appears to signify that some HEIs attribute a fairly high importance to it. Hence, they implicitly recognise all the aspects that contribute to the impact of diversity in this context, all stemming from the fact that the core component of the establishment is knowledge, which according to theory is directly affected by a diverse composition and in addition interaction of minds with diverse backgrounds.

Being aware of the fact that no valid generalisation can be done from studies that entail a qualitative analysis of only a few research units (Yin, 1994), some theoretical categories can still be suggested when looking at the differences between the results pertaining to each institution studied. It appears that three profiles can be identified in terms of how diversity is viewed and consequently how diversity management is carried out. The first HEI profile would entail mainly ethical and moral considerations as grounds for DM, and promotion of diversity as a part of the social mission of education institutions (Hutchings & Thomas, 2005; Goodman, 2001). The second profile would include HEIs that are motivated both by ethical convictions and business-case motivators, either explicitly or implicitly, and having varying levels of each. And the third profile would entail a unique organisational setting where a fairly even mix of different nationalities is created, hence making diversity a very culturally ingrained phenomenon, with the HEIs fostering diversity as a natural, inherent value (Point & Singh, 2003).

This study was aimed at exploring a subject that is mainly perception-based, for it looked at the reasons why organisations would act in certain ways, based on their own opinion. Without steering off too far into psychology theories which is beyond the scope of this research, the empirical observations have led to a conclusion that the main motivators for DM are therefore highly influenced by the perceptions of the phenomenon of diversity itself, which is in turn affected by the relevant environmental variables, i.e. the ethno-racial
make-up of the organisation or percentage of different nationalities. Some of the different possible ways of viewing diversity clearly materialised in this study, with some results being even unexpected and surprising, i.e. the complete integration of a multicultural environment to the extent that diversity is not an issue any more, rather a natural part of the organisation, as observed in JIBS. In addition, diversity was observed to be viewed as a moral value that has to be fostered and encouraged (Hutchings & Thomas, 2005; Goodman, 2001). For other research units it seemed to be one of many organisational phenomena having an impact on the performance and goals of the HEI, accordingly receiving the corresponding treatment like any other issue – action plans and progress measurement.

Hence, the results obtained stemmed from a fairly wide spectrum of factors influencing the actions of HEIs – values, direct or indirect influence on goals, expectations of certain benefits or gains, as well as compliance to external requirements. These empirical observations were to a high extent predicted in the theoretical model for DM in HEIs proposed in the theory section (Figure 2), which was created by the authors of this study drawing on the research and the analyses by, e.g., Pitts (2005), Pitts and Jarry (2007), Yang and Konrad (2011), Ivancevich and Gilbert (2000), Wrench (2002), Ruben (1999), Strazzeri (2005), and Stewart and Carpenter-Hubin (2000), the first five sources discussing the general and business context of diversity and the last three specifically the educational setting.

The model includes all the elements that explain the motivations of the HEIs studied. It covers values and mission, competitive strategy and performance, as well as external influences that all can be reasons behind diversity management. However, the model also recognises the different levels that these motivators arise from. Competitive strategy, for example, is a direct motivator as HEIs can use DM to excel in the market, while the social mission of HEIs can be the basis for fostering diversity to be set as one of the goals in this respect for the university, where then a longer causal chain is involved, i.e. DM is practiced due to a set objective, and this objective has been derived from the social agenda of the HEI (Ruben, 1999; Stewart & Carpenter-Hubin, 2000).

Hence, it appears that the proposed model in all its complexity does indeed function in the predicted ways in reality, proving that the issue of diversity and its management is not as simple as it might appear. Consequently, the key motivators for diversity management
appear to vary for each case, as every HEI is facing a different set of diversity-related variables in its organisation which contribute to the way this phenomenon is viewed and treated (Karathanos & Karathanos, 2005; Ruben, 1999; Pitts, 2005; Ivancevich & Gilbert, 2000). The main rationale seems to be different for each institution dependent on the ethno-racial environmental variables, perception of the phenomenon itself, the degree to which the HEIs relate diversity to its goals, the view of the social agenda of the organisation, awareness of the diversity benefits, as well as the strategic view of diversity and the perception of the competitive influences (Karathanos & Karathanos, 2005; Ruben, 1999; Stewart & Carpenter-Hubin, 2000; Pitts, 2005; Wrench, 2002; Yang & Konrad, 2011).
6 Conclusions

This section narrows down the research findings and highlights the conclusions. The aim is to ensure the research objectives and aims have been fully addressed.

Diversity management being a relatively new subject in the business context is even less researched in the education setting, therefore this study aimed to add to the scarce existing knowledge by exploring the key motivators for diversity management and perceptions of the positive effects of diversity in four higher education institutions. The results obtained presented three fairly distinct types of diversity perceptions with corresponding diversity management motivations.

