UNIVERSITY OF GHANA

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THE IMPACT OF WORKFORCE DIVERSITY ON CROSS-CULTURAL

COMMUNICATION COMPETENCE AND TASK PERFORMANCE OF

EMPLOYEES IN MULTINATIONAL COMPANIES IN GHANA

BY

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THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN

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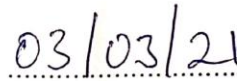
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DECLARATION

I do hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this or any other university. All reference used in the work have been duly acknowledged.

I bear sole responsibility for any shortcomings.

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CERTIFICATION

I hereby certify that this thesis was supervised in accordance with procedures laid down by the University.

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(SUPERVISOR)

DEDICATION

This work is dedicated to my loving, caring and supportive husband and also to my dearest

mum who has always being my source of encouragement.

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I thank God Almighty, the Alpha and Omega, for a successful work. My appreciation goes to Rev. Ephriam Amu, who supported me in prayers. My heartfelt appreciation also goes to my supervisor Professor James Baba Abugre for his support, comments, guidance and constructive criticism that has challenged me to always do my best. I say thank you and may God continue to fill you with wisdom. My profound gratitude also goes to all the Lecturers in the department of Organisation and Human Resource Management of the University for Guidance and constructive criticism.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

LIST OF ABBREVIATIONS

SEM   Structural Equation Modeling

GLC   Ghana Labour Commission

MNS   Multinational Subsidiary

MNC   Multinational Company

SHRM   Strategic Human resource Management

UGBS   University of Ghana Business School

FA   Factor Analysis

SPSS   Statistical Product and Services Solution

CB-SEM   Covariance Based – Structural Equation Modeling

EM   Expectation Maximization

CFA   Confirmatory Factor Analysis

GFI   Goodness of Fit

AGFI   Adjusted Goodness of Fit

RMSEA   Root Mean Square Error of Approximation

CFI   Comparative Fit Index

CMIN   Chi-Square Goodness of Fit

EFA   Exploratory Factor Analysis

CVE   Cumulative Variance Explained

KMO   Kaiser-Meyer-Olkin

ISK   Interpersonal Skill

TE   Team Effectiveness

CE   Cultural Empathy

CC   Corporate Culture

HR   Hiring and Recruitment

IN   Interaction

IS   Immediate Supervisor

SRMR   Standardized Root Mean Square

AVE   Average Variance Explained

ATT   Attitude towards Diversity

DTT   Team training Program

ABSTRACT

This study investigated the impact of workforce diversity on cross-cultural communication competence and task performance of employees in multinational companies (MNCs) in Ghana. The study employed mixed method approach. This includes the use of both quantitative and qualitative research method. Employees of some multinational companies took part in the survey as well as some managers were interviewed. 231 valid questionnaires were used for the quantitative survey analysis and 5 recorded and transcribed interviews were used for the qualitative analysis. Structural equation modeling (SEM) was used to analyze the quantitative data to address the hypothesized relationships whilst thematic analysis was used to analyze the qualitative data. The study found that workforce diversity has a positive relationship with cross-cultural communication competence of employees in multinational companies in Ghana. The study further found that workforce diversity (age and gender) has an impact on task performance of employees while culture does not impact task performance of employees. The study found that the type of task given to employees also impact their task performance. This study concludes that workforce diversity has a positive impact on cross-cultural communication competence of employees and also has a relationship with task performance in the area of age and gender. However, culture does not have any relationship with task performance of employees. This research recommends that human resource managers develop diversity policies on how to manage diversity at the workplace and to develop cross-cultural communication competence of employees.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The universe has changed into a global place and many businesses and companies are going global. This is because of the increase in awareness of the potentials of multinational markets and companies moving their branch offices and other parts of their organisations or businesses across the world (Mba Sr, 2015). The underlining objective of these movements across the world is to seek new markets and also find a competitive work force (Mba Sr, 2015). One obvious facet of these occurrences of the international business landscape is diversity of workforce. Diversity is the appreciating, accepting and acknowledging differences among people of different gender, age, class, and ethnicity (Gupta, 2013). One main feature identified by Jyoti and Kour (2015), which is common to these multinational companies is that there are lots of interaction with people from different cultures. This makes culture another dimension of diversity. According to Okoro and Washington (2012), workplace diversity is now an evidence of being, and a progression that will progress for ages with the boundless effect of internationalization and globalization. Similarly, Arokiasamy (2013) observed that diversity issues are essential and will become extremely essential in the future as a result of the increasing movements of populations and differences in populations. Jehn, Northcraft and Neale (1999) grouped diversity into information, social category and value diversity. This study however focuses on social diversity thus age, gender, and culture dimension of diversity. The aim of the work is to investigate how these dimensions impact on cross-cultural communication competences and task performance of employees in multinational companies in Ghana. Communication has been identified as the oil that smoothens management policies in the understanding of people at the work place (Abugre, 2018). The importance of communication to the effectiveness of employees in multinational

companies is not in doubt (Matsumoto, 2000). The ability to communicate across cultures is gaining importance as the globe becomes more diverse and global in nature (Buddend, Budden & Lopez, 2017). This has led to the importance of cross-cultural communication. According to Matsumoto (2000), Communication in multinational companies or cross-cultural communication is the exchange of information among people of diverse cultural backgrounds. It is the fundamental form of human attitude exhibiting the need to associate and relate with people from outside (Samovar & Porter, 1997). Cross-cultural communication competence is an essential element of a manager's capability to solve challenges in performance among a culturally diversed environment (Matveev & Nelson, 2004). Johnson, Lenartowicz, and Apud (2006), also stressed that, cross-cultural communication competence is a factor for successful interaction in a multicultural environment. There is a positive and direct effect of cross-cultural communication competence on problem solving and decision making skills required from executives (Matveev & Nelson, 2004). For this reason, cross-cultural communication competence is a competitive advantage for employees making a career in multinational companies and for firms operating in foreign markets (Chenov & Chernova, 2018). With the heightened importance of international businesses and growing number of multinational companies, the issue of cross-cultural communication has become demanding because it has immense implications on the managerial processes and activities including planning, organizing, decision making and public relations (Bauman, 2016, Okoro, 2013).

The prime objective of communication across cultures is to ensure that individuals comprehend the attitudes and communication practices of other individuals from diverse origin so as to effectively interact with them. In order to make cross-cultural communication effective, there must be proper comprehension of all the communication codes, orientations of the people involved and how people relate with each other (Abugre, 2018). Abugre (2017)

emphasized that it is important for expatriates to have skills in communication across cultures to fully grasp the context-related communication codes with particular reference to multinational companies in sub-Sahara Africa because of its complex and multi-lingual environment. The issue of cultural diversity cannot be delineated from cross-cultural communication in multinational companies especially in sub-Saharan Africa where there are several social practices, values, beliefs, and norms (Abugre, 2018). However, unlike the study of the effects of demographic diversity in multinational companies, not much attention has been given to the impact of cultural diversity in multinational companies (Darwin & Palanisamy, 2015).

