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Co-authors	Alphajor Sall (MBA)
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Organizations manage diversity in the workplace to ensure that organizational objectives are achieved and also that the employees' needs and expectations are met. However, the main challenge for the organizations is to create conditions that will meet the needs and expectations of every employee, more especial now that the workforce is internationally and intergenerationally diverse. The underlying problem to this challenge is the varying ways in which the term "diversity" has been defined by researchers and scholars. This paper seeks to look at the challenges which arise due to the diverse approaches taken by organizations in managing diversity in the workplace, which is a result of various varying definitions of "diversity".

Keywords (minimum 6 - 8 words or phrases):

Managing diversity, employees, workforce, generation, definition, organization, attributes.

Research question:

This paper seeks to establish the fact that there is no uniformity in the definition of the term "diversity", which is key to the management of diversity in the workplace. Due to this fact, there is also no uniformity in the way management of diversity is executed across organizations. The authors of this paper believe that this problem can be addressed by coining an inclusive intergenerational definition of this term which should cover all aspects and facets of diversity.

Text of the paper/article:

Introduction

Managing diversity in the workplace is a complex exercise. Workplace diversity is a concept that denotes the differences between people in the workplace. The differences generally comprise age, class, ethnicity, gender, physical and mental disability, race, sexual orientation, spiritual practice, and public assistance status. This also means a multiplicity of differences amongst individuals, their beliefs and how they identify themselves as well as how others distinguish them in the organization (Amaliyah, 2015). This has resulted in challenges being experienced by both the employers and the employees in managing workforce diversity. The other challenge on the definition of the term "diversity" is that there are countless definitions in the literature and different in scope depending on what is intended for diversity (LaMasa, 2017 citing Tsui, et al1999). Many researchers and scholars have defined this term in many varying ways, some of which overlap. This paper will look at a few of them and have categorized them into four categories for ease of reference. The first group of researchers defined "diversity" by grouping the dimensions of diversity into four: personality, internal dimensions, external dimensions, and organizational dimensions. The second category of researchers

defined diversity from a moral-ethical perspective and also from an organizational-economic perspective. The third category of researchers defined diversity by considering the following attributes: "acknowledging, understanding, accepting, valuing, and celebrating differences among people concerning age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public status". From this definition, three categories of diversity were drawn: (a) Social diversity, (b) Organizational diversity, and (c) Value diversity. The fourth category of researchers looked at diversity from the perspective of generational classifications: Traditionalist, Baby Boomers, General X, and General Y, focusing on who they are and their needs and expectations in the workplace. Individuals from one generational have different work ethics and expectations at the workplace. This poses unique challenges, in addition to race, ethnicity, gender, physical and/ or mental disability differences.

Background of the Study

Diversity issues started hitting the headlines in the organizational discussions in the late 1980s (Cox and Blake 1991), in the USA it can be traced back to the 1960s (Jonsen et al 2011) as cited by Ravazzani (2016). Business cases predicted a range of benefits resulting from workforce diversity within organizations (Konrad, 2003; Martic, 2018). Ely and Roberts (2008) reframed diversity from a paradigm that emphasizes difference to one that emphasizes relationships. They argue that the relational approach highlights personal, interpersonal and intergroup dynamics that influence how people interpret and act on their differences. From this perspective, differences can also be a source of creativity and resilience. One of the fundamental factors is that diversity creates challenges as well as opportunities that are not found in homogeneous setups. Therefore managing diversity requires knowledge of diverse demands, which should be inculcated into the work policies and practices. Cultural differences, gender, foreigners (immigrants), physical ability and sexual orientation have become significant aspects of diversity management in recent times, and the world is stuck on these attributes. The bottom line, nevertheless, is communication which creates an interaction of these

attributes in the workplace. However, it is also important to note the fact that when communicating with one another, generational differences influence the outcome of the discussion, as each generation has its unique preferences and interests. When we talk about communication, we talk about transmitting a series of values, experiences, methodologies, and culture that each new group brings (GESDI Project (2013).