The first HEI type observed viewed diversity from a moral and ethical standpoint, with main motivations being grounded in beliefs of social justice, fairness and equality. This conviction led to diversity being fostered as a value and its promotion was a part of the social agenda and mission of the HEI. The second HEI type was found to manage diversity due to two seemingly balanced reasons – firstly, moral considerations as part of the Equal Opportunities initiative, and secondly, perceived benefits derived from diversity. The second motivator was the core of the second research question of this study, and entailed resource base additions such as stronger applicants and a wider knowledge base, process improvements such as enhanced innovation, problem-solving and creativity, and contribution to learning goal achievement (Cox & Blake, 1991; Gurin et al., 2002). As the HEIs of the second profile confirmed all of these positive effects as motivators, the business case for diversity was substantiated to be a part of the diversity management rationale for some HEIs. Moreover, an important finding was the linking of diversity to quality that this type of HEIs did, which indicates the significance that they attribute to diversity management as a factor directly influencing the fundamental goals of the institution. Thirdly, another type of HEIs emerged, which entailed an organisation of deep multi-cultural integration where diversity appeared to be a norm rather than exception, and, being naturally embraced, it received less of designated treatment.

The findings of this study ultimately suggest that diversity and its management are subjects of high complexity due to the dual nature of this phenomenon, being simultaneously an ethics and organisational performance issue. At the same time, they carry an even higher importance in the education setting, where knowledge creation and transfer are the essence of the institution and also a realm argued to be greatly affected by diversity of ideas and
perspectives (Miller et al., 2008). Hence, further research of diversity in education would be highly beneficial in order to understand the complexities of the subject, create more elaborate theories, and identify practical implications of importance for the education institutions.

7 Recommendations

Taking in account all the various benefits diversity can render in the education setting and the positive impact successful management thereof can bring about through mitigation of the negative and enhancement of the positive effects, the authors suggest that higher education institutions that are less aware of these developments in diversity research try to increase their knowledge of the business case for diversity and place more effort into active diversity management for their own benefit. Moreover, the HEIs that practice complete diversity integration in their organisational environment could keep in mind that managing diversity does not mean classification of it as a negative phenomenon, rather an opportunity for further improvement of the educational environment and effort to use the full potential of the existing diversity in the student and faculty body.
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Appendix I: Interview Questions

Bachelor Thesis in Business Administration

Key Motivators for Managing Ethnic Diversity in Higher Education: Perceived Business Value of Effective Diversity Management

Interview Questions

University:
Department:
Position:
Name:

The authors would kindly ask you to answer the following questions.

Part A  Diversity Management Initiatives in Place

1. What kind of policies does your university have in place for ethnic Diversity Management (DM)?
2. What other DM initiatives, if any, do you have (for example, less formal than written policies)?
3. Is Diversity reflected in your mission/vision/ value or similar statements (in internal or external communication or documents)?
4. Do you promote diversity in your university, and how?
5. Which of these DM initiatives is your university implementing (Wrench, 2002) (please indicate by \(\checkmark\)):
   - \(\checkmark\) top management support
   - \(\checkmark\) diversity reflected in organisational value statements
   - \(\checkmark\) diversity management plan
   - \(\checkmark\) monitoring and reporting progress related to diversity
     - Staff/Faculty
   - \(\checkmark\) diversity management training
   - \(\checkmark\) fair promotion and career advancement strategy
   - \(\checkmark\) compensation programmes
Part B  Reasons for Managing Diversity

1. What are the main motivating factors for DM in your university?
2. Why does your university think it is important to value diversity?
3. Do you recognize the positive and negative effects of diversity, what are they?
4. Which of these do you consider as key motivators for DM in your university (CIPD, 2007) (please indicate by ✓)? Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

☐ Legal pressures
☐ To recruit and retain best talent
☐ Corporate social responsibility
☐ To be an employer of choice
☐ Because it makes business sense
☐ Because it’s morally right
☐ To improve business performance
To address recruitment problems

Belief in social justice

Desire to improve customer relations

To improve the university offering

To improve creativity and innovation

Desire to reach diverse markets

To improve university branding

To enhance decision-making

Trade union activities

To respond to the competition in the market

To respond to the global market

Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

Part C  Observed Effects (and or Measurement) of DM

1. What are the observed benefits of the DM practices in your university?

2. After implementing DM policies (comparing to the time when those were not as developed in your university), what kind of improvements and changes have you observed?

3. Are diversity efforts and the effects observed measured and reported, if yes, how?

4. Which of these effects have you observed as a result of DM (Wrench, 2002)?

   - Strengthened cultural values within the organisation
   - Helped to attract and retain highly talented people
   - Improved efficiency and motivation of existing employees
   - Improved innovation and creativity among employees
   - Enhanced service levels and customer satisfaction
   - Helped overcome labour shortages
   - Reduced labour turnover
Lowered absenteeism rates
Improved access to new market segments

5. Are there any benefits you expected to gain from active DM but which did not materialise? Please elaborate.

6. How well is Diversity and DM received and accepted among the employees?

7. How well is Diversity and DM received and accepted among students?

Part D  DM and Strategy

1. Is internationalisation a strategic goal for your university? How is this reflected?

2. Is Diversity a strategic goal for your university? How is this reflected?

3. Does your university use diversity management to gain a competitive advantage in the market?

4. Has diversity management resulted in strategic goal achievement, and how?

Part E  Future aims and improvements

1. Are there any plans for future improvement of diversity management in your university?

2. How would you like to further improve and add to your existing policies and initiatives for diversity?

Would you be able to share any policy or other documents and/or statistics related to diversity and its management in your university?