Performance is essential to the individual in accomplishing tasks. This is a source of fulfillment and feeling of pride and proficiency (Sonnentag & Frese, 2005). Performance of task is the in-role behaviours necessary for execution of basic job duties (Coleman & Borman, 2000). Task performance is the application of the practical duties and responsibilities by employees (Uchhal & Solkhe, 2017). The issues of diversity and performance of employees has been debated in the past decades (Arokiasamy, 2013). Several empirical studies concluded that workforce diversity positively relates with performance of employees thereby increasing organisational profits (Arokiasamy, 2013, Elsaid, 2012). For instance, Arokiasamy (2013) observed that diversity brings about better problem-solving skills, broader range of perspectives, creativity, and more options which improves employee and firm performance. However, other scholars found that when diversity is not adequately managed, it could bring about negative results (Darwin & Palanisamy, 2015, Elsaid, 2012). Darwin and Palanisamy (2015) emphasized that employee diversity is detrimental to the organisation when the organisational context is not favorable. Similarly, Elsaid (2012) pointed out that organisational environment that does not back diversity risk losing talent to competitors. These conflicting outcomes confirmed the findings of Levitt (2016) that the

3

study of the effects of diversity is inconclusive. It is therefore appropriate to undertake further studies on the impact of diversity in the context of multinational companies in Ghana.

Ghana is a classic example of a group of African economies that are growing fast and very attractive to multinational companies and foreign investors (Dadzie & Owusu, 2013). It is important to note that the business environment in Ghana, like in most African countries, is not homogenous but varies according to institutions, regulatory, political, economic, social and cultural systems (Adams, et al 2017). Given this level of complexity and diversity, multinational companies and foreign investors in Ghana need to understand how these diversities at the workplace, especially as it relates to cultural diversity, will affect their businesses and investments (Jyoti & Kour, 2015). In order to achieve this, multinational companies must come out with effective strategies to harmonize culture diversity and remove identifiable and non-identifiable barriers to effective communication practices (Hobaya & Benabadji, 2015). Also, Tyson (2015) in its article elucidated how the habits of communication have reversed intensely and that the world of business has to acclimate to it. This is because effective communication practices are very critical to the successful performance of organisational tasks which ultimately lead to increase in organisational productivity (Hobaya & Benabadji, 2015). When diversity in the organisation is not accurately enforced, there will be organisational issues such as difficulties in communication, and rivalry between workforce which affects productivity negatively and performance of the company (Ayat - Mohammad, 2019). Hence this study focuses on how workforce diversity impacts cross-cultural communication competence and task performance of employees in multinational companies in Ghana.

1.1 Research Problem

As more firms enter the international business arena, cross-cultural communication has been identified as one of the most relevant functions that foreign businesses must master to

4

continue to be aggressive in the international market (Lillis & Tian, 2009). This is because according to Irwan and Hassan (2016), companies, including multinational companies cannot function effectively without communication because communication has been identified as the lifeblood of every organisation. Communication serves as the channel through which instructions, assessment, group interactions and relationships are transmitted among the parent and host company (Abugre & Debrah, 2013). Further, Abugre and Debrah (2013) indicated that for multinational companies to be successful, they must equip their expatriates with global perspectives, provide awareness of cultural differences in a foreign country to their expatriates and engage in effective cross-cultural communication. According to Abugre (2018), studies that have been conducted on cross-cultural communication competence have not solved the important aspect of cross-cultural communication skills as an essential skill that intensify communication of expatriates and work output in the subsidiaries. Studies have identified that multinational companies are more susceptible to communication challenges because of cultural diversity (Phadi, 2016, Almutari et al, 2015). Lillis & Tian (2009) were of the view that there is difficulty in communication among people from the same culture, for that matter, communication between people from different cultures will be far more difficult. This may however be resolved if the cultural fields of the individuals involved overlapped thereby reducing distortions (Abugre & Debrah, 2013).

However, it appears few studies explored how cultural variables impact the dynamics of communication across-culture in the Ghanaian or African situation. Majority of the available literature on cross-cultural communication and diversity in culture of multinational firms are done in Western or European countries (Abugre, 2018). Further, Abugre (2018) identified that empirical work on cross-cultural investigations are not balanced globally thus cultural phenomenon is not properly understood in the international business landscape. Thus, it is expedient that these gaps are filled hence this study which seeks to empirically examine the

influences of diversity on cross-cultural communication competencies of multinational companies in Ghana.

Beside this, it has been observed that few empirical studies have been done on the impact of cultural diversity on task performance of employees in multinational companies (Darwin & Palanisamy 2015; Mwatumwa 2015; Arokiasamy 2013; Gupta 2013). An examination of literature by Arokiasamy (2013) revealed that there is little knowledge of the linkages of workforce diversity and organisational performance, and that these linkages are inconclusive (Gupta, 2013). In fact, Gupta (2013) emphasized that it is still not clear to researchers if workforce diversity has a negative or positive impact on organisational performance. However, it is imperative for companies to understand the impact of workforce diversity on the company's outcomes because it is one of the key measures of organisational sustainability and competitiveness (Choi & Rainey, 2010).

Darwin and Palanisamy (2015) found that demographic diversity has been the dominant type of diversity that is researched among workforce diversity to the detriment of cultural diversity. Elsaid (2012) observed that higher levels of employee performance are linked to diversity variables such as gender while age has relatively no significant influence on performance. However, according to Mwatumwa (2015), gender does not have any contributory effect on performance of employees. According to Kotur and Anbazhaga (2014), the older forces are not that strong as the younger ones to perform certain activities at the same efficiency of the youngsters. Kotur and Anbazhaga (2014) opined that aside age, gender is another aspect that could affect the performance of certain employees as it has been generally observed and this is due to diversity in their physical and psychological differences. This situation as it is, the paucity of studies on cultural diversity and its influences on employee and organisational outcomes is alarming (Brannen, Piekkari, & Tietze, 2017). This

6

is because when issues of cultural diversity are well understood, it helps organisations to communicate effectively about diversity thereby reducing potential diversity resistance behaviours such as discriminatory perceptions and actions (Hofhuis, Zee & Otten, 2013). It is therefore important that studies are conducted on diversity and its impact on cross-cultural communication competence and employees' performance to fill the gap created in the diversity literature.

1.2 Research Objectives

The research focuses on the following objectives;

1. To investigate the relationship between workforce diversity and cross-cultural communication Competence of employees in multinational companies in Ghana.

2. To investigate the relationship between workforce diversity and task performance of employees in multinational companies in Ghana.

3. To determine the extent to which workforce diversity impact cross-cultural communication competence and task performance of employees of multinational companies in Ghana.

1.3 Research Questions

The following questions will be answered;

1. What is the relationship between workforce diversity and cross-cultural communication competence of employees in multinational companies in Ghana?

2. What is the relationship between workforce diversity and task performance of employees in multinational companies in Ghana?