Problem Statement

Due to global awareness of the importance of diversity management in the workplace most organizations have put in place measures for managing diversity in their organizations GESDI Project (2013). However, the challenge is to what extent is this being applied. Most organizations have included in their vision statements the fact that they are compliant with the requirements of diversity. The question is, how is this executed? Looking at the varying ways in which the term "diversity" has been defined and described by the various researchers and scholars, it cannot be conclusively deduced that there is equality in the application of diversity management across organizations. As research has shown, there is room for organizations to choose which piece to take and which one to leave. For example, Rahman (2019) defines diversity" as acknowledging, understanding, accepting, and valuing differences among people concerning age, class, race, ethnicity, gender, disabilities. On the other hand, Birkman (2018) defines diversity in the workplace by classifying generations into traditionalist, baby boomers, generation X, millennials, and the iGeneration. This underscores the fact that there is no uniformity in which the requirements of diversity management are being addressed by organizations. The classification of people by cultural, race, gender, age and the other similar attributes has gaps which intentionally or unintentionally can enable organizations to choose the definition that favors them more than the workers or which favors one class of people more than the other, or indeed, choosing a definition that completely excludes some groups of people. For, example, gender principles favor women more than men (McKinsey, 2017). Nevertheless, this is an intervention to solve gender biases. Gender equality is, indeed, when a company shows an equal proportion

of men and women in leadership positions. It is not about stereotyping or fixing women's attitudes. It is not about blaming men either (McKinsey, 2017). It is, instead, about recognizing that women and men possess different and complementary characteristics and an inclusive culture would enrich both (LaMasa, 2018). In this regard, in a situation where there are a woman and an old man, preference will go to the woman and not the old man to balance the equation.

Due to globalization and technological developments, the world has become a global village. Interaction and communication are done across borders and continents in an instant and the workforce has become diverse on a global level. Communication is an important tool that creates and maintains cohesion in the workplace (Holistica, 2018). There is also the generational diversity in the workforce. This is regardless of gender, culture, time horizons, work style, ethnicity, age, attitudes, and sexual orientation. In this connection, more research on managing diversity in the workplace is needed to address the current position. Researchers should be looking at addressing diversity management by coming up with principles that are inclusive and covers the international and intergenerational workforce.

Objectives
This paper seeks to achieve three objectives as follows:

1.   To establish the fact that the definition of the term "diversity" which is key to the implementation of management of diversity at the workplace, is not uniform.

2.   To determine the fact that differences in the definition of diversity have led to differences in the implementation of management of diversity in organizations.

3.   To establish the fact that coining a definition of diversity that includes intergenerational classification can provide a uniformity platform for addressing diversity effectively, as opposed to only consider attributes like: gender,

foreigners/immigrants, race, physical ability or indeed, and sexual orientation which is selective and segregative.

Significance of the Study

Managing diversity in a workplace is a challenge that has become complex with globalization and technological development, which has made the workforce to become globally diverse. This paper seeks to demonstrate that the current focus on diversity has been outrun. Race, gender, ethnicity, religion, age, immigrants, culture, sexual orientation, and physical inability are not the only areas of focus for dealing with diversity. The world has become obsessed with these attributes as having more weight in the quest for diversity management. This approach is not addressing all disadvantaged groups. To include generational distinctions as part of the diversity equation can provide a useful framework for building a broader and inclusive foundation of diversity management. Diversity is dynamic, so should be its management.

Literature Review

Going through some literature materials on diversity management, different approaches to the management of diversity emerge. The differences are due to varying definitions or descriptions of the term "diversity" that has resulted in a varying understanding of diversity by organizations. For ease of reference, this paper has categorized the researchers into four categories. In the first category, as cited by the following researchers: Rahman, 2019), Reich, et al, (2015), Kim, et al.(2014), Neilson, et al (2017), La Masa (2017), they define diversity by considering the following attributes: gender, race, age, ethnicity, physical ability, religion, marital status, income, work experience, location, educational background, personal habits, management status, union/political affiliation, profession/work field, functional level/classification, and level of seniority. This definition encompasses a Social Diversity Equation (SDE), which states that diversity is a function of several diverse elements embedded together. Studies of diversity have tended to focus more on the following areas of difference:

(i) Gender

(ii) Culture

(iii) Ethnicity, Race

(iv) Disability

(v) Religion

(vi) Sexual Orientation

(vii) Age

 (viii) HIV/AIDS

Gender

Gender is an important dimension of diversity. Physical and biological differences between men and women are termed sex differences. When society ascribes particular social significance to these differences and allots roles accordingly, they become gender differences.

Thus society's expectations and perceptions of what is acceptable behavior for boys as opposed to that of girls is an issue of gender. This cuts across virtually all aspects of human behavior and society norms, ranging from emotional responses, roles in the home and the larger communities, to modes of social and professional interaction. According to a 2018 Diversity and Inclusion report, it was found out that 36% of all female respondents say that their progression has been limited because of their gender. This compares to only 9% of all male respondents (Hays, 2018).