The authors thank you for your input and time, your answers are truly appreciated.
Appendix II: Respondent A- Answers

_Bachelor Thesis in Business Administration_

**Key Motivators for Managing Ethnic Diversity in Higher Education: Perceived Business Value of Effective Diversity Management**

**Interview Questions**

University: Jönköping International Business School
Department: Administration
Position: Human Resource Officer
Name: Maria Åsebrant

_The authors would kindly ask you to answer the following questions._

**Part A  Diversity Management Initiatives in Place**

1. What kind of policies does your university have in place for _ethnic_ Diversity Management (DM)?
   - There are two policies (which are very similar), one at the University level and one at JIBS.

2. What other DM initiatives, if any, do you have (for example, less formal than written policies)?

3. Is Diversity reflected in your mission/vision/value or similar statements (in internal or external communication or documents)?
   - To be international is part of the vision at JIBS

4. Do you promote diversity in your university, and how?
   - Yes in accordance to the policies, e.g. when recruiting and promoting

5. Which of these DM initiatives (Wrench, 2002) is your university implementing (please indicate by √):
   - We do not have this since we do think diversity is a natural part of our daily business.
     - top management support
     - diversity reflected in organisational value statements
     - diversity management plan
     - monitoring and reporting progress related to diversity

_Staff/Faculty_
☐ diversity management training
☐ fair promotion and career advancement strategy
☐ compensation programmes
☐ diversity mentoring programmes
☐ flexible working/ flexible time
☐ recruitment plans for diverse workforce
☐ network groups
☐ outreach programmes
☐ programmes aimed at increasing cultural awareness
☐ diversity in staff/faculty as a strategic goal

Students

☐ valuing diversity reflected in admission policies for students
☐ marketing plans to attract internationally diverse applicants
☐ diverse student body as a strategic goal
☐ diversity promotion activities (please mention if any)

Part B  Reasons for Managing Diversity

1. What are the main motivating factors for DM in your university?
   - We do not work with motivation factors. We do not think the diversity is a problem and therefore does not need to promote motivating factors.

2. Why does your university think it is important to value diversity?
   - For us it is important that the employees and students reflect each other groups. Ex we have 30% international students and 30% of our employees are international. 50% is female, both within the students and among employees.

3. Do you recognize the positive and negative effects of diversity, what are they?
   - It sometimes occurs culture clashes, misunderstandings due to different backgrounds.
4. Which of these do you consider as key motivators for DM (CIPD, 2007) in your university (please indicate by ✔)? Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

- Legal pressures
- To recruit and retain best talent
- Corporate social responsibility
- To be an employer of choice
- Because it makes business sense
- Because it’s morally right
- To improve business performance
- To address recruitment problems
- Belief in social justice
- Desire to improve customer relations
- To improve the university offering
- To improve creativity and innovation
- Desire to reach diverse markets
- To improve university branding
- To enhance decision-making
- Trade union activities
- To respond to the competition in the market
- To respond to the global market

Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

**Part C Observed Effects (and or Measurement) of DM**

1. What are the observed benefits of the DM practices in your university?

2. After implementing DM policies (comparing to the time when those were not as developed in your university), what kind of improvements and changes have you observed?
- Hard to say if it’s differ because of JIBS vision/mission or if it has to do with the DM policies.

3. Are diversity efforts and the effects observed measured and reported, if yes, how?
   - E.g. statistics for accreditation, marketing

4. Which of these effects have you observed as a result of DM (Wrench, 2002)?
   - ☐ Strengthened cultural values within the organisation
   - ☐ Helped to attract and retain highly talented people
   - ☐ Improved efficiency and motivation of existing employees
   - ☐ Improved innovation and creativity among employees
   - ☐ Enhanced service levels and customer satisfaction
   - ☐ Helped overcome labour shortages
   - ☐ Reduced labour turnover
   - ☐ Lowered absenteeism rates
   - ☐ Improved access to new market segments

5. Are there any benefits you expected to gain from active DM but which did not materialise? Please elaborate.

6. How well is Diversity and DM received and accepted among the employees?
   - Quite well. Naturally within the faculty but slightly more difficult among the administrators (primarily when it comes to the internationalisation part. The reason for this is the language when it comes to change language from Swedish, in all cases, to English.).

7. How well is Diversity and DM received and accepted among students?

**Part D  DM and Strategy**

1. Is internationalisation a strategic goal for your university? – Yes
   How is this reflected? - …to encourage student and staff to be international at heart and entrepreneurial in mind.

2. Is Diversity a strategic goal for your university? How is this reflected? -

3. Does your university use diversity management to gain a competitive advantage in the market?
   - No, not directly

4. Has diversity management resulted in strategic goal achievement, and how?

**Part E  Future aims and improvements**
1. Are there any plans for future improvement of diversity management in your university? - Not for now

2. How would you like to further improve and add to your existing policies and initiatives for diversity?

Would you be able to share any policy or other documents and/or statistics related to diversity and its management in your university?