3. To what extent does workforce diversity impact cross-cultural communication competence and task performance of employees in multinational companies in Ghana?

1.4 Significance of the Study

The study's significance was identified in three main areas: research, policy and practice. In the area of practice, the findings and recommendations of this study will help managers, human resource practitioners and professionals in Ghana especially in the multinational companies to properly manage diversity, improve upon their communication competencies and develop strategies to ensure task performance of employees in multinational companies (MNC's) in Ghana.

In the area of policy, the findings would serve as a guide to stakeholders and policy makers such as Ghana Labour Commission (GLC) and multinational companies to come out with policies on diversity management, cross-cultural communication competence and task performance of employees in MNCs in Ghana.

Finally, in the area of research, the findings from the study would be of a tremendous help to future researchers investigating in the same or similar topic, since it will add to literature on diversity, cross-cultural communication competence and task performance of employees in MNCs in Ghana.

1.5 Scope of the Study

This study focused on workforce diversity, cross-cultural communication competence**,** and task performance of employees in multinational companies in Ghana.

1.6 Chapter Framework

The organization of the Study is under six Chapters. This is illustrated below;

Figure 1.1: Chapter Framework

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│      Chapter One: Introduction      │
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│   Chapter Two: Literature Review    │
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│    Chapter Three: Methodology       │
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│  Chapter Four: Results and Discussions │
│         (Quantitative Phase)        │
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│  Chapter Five: Results and Discussions │
│         (Qualitative Phase)         │
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│ Chapter Six: Summary, Conclusion and │
│           Recommendations           │
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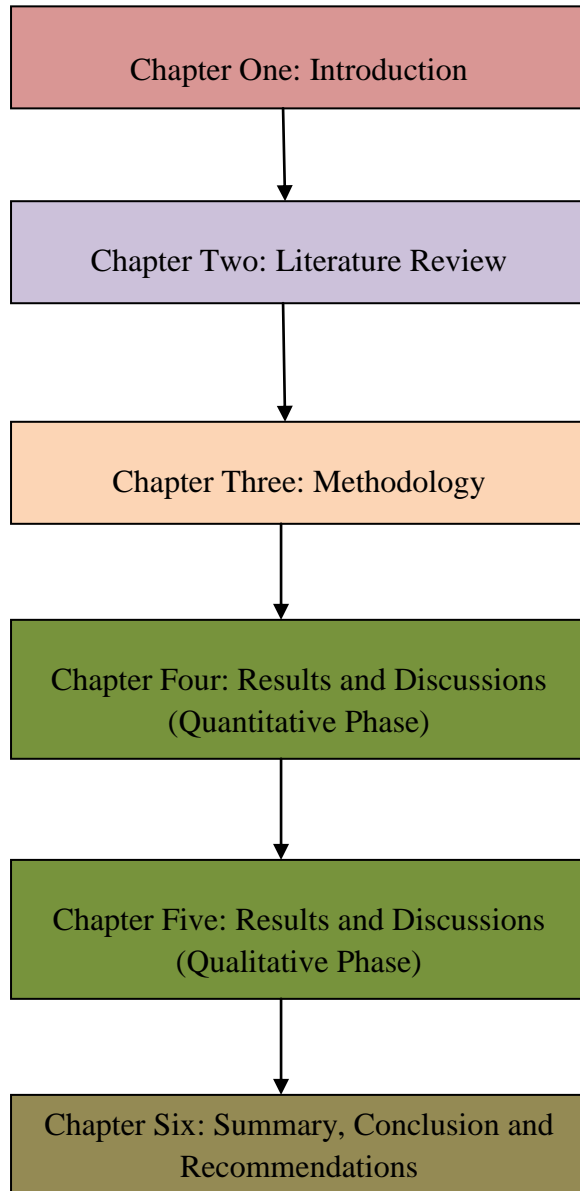
The above figure is explained as follows: Chapter One introduced the study which consists of the background of the study and sets the tone by which the study is developed. It also highlights on the research problem, research objectives, and research questions, significance of the study and the scope of the study. The chapter disposition is also included in chapter One.

Chapter Two of the study comprises a thorough review of relevant literature on diversity, cross-cultural communication competence, task performance in multinational companies and an empirical literature review. The theoretical framework of the research is also discussed as well as the proposed conceptual framework to guide the study.

Chapter Three explained the methodology that is employed in the data collection and analyses. It includes the research design, research paradigm, research setting, and the study population, sampling techniques, sample size, data collection procedure, analytical techniques, instrumentation, reliability and validity, and finally ethical procedure as well as data collection challenges and how the researcher solved the challenges encountered during the study.

Chapter Four also presents the results and interpretation of the quantitative data analyses. It includes a summary of the demographic information, the model used and the results of the study.

Chapter Five also presents the results of the qualitative data. It includes summary of demographic information, and discussions from the quantitative and qualitative data.

Chapter Six finally presents the summary, conclusion and recommendations of the study. Also the implications of the study for Multinational Companies in Ghana are discussed as well.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section gives a review on theories, concepts and works relevant to this study. The theories that were adopted as the foundation for this study are the cross-cultural adaptation theory and social identity theory. The chapter also covers literature on diversity, cross-cultural communication competence and task performance. Also, a conceptual framework has been designed to highlight the relationship between diversity, cross-cultural communication competence and task performance of employees.

2.1 Theoretical Framework

Diversity in the workplace has led to people from different cultures coming together hence the cross-cultural adaptation theory and social identity theory as the theoretical basis for this study. These theories will help explain how people communicate and relate with each other in a diverse workplace.

2.1.1 Cross-cultural Adaptation Theory

The cross-cultural adaptation theory was first studied by Park (1950). However, it became a focus for Kim (1991, 1995, 2001, and 2015). Cross-cultural adaptation remains as the socialization system in which individuals interact with a new environment (Kim & Gudykunst, 1988). Kim (1988) expressed that when one enters a new culture, he or she faces problems getting involved in the host culture; and that he or she must get culturally-adapted to excel in a different environment. Similarly, Lee (2017) opined that individuals conform to challenges from specific setting and tries to uphold equilibrium within the system through the adoption of various forms of communication. The importance of communication as a means of cultural adaptation is not lost to academics and researchers. In fact, Abugre (2018)

11

proposed a Cross-Cultural Adaptation theory to back the assumptions of communication and language aids for expatriate cross-cultural training because expatriate transformation to subsidiary cultural and communicative behaviors is ingrained on how capable they can communicate successfully to address decision-making challenges in the lower levels.

There are two categories of cross-cultural adaptation namely psychological adaptation and socio-cultural adaptation (Searle & Ward, 1990; Ward & Kennedy, 1993, 1999). According to Ward and Kennedy (1999), psychological adaptation is also known as emotional or affective adaptation. It covers the psychological contentment that comes along with the new cultural environment. Socio-cultural adaptation on the other hand is the behavioral competence (Ward & Kennedy, 1993). Adaptation occurs over a given period of time and follows a learning curve where individual acquire some knowledge in a definite skill to the culture and environment they relate. This enables them to adjust accordingly (Ward & Kennedy, 1999).