The issue of gender is now very well known worldwide, and there have been many gender-focused or gender-based initiatives in most countries. "Gender Mainstreaming", "Sensitizing Communities on Gender Issues," and "Gender Awareness Training", have been some of the most popular initiatives.

The past two decades have seen several initiatives for mainstreaming gender in the public service. Governments and public sector organizations have been considering a gender focus in their activities and practices. Thus we have seen the introduction of Women's Ministries, Gender Focal Units or Sections in government setups in many parts of the world. Hand in hand with these initiatives have seen targets set to achieve a better balance of power and representation across societies.

Gender as a diversity issue seeks to look at how the concept fits into a framework whereby any negative effects are eradicated or minimized (mainly through anti-discrimination laws and practice) and the positive differences between men and women, can are optimized, appreciated, celebrated or at worse, managed.

Race, Ethnicity, and Culture

Diversity management in this context addresses differences arising from:
- A person's area (continent, country, city, village) of origin
- The color of a person's skin (white, black, colored)
- The background in which the person is born, which tends to result from the origins mentioned above, but may also arise from a social class or religious following

Universally, the approach to these issues has been at the very highest Constitutional and Legislative levels. Various anti-discrimination and/or Equality Laws have been passed to criminalize discriminatory behavior both in the workplace and in the general public arena. Diversity management seeks to look not only at the extent to which these laws have been effective in their application but also their appropriateness and to see what policies and practices have been adopted to monitor and evaluate the impact on organizational and human behavior.

Disability

Diversity management in the context of disability tends to focus on physical disability arising from loss of one or more basic human senses such as sight, hearing, and speech. It also includes physical impairment resulting in lack of or limitations in, mobility (wheelchair-bound, users of artificial limbs and aids).

Disability awareness is still relatively new, particularly in certain areas of the world where medical facilities have been, and still are, quite limited. Globalization and increased use of technology have helped to spread the gradual growth of physical disability awareness. Mental disability is still not addressed. There are far fewer areas of the world where non-physical disability, for example through mental illnesses such as depression and schizophrenia, is recognized as part of a more general disability issue for diversity management.

Much of the work on disability as a diversity issue has focused on establishing disability targets in the workplace, and in decision-making arenas, and the impact and consequences of access and facilities for disabled individuals, generally.

Religion

Religion, as a diversity management concept, looks at how people from different religious groups, those who chose to adopt new or different (or indeed no) religions or beliefs are "allowed" to do so as a basic human right, without fear or favor.

Much of the allowances for differences in religion have come about through anti-discrimination or equality legislation, as religion has tended to be grouped with race, ethnicity, and culture when interpreting such legislation.

Diversity management studies see religion as a separate area of attention given its importance in the traditional geographical, cultural and hence discriminatory splits that

exist worldwide. Diversity targets have focused on religion where it represents the basis of the difference between sections of public living together, particularly in areas of Asia, Africa, and the Far East.

Age

Although not traditionally considered as an element of diversity, age is a sharp cutting factor as far as diversity management is concerned. Age is an area of potential and very real discrimination worldwide. What is interesting is that there have traditionally been two extreme views on age discrimination. In many Western countries, the argument has been that there is a negative bias towards age, the older one gets the more likely that he/she would suffer discrimination in the workplace. While in many areas of the developing world, the opposite has been true. Younger members of the workforce have complained that as long as they are under a certain age (40s for management levels) they find it very difficult to compete on an equal level with those older than they are. In a recent Diversity and Inclusion report (Hays, 2018), it was found out that in the United Kingdom, 43% of workers aged 55 or more, stated that their progression was limited because of age.

Diversity management seeks to discover whether age is still being used unfairly to discriminate based on personal or social perceptions of what is "the norm". Good diversity management in this area focuses on the availability of effective policies on age discrimination, and an awareness of the value added to an organization where the workforce spans a broad age range

Sexual Orientation

Sexual orientation in this context refers to the following:

Homosexuals (gays, lesbians)

Other non-heterosexual types

Transsexuals

Again the approach by many countries is based on the fundamental human rights argument, which has been used successfully to enable anti-discriminatory legislation to be passed. Sexual orientation is an important issue in Europe, the USA, and South Africa, but is still largely ignored or unrecognized in many parts of Africa, and other areas of the world. In the main, the diversity management approach has been focusing on ensuring that there are equal opportunities policies in existence to protect individuals in this group and allowing them to feel a valued part of the workforce and the public in general.