- This is a work that is on going on Jönköping University. The purpose is to have the same policy for Jönköping University. Attached you will therefore find JUs policy.

The authors thank you for your input and time, your answers are truly appreciated.
Appendix III: Respondent B- Answers

Bachelor Thesis in Business Administration

Key Motivators for Managing Ethnic Diversity in Higher Education: Perceived Business Value of Effective Diversity Management

Interview Questions

University: Halmstad University, Sweden
Department: Department of External Relations/ Centre for Gender Equality
Position: Coordinator
Name: Suzanne Almgren Mason

The authors would kindly ask you to answer the following questions.

Part A  Diversity Management Initiatives in Place

1. What kind of policies does your university have in place for ethnic Diversity Management (DM)?

We have a general Policy for Equal Opportunities and Diversity (as well as an Action Plan derived from it) that covers ethnic DM as well as the other grounds for discrimination: gender, religion or other belief, disability, sexual orientation and age.

2. What other DM initiatives, if any, do you have (for example, less formal than written policies)?

The University has the Council for Equal Opportunities and Diversity, which acts as an advisory body reporting to the Vice-chancellor. It also sponsors seminars and courses on these issues.

The Student Union also works with diversity, among other things with the UFO (University Friendship Organisation).

The Education Committee sponsors a project to bring awareness of these issues to the teachers.

3. Is Diversity reflected in your mission/vision/ value or similar statements (in internal or external communication or documents)?

Yes, the values of diversity and the goal of diversity are explicitly expressed in the Halmstad University Mission Statement.

4. Do you promote diversity in your university, and how?

5. Which of these DM initiatives is your university implementing (please indicate by ✔):
Part A

☐ top management support ✓
☐ diversity reflected in organisational value statements ✓
☐ diversity management plan ✓
☐ monitoring and reporting progress related to diversity ✓

Staff/Faculty
☐ diversity management training ✓
☐ fair promotion and career advancement strategy ✓
☐ compensation programmes
☐ diversity mentoring programmes
☐ flexible working/ flexible time ✓
☐ recruitment plans for diverse workforce ✓
☐ network groups
☐ outreach programmes
☐ programmes aimed at increasing cultural awareness ✓
☐ diversity in staff/faculty as a strategic goal ✓

Students
☐ valuing diversity reflected in admission policies for students ✓
☐ marketing plans to attract internationally diverse applicants ✓
☐ diverse student body as a strategic goal ✓
☐ diversity promotion activities (please mention if any) ✓

__See question 2.

Part B  Reasons for Managing Diversity

1. What are the main motivating factors for DM in your university?

One factor is the desire to more accurately reflect diversity in society at the university. Others are democratic values and quality assurance.

2. Why does your university think it is important to value diversity?
Employees as well as students at the University should have the same rights and opportunities to work, study and undergo personal development regardless of gender, ethnic origin, sexual orientation or functional handicaps.

Halmstad University’s guiding principle is that the background, knowledge, expertise and experience of the employees and students all contribute to quality enhancement which influences and enriches the development of knowledge in the community.

3. Do you recognize the positive and negative effects of diversity, what are they?

Positive effects – see above. Negative effects: with diversity comes a challenge to accept, “tolerate”, understand and appreciate differences as well as to find common ground and see similarities. Discrimination and harassment are negative side-effects.

4. Which of these do you consider as key motivators for DM in your university (please indicate by \( \checkmark \))? Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

- [ ] Legal pressures \( \checkmark \) 3
- [ ] To recruit and retain best talent \( \checkmark \) 2
- [ ] Corporate social responsibility \( \checkmark \) 4
- [ ] To be an employer of choice
- [ ] Because it makes business sense
- [ ] Because it’s morally right
- [ ] To improve business performance
- [ ] To address recruitment problems
- [ ] Belief in social justice \( \checkmark \) 1
- [ ] Desire to improve customer relations
- [ ] To improve the university offering
- [ ] To improve creativity and innovation \( \checkmark \)
- [ ] Desire to reach diverse markets
- [ ] To improve university branding
- [ ] To enhance decision-making
- [ ] Trade union activities
- [ ] To respond to the competition in the market \( \checkmark \) 5
To respond to the global market

Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

Part C  Observed Effects (and or Measurement) of DM

1. What are the observed benefits of the DM practices in your university?
   An increased openness toward “otherness”, a more international university, a higher awareness of equal opportunities and discrimination issues, more contacts with other parts of the world.

2. After implementing DM policies (comparing to the time when those were not as developed in your university), what kind of improvements and changes have you observed?
   More women are rising in the ranks, the issues are observed, discussed and addressed more often, action plans are taken seriously.

3. Are diversity efforts and the effects observed measured and reported, if yes, how?
   All departments must report their work on these issues both to the Council for Equal Opportunities and Diversity (the work based on the Action Plan for Equal Opportunities and Diversity) and to the Quality Assurance Council.

4. Which of these effects have you observed as a result of DM?
   - Strengthened cultural values within the organisation
   - Helped to attract and retain highly talented people
   - Improved efficiency and motivation of existing employees
   - Improved innovation and creativity among employees
   - Enhanced service levels and customer satisfaction
   - Helped overcome labour shortages
   - Reduced labour turnover
   - Lowered absenteeism rates
   - Improved access to new market segments

5. Are there any benefits you expected to gain from active DM but which did not materialise? Please elaborate.
We are still in the early stages of the work and hope in the future to not only see more concrete benefits but also a realisation among the employees that diversity work improves both the working environment and results as well as customer satisfaction.