According to Wu (2012), cross-cultural adaptation involves the following processes; enculturation, acculturation, deculturation and assimilation. Before entering a new culture, the visitors have already built their own identities in their home countries and are already engaged in their domestic lives (enculturation). When visitors enter a different culture, they need to change and learn the new culture (acculturation). The procedure of knowledge from their host culture and leaving behind some things of their original culture is deculturation and finally as they are learning, unlearning, doubting, struggling, and recovering, strangers may reach the assimilation stage where they adapt to the new culture.

Acculturation had received an ample attention from cross-cultural and social psychologists over many decades (Liu & Gallois, 2014). Factors influencing the cross-culture adaptation process thus the acculturation process include strangers' personal background and the

conditions of the host environment (Wu, 2012). The similarity between the strangers' original culture and host culture, personality characteristics, demographic characteristics, language skills, the strangers' degree of familiarity with host culture and previous educational level are influential on strangers' acculturation process (Gudykunst & Kim, 1984). Lombardo (2011) further argues that foreign international corporations' engagement in social communication progressions with the host country is one very vital aspect in order to adjust to the practical models and behavior of the host culture. In acquainting themselves with the host country, communication process will need involving actively in the interactive and mass communication progressions of the local community (Bhattacharyya, 2010). According to Miriti (2017), adaptation depends on continual communication as well as partaking actively in the host country.

An employee from the home country on duty in the host country is faced with cross-cultural adaptation. Thus, the employee has to learn a new culture, unlearn some of his original culture before he finally adapts to the new environment. This is also similar with an employee from the host country moving to the parent country. This theory is important for this study in order to justify the need for MNCs to adapt to new environment and practices for the attainment of organizational goals.

2.1.2 Social Identity Theory

Tajfel (1972) popularized the "social identity theory" as a person's knowledge of himself belonging to a class of certain social categories and which comprises of psychological and value importance because of that category of association. Social identity is the part of persons' self-image that is derived from social assemblies to which they perceive themselves as fit into the society (Tajfel & Turner, 1986). The theory submits that individuals group themselves into groups that are personally relevant to them such as age, gender, and ethnicity (Tajfel & Turner, 1986). Social identity theory is grounded on the prospects that people

13

aspire to uphold and promote their positive self-concept and self-esteem. Social category membership can enhance or depress someone's self-concept and self-esteem and individuals assess the negative or positive attributes of categories to which they belong compared to those of other categories to which they do not belong, such as for prestige and status and. Social identity theory further explains that people uphold a repertory of the groups which they belong, such as political, nationality, gender, and sports teams (Miles & Kivlighan, 2012).

According to Huddy (2001), social identity theory has been divided into social categorization theory (Turner, Hogg, Oakes, & Wetherill, 1987) and social identity theory (Tajfel and Turner, 1979). Social identity theory looks at the emotional interest involving how people back or oppose team membership while social categorization theory looks at how people classify themselves and behave as a group (Miles & Kivlighan, 2012). Most common social categories includes; history, nationality, race, and ethnicity (Stahl, Maznevski, Voigt, & Jonsen, 2010). Social identity theory often makes employees to choose and perform activities that are likening to their social identities (Ashforth & Mael, 1989). For that matter employees identify themselves within a social group (age, gender and culture) and perform better in such group.

2.2 Workforce Diversity

Diversity has been defined by Gupta (2013) as accepting, understanding and appreciating differences between people of different age, ethnicity and gender. Barak (1994) also defined diversity as demographic differences of a workforce in a company, in terms of age, race, and culture. Workforce diversity in terms of social identities such gender, age, ethnicity has developed a major concern for organisations in both sectors i.e. the public and private sectors. This is because today's globalized world organizations need a varied personnel in terms of

abilities, skills, and knowledge (Ortlieb & Sieben, 2013). Jehn, Northcraft and Neale (1999) categorized diversity into information, social category and value diversity.

Another importance that employees' diversity has is its ability to contribute vastly to the overall outcome; however, the success rests largely on the team's capability to cooperate culturally, communicate well and appreciate unique stance to each team member's distinct culture (Hunley, Chakraborty & MacDonald, 2018). Darwin and Palanisamy (2015) opined that if diversity at the workplace can be adequately managed, it will produce positive gains and if not adequately managed can lead to negative results. Previous research findings indicate that, diversity is of benefit to performance under facilitating contexts, whereas harmful under inhibiting contexts (Darwin & Palanisamy (2015). Also, Morgan and Vardy (2009) reported that organizational diversity reduces communication and coordination. In a study of diversity at the workplace and organisational performance by Gupta (2013), he found out that various dimension of diversity relate differently with performance. However, workforce diversity overall enhances economic opportunity, decision-making, innovation, creativity and competitive (Gupta, 2013). Workforce diversity play a role in determining firm's performance because MNCs benefits from varied members, work groups and culture that exist in the organization if they exploit diversity to their advantage (Dessler, 2011).

2.2.1 Gender Diversity

Gender is identified as the unique differences between men and women biologically and socially (Kyalo & Gachunga, 2015). The most constitutional issue to overcome is the thought that perceives differences between men and women (Kyalo & Gachunga, 2015). In the study by Abbas, Hameed and Waheed (2010), they did indicate that men stance a greater chance of being hired than women. Additionally, promotion and injustice are characterized in the workplace which contributes to gender discrimination which ultimately affects performance. They further suggested three dimensions of gender injustice at the workplace; gender

15

injustice in promotion, gender injustice in providing of facilities and goods and gender injustice in hiring.

However, in Ghana the 1992 Constitution, Article 12 and 17(2) safeguards against the discrimination on the grounds of gender (Constitution 1992). Therefore, a Ghanaian working environment consists of both male and female. Multinational companies in Ghana are not exempted from that as well. Managers need to acclimate themselves with the importance of communication distribution. This means different communication game plan for dealing with male and female subordinates (Sikalieh & Mkoji, 2012). However, there is now a third gender (transgender) even though it has not been legalized in Ghana. Some countries on the other hand have legalized it therefore it can exist in multinational companies.

2.2.2 Age Diversity

Diversity in age has added on the issues of many organisations (Kunze, Boehm & Bruch, 2009). Age-diverse workforces are workers of different generations and ages (Boehm, Kunze & Bruch, 2014). According to Finn (2015), a workforce that is not age diverse has the capability of becoming obsolete if older force is not able to pass down their experience to the younger ones. Also, a workforce with different age group brings about a variety of skill sets.

Generally, in Ghana the minimum contractual age is 21 years. One is considered to have moved from a state of infancy to adulthood at this age. However, under the Children's Act, the minimum age for engaging a child to work in Ghana is 15 years and that is for a work not likely to harm the health or development of the child and does not affect the child's education. The minimum age for the employment of a person in a hazardous work is also 18 years (Odartey-Mills, 2014). The compulsory retirement age of a worker in Ghana is also 60 years (Ghana's Constitution, 1992). Therefore, in Ghana, the working class falls between the age groups of 15 years and 60 years.