HIV/AIDS

In most countries in the West, HIV/AIDS has not been included as a separate diversity management issue. Given the importance and impact of this pandemic in many African countries and the stigma attached, it has been included as a separate concept here, to enable a useful and meaningful analysis of its effects on the diversity management argument.

As has been cited in the research article for the GESDI Project (2013) which was undertaken in the Czech Republic, to determine the effectiveness of Diversity Management in the workplace, it was noted that the main focus was on gender, disability, ethnic minorities, and immigrants. It was further noted that policies on awareness on these vices were found to be in place mostly in corporate organizations. One significant aspect that was also noted in the policies was "communication" as being key to the management process. However, poor communication can result in confusion, lack of teamwork, and low morale in the workplace (Dike, 2013). Similarly, lack of effective communication of the firm's objectives can result in missed deadlines, incorrect goal assumptions and ultimately conflicts in the workplace (Holistica, 2018). Further, this project also revealed that high percentages of immigrants worked in agriculture,

livestock farming, and security services. Lower percentages of immigrants worked in health, hotels and education institutions.

The second group of researchers defined diversity from the moral-ethical perspective and also from an organizational-economic perspective (Carter, et al, 1982). In the moral-ethical perspective, two dimensions were created: primary dimensions and secondary dimensions. Under the primary dimension race, gender, sexual orientation, and physical disability were considered. On the other hand, the secondary dimensions cover marital status, profession, religion, location, and income. From the same characteristics, some authors created different categories based on variability and invariability of sources of diversity. Variable sources included: physical condition, age, education, and marital status. On the other hand, invariable sources of diversity covered attributes like sexual orientation, race, nationality, gender, and ethnicity. Further classifications were made on the same characteristics on the bases of visible or observable and invisible or non-observable characteristics as cited by Cox, et al (1993). Visible or observable characteristics include age, gender, and race. While invisible or non-observable characteristics cover education, experience, and function. From an organizational- economic perspective, diversity was categorized on cultural, historical and functional dimensions (Pollar and Gonzalez, 1994). Cultural attributes included language ability, religion, age, and ethnicity. Functional dimension covered the way an individual processes information, learning process and respond to authority. Historical attributes referred to political opinions, family and inter-group relations. Under this perspective, status was included to denote hierarchical position.

The third group of researchers, as cited by Rahman (2019) quoted from Green, López, et al (2002) defines diversity" as acknowledging, understanding, accepting, and valuing differences among people concerning age, class, race, ethnicity, gender, disabilities, etc.

Many people when they think of diversity, the immediate thing that comes to mind is ethnicity, race, Color, social-economic status, disability, and gender (Martincova, et al, 2015). For example: in some American organizations, people of different skin colors and nations work together. Also in some technological companies, some physically disabled people work in Research and Development institutions as they are believed to possess a similar level of brilliance and mental challenges (Sharma, 2016). Culture is often defined as a system, which affects the values, perceptions, behavior, and way of thinking which is shared, by a certain group of people (Lukesova et al, 2015). The classical Herskovits, (1948) definition as cited by Lukesova, et al, (2015), defines culture as part of the environment that is created or shaped by human beings. Each man carries certain patterns of thinking, feeling and potential for negotiations which he has learned during his life, Hofstede & Hofstede (2006) as cited by (Lukesova et al, 2014). Culture consists of the unwritten rules of the social game. It is the collective programming of the mind that distinguishes the members of one group or category of people from others (Hofstede & Hofstede, 2006) as cited by Martincova, et al, (2015).

In the fourth group of researchers Clark, (2017) looked at diversity from a generational perspective and categorized diversity into the following classes: Traditionalist, Baby Boomers, General X, and General Y. Birkman (2018), on the other hand, defines diversity in the workplace by classifying generations into Traditionals, Baby Boomers, Generation X, Millennials (Generational Y), and the iGeneration. De Lucia, (2015) quotes the definition of term "generation" as a social construction in which individuals born during a similar time experience, and are influenced by historical and social contexts and how these experiences differentiate one generational cohort from another (Lester, Standifer, Schultz, and Windsor, 2012). A generation is affected by aging which changes its attitudes and behaviors as it matures (Lyons & Kuron, 2014). The difference in generation gaps is one of the biggest challenges of workplace diversity. The resultant effect is the lack of cohesion caused, in part, by lack of communication between the old

and newer generations. This creates problems in the workplace particularly in times when strategic changes are required for the advancement of organizations (Holistica, 2018). In light of this, generations that are far apart experiencing problems during the adjustment phase which is often viewed on generational differences (Birkman, 2018). This is yet another example of problems that are usually not fully addressed or not at all in the management of workplace diversity due to the exclusion of generation differences.