6. How well is Diversity and DM received and accepted among the employees?

It is mixed – some think it is about time, others resist change. There is still some prejudice as well as preconceived ideas about “the other”. Most resistance is passive. As the work progresses, however, most see potential benefits to the individual as well as to the university as a whole.

7. How well is Diversity and DM received and accepted among students?

Again, mixed. Most see the benefits, but there are still tendencies to group together along ethnic lines, or “Swedish” and “other”. Gender equality, however, is by the younger generation almost taken for granted.

**Part D  DM and Strategy**

1. Is internationalisation a strategic goal for your university? How is this reflected?

The International Department is responsible for the signing of agreements with foreign universities and other institutions of higher education, information about studies abroad and exchange students both travelling to and coming from foreign universities.

The issue is also addressed in the Mission Statement.

Halmstad University should strive:

- To be able to offer organizational support which facilitates the individual’s academic freedom of choice and mobility both nationally and internationally.
- to cooperate with other institutions of higher education and academic bodies both nationally and internationally
- for more researchers and research students to participate in international research cooperative ventures

2. Is Diversity a strategic goal for your university? How is this reflected?

This is also addressed in the Mission Statement.

Halmstad University should strive:

- for a broad recruitment of students to the University
- to develop pedagogical initiatives within the University in order to meet a greater student diversity.
- towards answering for equality and diversity both on a qualitative and quantitative basis.

3. Does your university use diversity management to gain a competitive advantage in the market?
It is at least a possibility for the future.

4. Has diversity management resulted in strategic goal achievement, and how?
   Too early to tell.

**Part E** Future aims and improvements

1. Are there any plans for future improvement of diversity management in your university?
   Yes. We are at the moment reviewing what is done by whom and where and attempting to better coordinate the various efforts.

2. How would you like to further improve and add to your existing policies and initiatives for diversity?
   See above. The main aspect today is to get a better overview of various efforts within the University and to try to coordinate them better, hopefully with the result that synergy effects can be found and thus an added value to the work. Also, we want to focus more on operative measures rather than the (re-)formulation of policies and other documents.

   Would you be able to share any policy or other documents and/or statistics related to diversity and its management in your university?

*The authors thank you for your input and time, your answers are truly appreciated.*
Appendix IV: Respondent C- Answers

Bachelor Thesis in Business Administration

Key Motivators for Managing Ethnic Diversity in Higher Education: Perceived Business Value of Effective Diversity Management

Interview Questions

University: University of Gothenburg
Department: Vice Chancellor’s Office
Position: Director of International Affairs
Name: Pernilla Danielsson

The authors would kindly ask you to answer the following questions.

Part A  Diversity Management Initiatives in Place

1. What kind of policies does your university have in place for Ethnic Diversity Management (DM)?

*The strategic goal of the University of Gothenburg is to strengthen recruitment, participation and follow-up management includes developing alternative forms of recruitment and selection to increase the number of students from underrepresented groups.*


and

http://www.gu.se/english/about_the_university/Equality/Sphere_of_Activities/Ethnicity_Belief/

2. What other DM initiatives, if any, do you have (for example, less formal than written policies)?

*Our Language Action Plan includes actions to increase language abilities for students and staff with different backgrounds, hence in need of more guidance in their use of Swedish English or other relevant languages.*

3. Is Diversity reflected in your mission/vision/ value or similar statements (in internal or external communication or documents)?

*University of Gothenburg does not have a mission statement, but works actively towards an equal university – equal to all students and staff regardless of, gender, ethnicity or religious beliefs.*

4. Do you promote diversity in your university, and how?
The university works in many ways to promote diversity both directly and indirectly. Many of the measures taken are to ensure the university is attractive and high-quality for both students and employees. These are some of the measures undertaken:

- Ensure students equal possibilities throughout their studies
- Develop alternative forms of recruitment and selection to increase the number students and employees from underrepresented groups.
- Ensure a good work environment and establishment in the labour market, exemplified by broad representation at education fairs, upper secondary study visits and internships.
- Offer language support, mentorship and introductory seminars.

http://www.gu.se/english/about_the_university/Equality/Sphere_of_Activities/Widening_participation/

- The University is represented at various events all over Gothenburg to attract different groups and add to the cultural scene.
- Work actively to expand international recruitment of researchers and lecturers.
  - The international advertisement for two-year postdoctoral positions in the spring of 2007 attracted almost 500 applicants from 50 countries.