Organisations are not making use of talents of older workforce adequately due to false presumptions that they are expensive, performs poorly, are exposed to health issues, finds it difficult to use new technologies and are poor investment on training (Gray, 2002; Taylor, 2003).

2.2.3 Cultural Diversity (Ethnicity and Race)

Culture is the characteristics among people, defined by religion, language, and cuisine, music and art (Phadi, 2016). Culture is learned and shared values, beliefs and behaviours of people interacting (Kunzman & Gaither, 2013). It is the shared behaviour, the way of thinking, and feeling among members of an identifiable group (Gibson & Gibbs, 2006). With the increase of ethnic diversity in organisations, it is advisable to pay extra attention to how group relate with each other at the workplace (Pitts, Hicklin, Hawes, & Melton 2010). Ethnic diversity can pose both disadvantage and advantage to organizations. The advantages includes; huge pool of resources and more creativity (Van Knippenberg, De Dreu, & Homan 2004). The disadvantages are; lack of social adherence within organisational work groups, discrimination and issues with reaching consensus (Van Knippenberg et. al., 2004), communication problems and conflict (Benschop, 2001).

The 1992 Constitution of Ghana again safeguards the right of the individual against discrimination on the grounds of race. Multinational companies are typical example of companies that have employees from different race and ethnic groups.

2.3 Communication

Communication is an essential function to master for a business to succeed in competitive markets, especially for multinational companies (Lillis & Tian, 2009). Lillis and Tian (2009) further opined that a company's communication skill is a determinant of the company's profitability.

Communication is the channel for valuation among persons associations, parent and host company relations and group interaction (Abugre & Debrah, 2013). Communication is the exchange of information and meaning across space and time using technical or natural means (Haper, 2013). Keyton (2011) also defined communication as the process of sending processed data and common understanding from the sender to the receiver. It requires a sender, a message, a medium and a recipient (Clark, 2011). Abugre (2011) found out in one of his studies that effective communication is paramount to organization's growth, because it upholds employees' perception about good work outputs. The success of multinational companies directly depend on how well managers and employees can communicate and interact (Hobaya & Benabadji, 2015).

Communication can be verbal and non-verbal. Nonverbal communication is beyond the sake of communication, it is more of an interpersonal way of expressing how individuals portray likeness or hatred, respect or rudeness, acceptance or rejection (Adetunji, 2012). According to Shachaf (2008), different cultural mannerism and nonverbal cues makes communication difficult.

It has been suggested that the way employees and management communicate is relevant to the improvement of performance and organizational success (Abugre, 2011). If the communication pattern in the organisation is not strong, it would lead to low commitment, greater employee turnover, and less productivity (Abugre, 2010). Globalization has made communication process difficult due to differences in culture and language. Multinational companies need skilled persons who have the ability to communicate the ideas and information of the company (Mba, 2015).

2.3.1 Cross-Cultural Communication

Cross-cultural communication is a form of conversation that comprises of understanding of people from diverse culture, thus how they speak, perceived the world around them and communicate. It involves the understanding of diverse business customs, communication strategies and beliefs (Mba, 2015). Cross-cultural communication serves as a fundamental form of human behavior gained from the necessity to interrelate and cooperate with people from different places (Samovar & Porter, 1997).

According to Mba (2015), some major elements affecting cross-cultural communication includes; low context versus high context culture, language differences, power distance and non-verbal communication. Language differences are difficulties created by language barriers. Mba (2015) indicated that language difference is a big issue in cross-cultural communication because people from different cultures are concerned with their communication skill. In order to communicate effectively, people from diverse cultures must be able to establish good rapport, explain themselves without words by using facial expressions, emotions, and other non-verbal cues, the use of an interpreter and hiring of employees who are fluent in other languages.

2.3.2 Cross-cultural Communication in MNC's

According to Mba (2015), Multinational Corporation is an establishment that has its services or operations in other countries aside the home country. It has offices and or factories in other parts of the world and has a centralized head office where global management activities are coordinated. Multinational companies operate in two or more countries, by making profits from their activities from abroad, and other nations (Sherman & Bohlander, 1992). The communication and managerial practices of MNCs in Africa are affected by the different communication styles and values that indigenous people manifest based on their contextual socialisation (Abugre, 2018). Abugre (2018) suggested that MNCs must therefore take their

19

communication practices and processes serious because cross-cultural communication is imperative to the work of MNC's, especially their subsidiaries in the sub-Saharan African environment. Abugre and Debrah (2013) were of the view that cross-cultural communication competence has become more valued by international organisations as approach to effectively respond to the dynamic global competitive markets. However, misunderstanding to certain extent is possible to occur among employees and managers coming from different ethnic group and nationality, rather than those from the similar background (Okoro, 2012). According to Matthews and Thakkar (2012), the ability to communicate sufficiently in a comprehensive manner in the global environment can be a challenge even in times when both parties communicate in a similar language due to cultural differences.

Communication systems act as link in transferring values and norms associated with culture differences in an organization. Since communication system holds the key to transforming the differences in cultures, multinational companies regard communication systems as mechanisms to transfer knowledge. Therefore, MNC's must take cogent steps to overcome the obstacles to communication across culture in order to attain organisational objectives effectively (Phadi, 2016).

2.3.3 Cross-Cultural Communication Competence

Competence has been examined as an important quality for human beings to build links and union for surviving, and maintaining and extending the life span of society (Chen, 2005). Competence is an individual trait and an internal ability that is naturally improved and laminated through the promotion of empathy in the social process. It is not related to personal intellect or education (Weinstein, 1969). According to Bochner and Kelly (1974), competence is the behavioural skill used to develop and achieve communication goals. It helps to cooperate adequately with others in the social network and adapt perfectly to

situational and environmental variations. Cross-cultural communication competence is the capability to adequately achieve an obligatory task (Klemp, 1979).

Cross-cultural communication competence is an imperative factor of a manager's capacity to solve challenges in conduct in a culturally diverse environment (Matveev & Nelson, 2004). Johnson, Lenartowicz, and Apud, (2006) also stresses that, cross-cultural communication competence is a major factor for successful interaction in a multicultural environment. In a work environment consisting of different cultures, obtaining information from colleagues require cross-cultural communication competence to the highest degree (Congden, Matveev & Desplaces, 2009). That is cross-cultural communication skill to the highest degree has a positive and direct effect on problem solving abilities and decision making skills required from managers (Matveev & Nelson, 2004).

Cross-cultural communication competence is undoubtedly a competitive advantage for employees making a career in multinational companies and for firms operating in foreign markets (Chenov & Chernova, 2018). In a study conducted by Wang and Peng (2015), it was found that as long as students grasp the cross-cultural communication competence, they can keep high sensitivity to different cultures. In a culturally diverse working environment, acquiring the cross-cultural communication skills can make employees sensitive to different cultures. It also has a great impact on performance as many researchers found out that cross-cultural communication competence has an impact on performance and work outcomes (Abugre & Debrah, 2019; Abugre, 2018).