Managing employee attitudes and behaviors in a generationally diverse workforce is one of the most challenging tasks for contemporary high-contact service organizations. Some scholars such as Barron, Leask, Fyall, (2014); Bednarska, Olszewski, (2014); Kachniewska, Para, (2014); Park, Gursoy, (2012) have commented that the generation which is now entering the workforce, Generation Y (Millennials), presents yet new challenges that are rooted in noticeably different work-related attitudes and higher expectations of their work environment than the prior generations. People from different generations have problems in understanding each others' perspectives at the workplace, which can be stressful, confusing, and frustrating in a demanding workplace like the hospitality industry (Clark, 2017).

As cited by Clark, (2017), traditionalists are people born before 1946 and their lifestyle and behavior were molded by the great depression and World War II. These people are predominantly conservatives who put work and duty before play and pleasure. Normally, they regard authority with great respect and follow rules without questions. They are loyal and patriotic to their employers and can serve one or two employers in their lifetime. Baby Boomers are those individuals born between 1946 and 1964 (Clark, 2017). They have been molded by post World War II atmosphere. They have been raised during the time of great optimism, opportunity, and progress. They grew up in two-parent households, went to good and safe schools, have job security and enjoyed the post-war prosperity. This is the largest cohort in the workforce currently and they hold most of the control and power in the workforce. Although baby boomers are seen as "highly competitive micro-managers, who disdain laziness", they are generally

excellent at networking and seeking consensus with others (Clark, 2017). This generation began to challenge the glass ceiling for women in the workplace in the 1970s; experienced fierce competition in the workplace among themselves, women and minorities; and pursued the hierarchical corporate ladder in the hopes of achieving recognition and status (Hernaus & Vokic, 2014). Baby Boomers have been characterized as individuals who believe hard work and sacrifice are the prices to pay for success (Clark, 2017). According to the 2012 study, research suggests Boomers place a high value on professionalism, recognition, collaboration, consensus, and face to face communication (Lester et al., 2012). Boomers prefer praise and title recognition; they value process over results; and, have often found their own identity in their work (Hernaus & Vokic, 2014).

Generation X are people born between 1965 and 1980 (Clark, 2017). They were born during the time of a rapidly changing social climate and economic recession. Most companies during this period were downsizing their operations. The Xers grew up in two-career families with rising divorce rates. This was at the dawn of the high-tech and information age. Workers of this category are generally self-reliant, independent and skeptical of authority (Clark, 2017). They place a high level of importance on maintaining a work-life balance and are unlikely to scarify their personal life for the company (Clark, 2017). This generation needs supervision and mentoring, which could largely be due to over-involved and over-protective parents, as well as, a desire for meaningful, diverse, and interesting work (Hernaus & Vokic, 2014). The Xers are also averse to supervision and hierarchy, reluctant to commit, tend to be poor team players, and are disloyal with no job security expectations. They are rated lowest on professionalism in the workplace (De Lucia, 2015).

People born between 1980 and 2000 are Generation Y also known as the Millennial Generation (Clark, 2017). These are born of the Baby Boomers and the early Generation X. The millennials are born into the current high-tech era and neo-optimistic times. They are the youngest workers in the workforce and also the most technologically

adept group. They are fast learners and tend to be impatient (Clark, 2017). They embrace technology because they were brought up around it, and as a result, are very comfortable with change. Empirical research by Hernaus & Vokic (2014) indicates that millennials seek meaningful, diverse, interesting and challenging work, employ a positive attitude, achievement/results-oriented, embrace change, require clear goals and expectations, and are collaborative decision-makers. On the contrary, some researchers recently have concluded that members of Generation Y demonstrate a relatively low level of work centrality, as they place greater emphasis on creating a better work-life balance and consider their job as mainly a way to financially support their lifestyle (Barron, Leask, Fyall, 2014; Cairncross, Buultjens, 2010; Park, Gursoy, 2012). Consequently, they are less likely to allocate personal resources and energy to work tasks, or to experience satisfaction in the workplace. Millennials are "more affluent, more technologically savvy, better educated and more ethnically diverse than any other previous generation" (Clark, 2017). The iGeneration comprises children born from 2000 (Clark, 2017). Analysts predict this generation will be exceptional employees in the future due to their capacity to pick up new skills and ideas such as information technology (IT), which is required for employment in many business organizations. This group is also known as Generation Z (Birkman2018)