- All staff and students receive information about the legislation in force against discrimination, and where to turn in case of harassment, offensive conduct and discrimination.
  - Employees are offered competence enhancement and support to attend seminars and courses in these areas.
- The University offers students and employees a good psychosocial work environment, which does not encourage any forms of discrimination, harassment or offensive conduct.

http://www.gu.se/english/about_the_university/Equality/Guidelines/

- An equal treatment committee is established to promote equal value and equal opportunities within the University by coordinating efforts and provide counsel to the Vice Chancellor and the University Board.

http://www.gu.se/english/about_the_university/Equality/Organisation/Equal_Treatment_Committee/

- Ensure student recruitment that does not manifest a heterosexual norm.

http://www.gu.se/english/about_the_university/Equality/Sphere_of_Activities/Sexual_orientation/

- The University undertakes measures to enable disabled individuals to visit, study and work at the University on equal terms with nondisabled individuals.
5. Which of these DM initiatives is your university implementing (please indicate by √):

- ☑ top management support
- ☑ diversity reflected in organisational value statements
- ☑ diversity management plan
- ☑ monitoring and reporting progress related to diversity
  
  **Staff/Faculty**
  - ☑ diversity management training
  - ☑ fair promotion and career advancement strategy
  - ☐ compensation programmes
  - ☐ diversity mentoring programmes
  - ☑ flexible working/ flexible time
  - ☑ recruitment plans for diverse workforce
  - ☑ network groups
  - ☑ outreach programmes
  - ☑ programmes aimed at increasing cultural awareness
  - ☑ diversity in staff/faculty as a strategic goal
  
  **Students**
  - ☑ valuing diversity reflected in admission policies for students
  - ☑ marketing plans to attract internationally diverse applicants
  - ☑ diverse student body as a strategic goal
  - ☐ diversity promotion activities (please mention if any)

---

**Part B  Reasons for Managing Diversity**

1. What are the main motivating factors for DM in your university?
An increased diversity among both students and employees contributes to a higher level of quality in our activities as more experience is brought into education.

http://www.gu.se/english/about_the_university/Equality/

2. Why does your university think it is important to value diversity?

- Increases quality in education.

3. Do you recognize the positive and negative effects of diversity, what are they?

4. Which of these do you consider as key motivators for DM in your university (please indicate by √)? Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

- Legal pressures
- To recruit and retain best talent
- Corporate social responsibility
- To be an employer of choice
- Because it makes business sense
- Because it’s morally right
- To improve business performance
- To address recruitment problems
- Belief in social justice
- Desire to improve customer relations
- To improve the university offering
- To improve creativity and innovation
- Desire to reach diverse markets
- To improve university branding
- To enhance decision-making
- Trade union activities
- To respond to the competition in the market
- To respond to the global market
Part C Observed Effects (and or Measurement) of DM

1. What are the observed benefits of the DM practices in your university?

*Due to different active measures all faculties demonstrate either a balanced gender distribution with respect to management or a clearly pronounced ambition and developed methods to achieve the goal.*

*The University of Gothenburg’s Vice-Chancellor is a woman.*

http://www.gu.se/english/about_the_university/Equality/Sphere_of_Activities/Gender_equality/

2. After implementing DM policies (comparing to the time when those were not as developed in your university), what kind of improvements and changes have you observed?

Unfortunatelt I have no such study to resolve to…

3. Are diversity efforts and the effects observed measured and reported, if yes, how?

*All progress in diverse recruitment is stated in the Annual report with numbers and progress from each faculty. As recruitment occurs at different levels different actors are responsible and are monitored and report their results at faculty level.*

4. Which of these effects have you observed as a result of DM?

Unsure and therefore cannot answer.

- [ ] Strengthened cultural values within the organisation
- [ ] Helped to attract and retain highly talented people
- [ ] Improved efficiency and motivation of existing employees
- [ ] Improved innovation and creativity among employees
- [ ] Enhanced service levels and customer satisfaction
- [ ] Helped overcome labour shortages
- [ ] Reduced labour turnover
- [ ] Lowered absenteeism rates
- [ ] Improved access to new market segments

5. Are there any benefits you expected to gain from active DM but which did not materialise? Please elaborate.

6. How well is Diversity and DM received and accepted among the employees?

7. How well is Diversity and DM received and accepted among students?

*As the University of Gothenburg has many international students, both exchange students and free-movers, the work environment for students is characterized by diversity. That students everyday encounter a diverse*
work environment with many international classmates contributes to broader acceptance and higher quality education.

http://gu.se/english/about_the_university/Equality/

I believe the diversity is accepted and appreciated by the students.

**Part D**  DM and Strategy

1. Is internationalisation a strategic goal for your university? How is this reflected?

*Yes, this is reflected in the appointment of an international affairs office and the establishment of an internationalisation action plan. There is also an internationalisation council which works to which advises the Vice-Chancellor in decisions regarding internationalisation.*


2. Is Diversity a strategic goal for your university? How is this reflected?  

*No??*

3. Does your university use diversity management to gain a competitive advantage in the market?

*As the University recognizes that diversity leads to a higher quality diversity management is very important for being able to compete against other high profile universities.*

4. Has diversity management resulted in strategic goal achievement, and how?

**Part E**  Future aims and improvements

1. Are there any plans for future improvement of diversity management in your university?

*Något från RED 10-uppföljningen kanske?*

2. How would you like to further improve and add to your existing policies and initiatives for diversity?

Would you be able to share any policy or other documents and/ or statistics related to diversity and its management in your university?