Cross-cultural communication competence is characterized by communication skills, personal traits and relationship skills (Mendenhall, 2001; Black & Gregersen, 2000; Moosmuller, 1995). Similarly, Farah and Vuniqi (2012) in their study also identified language proficiency as a characteristic of cross-cultural communication competence.

According to Farah and Vuniqi (2012) language proficiency has the ability to manage irony, jokes, gestures, and nonverbal language to fit into the shared language and ability to use innovative ways to communicate, the ability to embrace and use the shared language, the ability to take into consideration accents and pronunciations. Cross-cultural adaptation has also been identified by Farah and Vuniqi (2012) as a characteristic of cross-cultural communication competence. Thus, if members of a diverse workforce have it difficult to adapt, the interactions between them suffer (Anawati & Craig, 2006).

The dimensions of cross-cultural communication competence are cultural uncertainty, culture empathy, interpersonal skills, and team effectiveness (Matveev & Nelson, 2004; Matveev, Rao & Milter, 2001). The interactive skills dimension includes the ability to recognize diversification in interaction and communication styles, aptitude to deal with misinterpretations, the ability to be comfortable when interacting with the nationals from foreign countries and awareness of one's own culture conditioning. According to Congden, Matveev and Desplaces (2009), team effectiveness consist of aptitude to understand and outline roles and customs, team goals, ability to handle rivalry, ability to solve and discuss problems, ability to show respect to others in the team, ability to work cooperatively and ability to give and receive productive feedback.

Further, Matveev and Nelson (2004) indicated that, cultural uncertainty as an indicator of the cross-cultural communication competence model covers ability to manage cultural uncertainty, ability to tolerate uncertainty and ambiguity, ability to display patience, capacity to be open to differences in culture, and enthusiastic to adapt to change. Cultural empathy, according to them takes into account ability to see and appreciate others worldview and their cultural outlooks, appreciating dissimilar working styles, questioning about other cultures and beliefs and accepting diverse methods of doing things and not judgmental towards the behavior of others.

Cross-cultural communication competence is influenced by affluence of the communication situation, performance orientation, uncertainty avoidance, power distance and individualism (Matveev & Nelson, 2004). When it comes to the richness of the communication context, it has been observed that cultures or countries with low context culture communicate with meanings and information exceptionally encoded in words while in cultures or countries with high context culture communication is carried out through non-verbal contexts including physical settings and individuals' values, beliefs and norms (Hall, 1989). According to Hofstede (1980), power distance is the intensity to which people of a culture foresee sharing of power unfairly. In a low power distance culture, individuals desire consultations, cooperation, practicality and participation while in a high-power distance culture, members desire greater number rule of making decision; and there is reluctance to be confident in people (Matveev & Nelson, 2004). Further, Hofstede (1980) noted that individualism is the union of groups in organisations and societies and the part individual groups' play while uncertainty avoidance is the anticipated intimidation of anxiety and ambiguity in a culture (Hofstede, 1980). It is the breadth to which societies pursue regularity and prediction through planned procedures, societal norms, regulations, laws and many others (Javidan & House, 2001). High uncertainty avoidance cultures portray a great degree of consistency, regulation, clearly articulated expectation and structured lifestyle while low uncertainty avoidance cultures is less concerned with following rules and procedures to allay uncertainty (Congden, Matveev, & Desplaces, 2009). Performance orientation is the extent to which culture inspires and appreciates members in a group for performance excellence (Javidan & House, 2001). Low performance-oriented culture values loyalty, feedback, tradition, belonging, family background and relationships more than performance while high performance-oriented cultures values training and development and are also exemplify by a sense of "can do" attitude and a sense of task urgency (Congden, Matveev & Desplaces, 2009).

23

2.3.4 Strategies for Cross-Cultural Communication Practices

Jenifer and Raman (2015) suggested that cultural awareness shapes how firms behave in a cross-culturally reflected environment, and helps organisations to achieve their objectives. Business organisations must therefore develop cross-cultural competences to overcome the barriers to cross-cultural communication. The increase in varied workforce in recent times make it an important factor for homely and global managers to dedicate more of their time to learn appropriate communication skills, for the effective administration of a diverse organization (Okoro, 2013). Cross-cultural communication skill is required of managers who aspire to succeed in a global assignment (Okoro, 2013). According to Mba (2015), Cross-cultural management serves as a key to cross-cultural communication conflict through dissemination and transfer of knowledge and effective management of human resources. Sakapurnama (2013) suggested that one must acquire new knowledge of a particular culture in order to minimize cross-cultural communication problems. In acquiring new knowledge, one goes through acculturation process of the cross-cultural adaptation. Hofstede (2001) suggested three stages in the acculturation process which are awareness, knowledge and skills. At the first stage, people recognize and become aware of the values and customs that exist in the other culture. Then acquiring new and additional knowledge of the other culture follows and finally, people have to practice this knowledge in their daily activities to form their skills.

Though cross-cultural communication issues are difficult to eliminate, it can be reduced by following the acculturation process (Sakapurnama, 2013). Cross-cultural communication management can also serve as a strategy for minimizing cross-cultural communication problems because it helps to explain the behaviour of people in an organisation from diverse cultures and shows how to manage differences in an organization with diverse cultures (Adler & Gundersen, 2008). Some studies however, found out that cross-cultural management has

24

an effect on organisational performance and competitive advantage of an organisation (U Khan, Usoro, Majewski, & Kuofie 2010).

2.4 Task Performance

Byrnes (1984) defines performance as the act of performing the job tasks according to what is prescribed by the job description. Task performance is the application of the practical burdens of functions and duties of the employee (Uchhal & Solkhe, 2017). Organisations need individual performing at a high level to meet organisational goals. Performance is essential to people. Performing and attaining task at a level that is high serves as a source of achievement and a feeling of pride and mastery (Sonnentag & Frese, 2005).

2.4.1 Task Performance and Contextual Performance

Campbell (1990) incorporates the idea of measuring of specific job performance with two sets of dimension; task routine and contextual performance. Task performance and contextual performance has been identified to be a distinct component of job performance (Hartine, Fakhrorazi & Islam, 2019). Some researchers found out that contextual performance and task performance contribute individually to performance (Motowidlo & Vanscotter, 1994; Borman & Motowidlo, 1997; Hosie, Willemyns & Sevastos, 2012). Campbell (1990) further opined that individual differ in cognitive and personality and ability. Cognitive skills are related strongly with performance of task and personality characteristics are related to contextual performance (Borman & Motowidlo, 1993). Task Performance comprises of in-role behaviors essential for completing fundamental job duties, and contextual performance takes in-role behaviors that exceed formal job requirement (Coleman & Borman, 2000). Task performance is the effectiveness of employees executing their assigned tasks for the fulfilment of organisational objectives (Borman & Motowidlo, 1997).