In a generationally diverse workforce, it is important to remember that communication is critical as different preferences and interests will arise. Traditionalists (Veterans) tend to believe in institutions and rarely question authority (Clark, 2017). They are respectful of the law. They are comfortable with a "top-down" style of management that disseminates information on a need to know basis" (Clark, 2017). Traditionalists prefer more face to face communication and formal typed or handwritten letters. On the other hand, Baby Boomers, as cited by (Clark, 2017 like hierarchical communication style and tends to see relationship and business results as intertwined. They believe in mutual interests to make the conversation participative by getting input also from others. Generational X, cited by Clark, (2017), does not like to waste time. They are straightforward and direct in

their communication style. They prefer to send an email or leave a voicemail that states clearly what they want. The Xers are positive and tend to send a text message or meet face-to-face. Clark, (2017) states that the Millenials **a**re connected globally via email, text messages, instant messages, and social media websites. Being the most tech-savvy group, their main mode of communication is through smartphones, tablets, and laptops. Both Generation X and Millennial employees (as well as an increasing number of Baby Boomers) reject the idea of a simple phone number as the only point of access to goods or services. Mobile devices running iOS and Android now account for 45 percent of web browsing and are poised to soon become the primary way most people experience the internet (McCann, et al (2017)

Research Methodology

A review of secondary data sources was used to select relevant articles and publications. Electronic research was undertaken on the internet from highly reliable online scholarly libraries. The scholarly works by various researchers and scholars on the management of diversity in the workplace were reviewed, evaluated and relevant material selected to form part of this article. The main objective of undertaking a desk review of electronic publications was to gain a wide knowledge of the area of study by going through various articles with varying approaches on the subject, by different researchers and scholars. This enabled the authors of this paper to evaluate the materials from a wide range of sources and expertise on the subject. Independent opinions from the well-informed departure of knowledge were, therefore, made. Relevant arguments have been put forward on the gaps and challenges noted in the materials reviewed, and proposals and recommendations believed to address the gaps have been made in this paper.

Conclusion

From the four diverse groups of researchers and scholars selected for review in this paper, two sides of the story emerge. On one hand, are those advocating for diversity management from differences point of view, by considering the attributes of a person; and have stated remedies to address the disadvantaged groups. On the other hand, are those researchers and scholars that believe that diversity management in the workforce should be based on generational differences by looking at generational gaps, and have proposed solutions to address the gaps. Under diversity management, which focuses on differences, this paper has established that selective management of diversity is quite prevalent. Organizations choose what they like and leave what they do not like, regardless of the legal directives in place. In so doing, there is no uniformity in the execution of diversity management across organizations. On the other hand, generational differences have deep and diverse characteristics that strongly hinges on communication. This adversely affects performance in the organizations, and yet organizations do not consider the generational gaps in diversity management. As generations mature, newer and more diverse generations are entering the workforce, thereby making the current approaches to diversity management more and more irrelevant.

Conversely, looking at each definition of diversity in the four groups of researchers, differences also do emerge which have resulted in different interpretations of diversity, the consequence of which is different ways of managing diversity across organizations. This, again, underscores the fact that there is no uniformity in the manner organizations execute management of diversity. If diversity management is to achieve genuine equality in the workforce, there is a need to have one broad and inclusive definition of diversity that should cover all perspectives of diversity as individually stated in the four categories of researchers in this paper. More focus is made on gender, immigrants, sexual orientation and physical disability. This is simply window dressing of the matter to achieve compliance of directives. Genuine and inclusive diversity management should begin with an inclusive, broad and intergenerational definition of the term to guide

organizations of all the facets to be taken on board in managing diversity. What is clear in today's workplace is that it is more diverse in terms of age, gender, race, ethnicity, educational level, occupational, and most importantly, generationally. In this regard, researchers, scholars, and organizations should focus their efforts on the entire spectrum of diversity as stated in this article. This will be the only way to achieve uniformity and effective diversity management that will meet both the needs and expectations of organizations and employees without intentionally or unintentionally excluding any group.

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Doctoral Supervisor's feedback (approximately 100 words):

This paper is approved. The following recommendations are also noted (that should also be included):

I would also suggest the inclusion of more scholarly resources within the past five years.