*The authors thank you for your input and time, your answers are truly appreciated.*
Appendix V: Respondent D - Answers

Bachelor Thesis in Business Administration

Key Motivators for Managing Ethnic Diversity in Higher Education: Perceived Business Value of Effective Diversity Management

Interview Questions

University: (Anonymous)
Department: (Anonymous)
Position: (Anonymous)
Name: (Anonymous)

The authors would kindly ask you to answer the following questions. My answers in “italic” below.

Part A Diversity Management Initiatives in Place

1. What kind of policies does your university have in place for ethnic Diversity Management (DM)? Not a specific for ethnic DM.

2. What other DM initiatives, if any, do you have (for example, less formal than written policies)? Regarding widening participation for students, in written in job-ads.

3. Is Diversity reflected in your mission/vision/ value or similar statements (in internal or external communication or documents)? Is written in job-ads, in our Report of the year, Plans for activities etc. some years we have to report to the Utbildningsdepartement about special issues.

4. Do you promote diversity in your university, and how? In different ways.

5. Which of these DM initiatives is your university implementing (please indicate by √):

   √: top management support
   □ diversity reflected in organisational value statements
   □ diversity management plan
   □ monitoring and reporting progress related to diversity
      Staff/Faculty
   √: diversity management training
   □ fair promotion and career advancement strategy
   □ compensation programmes
   □ diversity mentoring programmes
   √: flexible working/ flexible time
☐ recruitment plans for diverse workforce
☐ network groups
☐ outreach programmes
☐ programmes aimed at increasing cultural awareness
☑ diversity in staff/faculty as a strategic goal

Students
☐ valuing diversity reflected in admission policies for students

☑ marketing plans to attract internationally diverse applicants
☑ diverse student body as a strategic goal
☑ diversity promotion activities (please mention if any)

Part B Reasons for Managing Diversity

1. What are the main motivating factors for DM in your university? *We are acting in a global world, and some of these are stipulated in Swedish laws.*

2. Why does your university think it is important to value diversity?

3. Do you recognize the positive and negative effects of diversity, what are they?

4. Which of these do you consider as key motivators for DM in your university (please indicate by ☑)? Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

☑ Legal pressures  1
☑ To recruit and retain best talent  2
☐ Corporate social responsibility

☑ To be an employer of choice
☐ Because it makes business sense

☐ Because it’s morally right

☑ To improve business performance  3
☐ To address recruitment problems

☐ Belief in social justice

☐ Desire to improve customer relations

☐ To improve the university offering
Please rank the 5 most important motivators by assigning numbers 1-5, where 1 indicates the highest importance.

Part C Observed Effects (and or Measurement) of DM

1. What are the observed benefits of the DM practices in your university?
2. After implementing DM policies (comparing to the time when those were not as developed in your university), what kind of improvements and changes have you observed?
3. Are diversity efforts and the effects observed measured and reported, if yes, how? *In internal documents, special project reports and some years as Annual Year report*
4. Which of these effects have you observed as a result of DM? *non statistically secured or measured as a result of DM*
   - Strengthened cultural values within the organisation
   - Helped to attract and retain highly talented people
   - Improved efficiency and motivation of existing employees
   - Improved innovation and creativity among employees
   - Enhanced service levels and customer satisfaction
   - Helped overcome labour shortages
   - Reduced labour turnover
   - Lowered absenteeism rates
   - Improved access to new market segments
5. Are there any benefits you expected to gain from active DM but which did not materialise? Please elaborate.
6. How well is Diversity and DM received and accepted among the employees? *Quite well.*
7. How well is Diversity and DM received and accepted among students? Varieties, good among some and less well among others.

Part D  DM and Strategy

1. Is internationalisation a strategic goal for your university? How is this reflected? Recently a Policy for internationalisation was decided by the University Board. In some research areas we strive to be in the front line.

2. Is Diversity a strategic goal for your university? How is this reflected?

3. Does your university use diversity management to gain a competitive advantage in the market?

4. Has diversity management resulted in strategic goal achievement, and how?

Part E  Future aims and improvements

1. Are there any plans for future improvement of diversity management in your university? Yearly updated action plans.

2. How would you like to further improve and add to your existing policies and initiatives for diversity?

Would you be able to share any policy or other documents and/ or statistics related to diversity and its management in your university? As appendixes.

The authors thank you for your input and time, your answers are truly appreciated.
### Appendix VI: Summary of Empirical Findings