25

Organisations mostly consider task performance for the measurement of core technical competence (Hartini, Fakhrorazi & Islam, 2019). Contextual performance is also known for citizenship performance that includes; behaviors that backups on social, organisational, and psychological environment in which are practical central functions (Borman & Motowidlo, 1993). Contextual performance involves voluntary behaviours which contribute indirectly to organisational performance (Campbell, 1990).

2.4.2 Task Performance of Employees in Multinational Companies

Dunnings (1993) defines Multinational Company as a company which is incorporated in home country and extends its operation to another country or countries called host country. Multinational companies are companies operating in more than one country. When operating in different countries, individuals work with people from diverse values and cultures (Lillis & Tian, 2009). Employee's performance is matched up against the performance benchmark set by the organisation. Tetteh and Okantey (2016) found out that Multinational Subsidiary (MNS) in the banking sector perform at a minimum level as they broaden in size and transfer their cost and risk in the form of high interest charges to customers. They further stated that the performance of older MNS is advance than the younger ones.

2.4.3 Factors Influencing Employee Performance

The success and failure of an organization is greatly determined by the accomplishment of the individual in executing its task because individuals are implementers of activities in order to achieve organisational goals (Mathis & Jackson, 2001). According to Jewell and Siegall (1990), many factors influence employee's performance such as capacity, opportunity and the willingness to do the achievement. The opportunity consists of the tools and materials, time, salary, behaviour of a leader, working conditions, supplies, co-workers' action, mentoring policies, regulations organisation procedures and information. Capacity consists of skill, age, health, intelligence, stamina, motor skills, energy level and educational level. The willingness

to do achievement includes motivation, job satisfaction, perceptions of job characteristics, anxiety, ego involvement, self-image, work status, legitimacy, participation, attitude, self-image, norms, personality, values, sense of justice and perceptions of role expectation.

Colquitt, Lepine, and Wesson (2011), also opined that goals of the organization is to achieve performance and organizational commitment. These are however, motivated by; individual devices (satisfaction from job, stress, incentive, trust, ethics, justice, and decision making), group mechanism (team and leadership) and organisational mechanism (organizational structure and culture of the organization). Nickols (2016) also identified seven factors influencing the performance of employees namely goal clearness, collection, knowledge of structure, response, mental models, enthusiasm, and environment.

2.5 Relationship between Workforce Diversity and Cross-Cultural Communication Competence

Mulkeen (2008) opined that today's workforce is a subset of an increasing international business environment which is built on effective organisational communication to ensure sustainable business growth. The emerging internationalization of businesses with diverse workforce brings people from different cultures together. Thus, businesses that are global-minded must put in place effective communication strategies. This is because communication encounters with different kinds of people from different national backgrounds take place mostly at the work environments (Okoro & Washington, 2012); and that it must be noted that distinct trait of members of different age teams impact communication in the business (Backes-Gellner & Veen, 2013). It is thus essential that leaders of business must strive to communicate effectively and efficiently in a diverse, internationalized business environment (Lear, Hodgde, & Schulz, 2015).

Some studies (Clive, 2007, Hunt, 2011 and Okoro and Washington, 2012) suggested that workforce diversity positively influences cross-cultural communication competence. Okoro

and Washington (2011) noted that it is impossible for the productivity of diverse workforce to multiply in the absence of effective communication and other forms of human interactions. The authors further submitted that it is the attention and emphasis that organisations with diverse workforce place on human and intercultural communications that boosts organisational productivity. Okoro and Washington (2012) therefore submitted that effective communication is required for diverse workforce in the emerging globalized economy because the ability to communicate effectively across cultures is a key determinant of success of international businesses. Employee diversity thus serves as a means of consolidating the intellectual and human capital of businesses through effective communication and negotiations.

Further, workforce diversity and cross-cultural communication competence brings about improvement in performance and productivity. According to Matveev and Nelson (2004), cross-cultural communication competence enhances the ability to make decisions and improves the ability to solve problems of diverse workforce which results in better workplace performance.

Distinct trait of members of age-diverse teams affects communication in business (Backes-Gellner & Veen, 2013). Business leaders must strive to communicate effectively and efficiently in a diverse environment (Lear, Hodgde, & Schulz, 2014). Workforce Based on their study, Stahl et. al, (2010), found out that cultural diversity does not affect the effectiveness of communication.

H1: There is a positive relationship between workforce diversity and cross-cultural communication competence.

28

2.6 Relationship between Workforce Diversity and Task Performance of Employees in MNC's

Some studies indicated that there are positive correlations between diversity and task performance of employees (Thomas, Ravlin, & Wallace, 1996). Whiles other studies showed a cogent negative relationship between diversity and performance (Thomas, 1999; Jehn & Mannix, 2001).The higher the task complexity, the stronger the negative relationship between diversity and task performance (De Dreu & Weingart, 2003). Diversity in an organisation makes an organisation to react to business opportunities more quickly and cooperatively (Cox, 1993). Diversity propels creativity and performance, on complicated tasks. Equitably skilled leadership and diverse teams will perform better than teams that are homogeneous (DiTomaso, Post, & Parks-Yancy, 2007). Ellison and Mullin (2014) were of the view that workforce diversity activities in the human resource management area are expected to advance and add up to performance among employees in an organisation. Diversity also allows increase in innovation, allows a broad array of perspectives and advance problem definition (Krajcsak & Gyoker, 2013).

Wood (1987) portrays that heterogeneous gender group performs better than homogeneous gender group. Again, Rogelberg and Rumery (1996) were of the view that a heterogeneous gender team come out with better decisions over a homogeneous team. Gupter (2013) observed that a moderation in gender diversity leads to an increases in competitive advantage and a higher level of diversity in gender decreases performance in organisations. In a study conducted by Frink, Robinson, Reithel, Arthur, Ammeter, Ferris, and Morrisette (2003), they demonstrated that higher level of diversity in gender will influence performance positively in the industry that performs services than in the industry that manufactures.

Also, Ilmarinen (2005) indicated that there were no unique connections between task performance and age. Different age group of employees would be more productive than the

same age group (Williams & O'Reilly, 1998). Backes-Gellner and Veen, (2009) on the other hand, found out that age diversity has a negative impact on individual productivity. They further opined that organisations with mundane types of work, with increase in age diversity overall leads to a decline in productivity. In an empirical study, Milliken and Martins (1996) reported that an increase in age diversity leads to difficulty in communication within teams. Finn (2015) further suggested that organisations need to have diversified generations, in order to gain the benefit of diverse workforce.