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Motivators</th>
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<tbody>
<tr>
<td><strong>JIBS</strong></td>
<td>- Recruit and retain the best talent,</td>
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<tr>
<td>Basic recruitment and promotion policies and diversity promotion on the website.</td>
<td>- Makes good business sense,</td>
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<td></td>
<td>- Improve performance,</td>
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<td></td>
<td>- Improve university offering,</td>
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<tr>
<td></td>
<td>- Respond to the global market.</td>
</tr>
<tr>
<td><strong>Halmstad</strong></td>
<td>- To more accurately reflect diversity in society at the university,</td>
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<tr>
<td>- General policy for Equal Opportunities and Diversity,</td>
<td>- Democratic values and quality assurance,</td>
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<tr>
<td>- Action plan EO &amp; Diversity policy,</td>
<td>- Provide same rights and opportunities to work, study and undergo personal development,</td>
</tr>
<tr>
<td>- Universities Council for Equal Opportunities and Diversity,</td>
<td>- Quality enhancement and enriched knowledge development,</td>
</tr>
<tr>
<td>- Sponsored seminars and courses on issues of EO &amp; Diversity,</td>
<td>- Belief in social justice,</td>
</tr>
<tr>
<td>- UFO (University Friendship Organisation).</td>
<td>- Recruit and retain the best talent,</td>
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<tr>
<td></td>
<td>- Legal pressures,</td>
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<td></td>
<td>- Corporate social responsibility,</td>
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<td>- Response to competition in the market,</td>
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<td>- To enhance decision making</td>
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<td>- To improve university branding,</td>
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<td>- To improve creativity and innovation,</td>
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<td></td>
<td>- To be an employer of choice,</td>
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<tr>
<td></td>
<td>- It is morally right,</td>
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<td></td>
<td>- Makes good business sense.</td>
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<tr>
<td><strong>Gothenburg</strong></td>
<td>- Amplified level of quality in university activities,</td>
</tr>
<tr>
<td>- Strategic goal is to strengthen recruitment, participation and follow-up management,</td>
<td>- To improve creativity and innovation,</td>
</tr>
<tr>
<td>- Developing alternative forms of recruitment and selection equality,</td>
<td>- To recruit and retain best talent,</td>
</tr>
<tr>
<td>- Gothenburg Universities Language Action Plan.</td>
<td>- To respond to the competition in the market,</td>
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<td></td>
<td>- To improve the university offering,</td>
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<td></td>
<td>- To address recruitment problem.</td>
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<tr>
<td><strong>University D</strong></td>
<td>- Response to globalised economy,</td>
</tr>
<tr>
<td>- Monitoring and reporting diversity related progress,</td>
<td>- Legal pressures,</td>
</tr>
<tr>
<td>- Diversity management training,</td>
<td>- To recruit and retain best talent,</td>
</tr>
<tr>
<td>- Flexible working/flexible time,</td>
<td>- To improve business performance,</td>
</tr>
<tr>
<td>- Diversity in staff/faculty as a strategic goal, regarding staff/faculty,</td>
<td>- To respond to the competition in the market,</td>
</tr>
<tr>
<td>- Marketing plans to attract internationally diverse applicants,</td>
<td>- To improve university branding,</td>
</tr>
<tr>
<td>- Diverse student body as a strategic goal,</td>
<td>- To be an employer of choice,</td>
</tr>
<tr>
<td>- Diversity promotion activities.</td>
<td>- To improve creativity and innovation,</td>
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<td></td>
<td>- Desire to reach diverse markets,</td>
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<td></td>
<td>- To respond to the global market.</td>
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*Table 4 Summary of Empirical Findings*
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<tr>
<th></th>
<th>Observed Effects</th>
<th>Strategy</th>
<th>Future Plans</th>
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<tbody>
<tr>
<td><strong>JIBS</strong></td>
<td>Difficult to determine whether improvements within the school are directly related to vision/mission or if improvements have anything to do with DM.</td>
<td>Internationalisation is a strategic goal.  - Encouragement toward students and staff alike to be international at heart and entrepreneurial in mind.</td>
<td>Currently no plans for future improvement of diversity management.</td>
</tr>
<tr>
<td><strong>Halmstad</strong></td>
<td>- Tendency for enhanced openness toward “otherness”,  - More international university,  - Higher awareness of Equal Opportunities and discrimination issues,  - Increased contact with other parts of the world,  - More women are climbing the corporate ladder,  - Greater notice taken of diversity issues,  - Diversity issues are discussed and addressed more often,  - Strengthened cultural values within the university,  - Helped to attract and retain highly talented people,  - Helped overcome labour shortage,  - Improved access to new market segments.</td>
<td>Internationalisation is a strategic goal.</td>
<td>Plans for future improvement of diversity management present.  - The current position is that there is a review of what is done and by whom and where it is being done,  - Attempting to better coordinate the various efforts,  - Obtain a better overview of various diversity and diversity management efforts within the university to attempt to coordinate them better,  - Hope is to, with this, find the synergy effects and therefore provide value added to the institution,  - Place more focus on operative measures rather than the (re-) formulation of policies and other documents.</td>
</tr>
<tr>
<td><strong>Gothenburg</strong></td>
<td>Clear demonstration of either a balanced gender distribution with respect to management or a clearly pronounced ambition and developed methods to achieve the goal.  - More women climbing the corporate ladder.</td>
<td>Internationalisation is a strategic goal.</td>
<td>Currently no specific plans for future improvement of diversity management.</td>
</tr>
<tr>
<td><strong>University D</strong></td>
<td>Non-specific as it is an irresolute issue. However, Diversity efforts and effects observed, if any, are being measured and reported annually.</td>
<td>Internationalisation is becoming of greater importance for University D.  - Policy for internationalisation, by the University Board.</td>
<td>Intends to establish “yearly updated action plans” for its future improvement of Diversity Management.</td>
</tr>
</tbody>
</table>