Some that culture diversity can be a key to major success or the cause of great failure (Almutari, Alhaddad, & Alqahtani, 2015). Ethnic diversity is the differences in race, religions, cultures and languages (Alesina & La Ferrara, 2005). It was found out that teams of different ethnic groups take better decisions than homogeneous ethnic group (McLeod et al, 1996). Ethnically diverse teams come out with extra innovation and creativity due to complementarities and opportunities (Lee and Nathan, 2011). Ensher and Murphy (1997) also observed an affinity and vocational support in relationships of the same race than different race relationship. However, Jackson et al, (2003) argued that ethnically diverse teams portrayed a poor performance than the same teams. Hoogendoorn and Van Praag (2012) were of the view that ethnicity in moderation has no effect on performance of team and business outcomes, especially in relation to sales, profits and shares. Nonetheless, if majority of members in the team are ethnically diverse, then extra ethnic diversity has a positive effect on performance. Based on the study of Timmerman, Ostergaard, and Kristinsson (2011), some level of ethnic diversity might associate with innovation positively.

Brett, Behfar, and Kern, (2006) were of the view that it is vital to develop a precise knowledge of the possible stumbling blocks and prospects that diversity in culture offers. Also, according to Jyoti and Kour (2015), cultural intelligence also plays a major role in

employee's task performance thus managers who are culturally intelligence contribute positively to task performance.

Cadrain (2008) argues that, diversity encouragement at the workplace is a positive catalyst that can captivate and maintain the qualified employees and boost organisational competitiveness thus workforce diversity in MNCs does not create difficulties, instead, it increases motivation which eventually leads to improved organizational performance (Abdullah, Sahiri, & Ahmad, 2016).

H2: There is a positive relationship between workforce diversity and task performance of employees.

2.7 Impact of Workforce Diversity on Cross-Cultural Communication Competence and Task Performance of Employees in MNCs

According to Lillis and Tian (2009), cultural variety often behaves as an unseen obstacle in intercultural business communications, often presenting a great drawback to successful ventures abroad. In a study conducted by Congden, Matveev and Desplaces (2009), they found out that there is a positive relationship between cross-cultural communication competence and multicultural teams' performance. When diverse employees and their cultural communication competences are managed properly it serves as a competitive advantage for the business organisation which the organisation can leverage on to increase its performance and outlooks (Okoro & Washington, 2012). Similarly, Kanu (2008) stated that it is important for businesses not to disregard the diversity of their workforce and their intercultural communication competencies because it can affect productivity and performance. The increasing multicultural diverse workforce is a testament to globalization which has made organisations to increase initiatives towards employee diversity and strategies for intercultural communication competencies because of their favourable effects

31

on productivity and performance (Okoro & Washington, 2012). It is therefore important to note that companies and businesses continue to embrace workforce diversity because of its positive influences on intercultural communication, ability to attract and retain best employees, allowing better service to different clients and its ability to improve the future growth and development of the organization.

Further, for multinational companies to improve on their productivity and performance, the diverse workforce must comprehend the multi-cultures available at the workplace, understand and interact effectively, appreciate each person's conflict behaviour, personality and experiences (Matveev & Nelson, 2004). However, some interaction problems can affect the effectiveness of a diverse workforce which will invariably affect task performance and productivity (Matveev & Nelson, 2004). Shaw (1981) noted that these interaction problems would negatively affect social cohesion among diverse workforce which would be manifested in lower performance of teams. Shenkar and Zeira (1992) thus opined that cultural variations among diversified workforce can lead to rivalry, misinterpretation and poor performance.

2.8 Managing Diversity at the Workplace

Almutari et. al (2015) stressed that organisations that actively monitor culture diversity is expected to achieve a great success in a competitive global market. Workforce management is the planned commitment of companies to recruit and retain diverse group of employees (Kirton & Greene, 2009). It is a process of aiming and maintaining a positive environment at the workplace where the contrasts and comparisons of individuals are cherished (Patrick & Kumar, 2012). Diversity management is the application of practices of the human resources management for maintaining variations in human capital and ensuring that variations do not have negative effect towards the achievement of the organisational objectives and goals (Olsen & Martins, 2012). The presence and absence of diversity management is critical to the outcomes of a diversified workplace (Yang & Konrad, 2011). Managing diversity at the

workplace helps in upholding perceptions of organisational inclusion and justice, reducing discrimination and improving financial competitiveness (Kossek & Pichler, 2007).

Adler (1997) stressed on the relevance of observing the variations in the culture of the organisation and considers it as a convenience rather than a challenge. Gupta (2013) suggested that for organisations to be effective, diversity action must be tailored to the situation including culture and exclusive business and issues facing people in the organizations. To effectively manage diversity, one must quickly respond in identifying cultural differences and not to allow these differences become problems (Adler, 1997). According to Hayes (1999), companies can be fruitful at diversity if the action that create value and manage the diverse workforce has an adequate support of top management. Also, Backes-Gellner and Veen (2009) suggested that younger and older employees must come together to form a meaningful and workable corporate culture in order to achieve better firm performance. Members of ethnically diverse teams should have knowledge about the different cultures of the people they relate with, and understand their team members' personalities, rivalry behaviours and life experiences (Triandis & Singles, 1998). Some of the strategies for managing cultural differences according to Adler (1997) include ignoring or minimizing the cultural difference; and managing the cultural difference. Cross-cultural training also plays a major role in managing culture diversity (Ferren & Nelson, 1999). This allows managers and employees to study and acclimate to other cultures which are important to management. Some cross-cultural training techniques that have proven at certain level of success are environmental briefing, cultural assimilator, cultural orientation, and training on language, field experience and sensitivity training (Hodgetts & Luthans, 1999).

DeLancey (2013) also suggests that managers of multinational companies need to be proactive in their approach in addressing diversity issues. Assessing the implication of age workforce and managing age workforce diversity has become critical for the success of a

33

business (Fox et. al, 2015; Boehm et. al, 2014). Inability to adequately manage diversity in age at the workplace can create difficulty for leaders (Lyons & Kuron, 2014; Hendricks & Cope, 2013). It is accordingly, the need for employees from different group thus from the much younger to the much older to interact at the workplace (Rabl & Triana, 2014). Understanding age diversity at the workplace is critical for managing age diversity (Boehm et al, 2014). Further, education and training are keys in solving age diversity challenges. There could be a development of training programs by business leaders to help understand the beliefs, attitudes, and values towards work of different age group (Dwyer & Azevedo, 2016). Business leaders should also foster a culture of inclusion and equal treatment within their organisations (Lasten, 2016). Herrera, Duncan, and Ree (2013), portrayed that failure to treat employees fairly and equally could hamper business results. Lasten, (2016) again recommended business leaders to encourage knowledge sharing and skills transfer among employees of different age groups. Thus, diversity in itself is good for MNCs. It is the responsibilities of managers of the MNCs to harness the diverse workforce effectively to achieve the goals and aims of the MNCs.

2.9 Conceptual Framework

The study desired to determine the impact of diversity (Gender, Age, and Culture) on cross-cultural communication competence and task performance of employees in multinational companies in Ghana. The conceptual framework below illustrates that workforce diversity has an effect on cross-cultural communication competence of employees in multinational companies. It also indicates that workforce diversity has an effect on task performance of employees. The concept also explains that workforce diversity influences cross-cultural communication competence which eventually influences the task performance of employees as well.

Figure 2. 1: Conceptual Framework
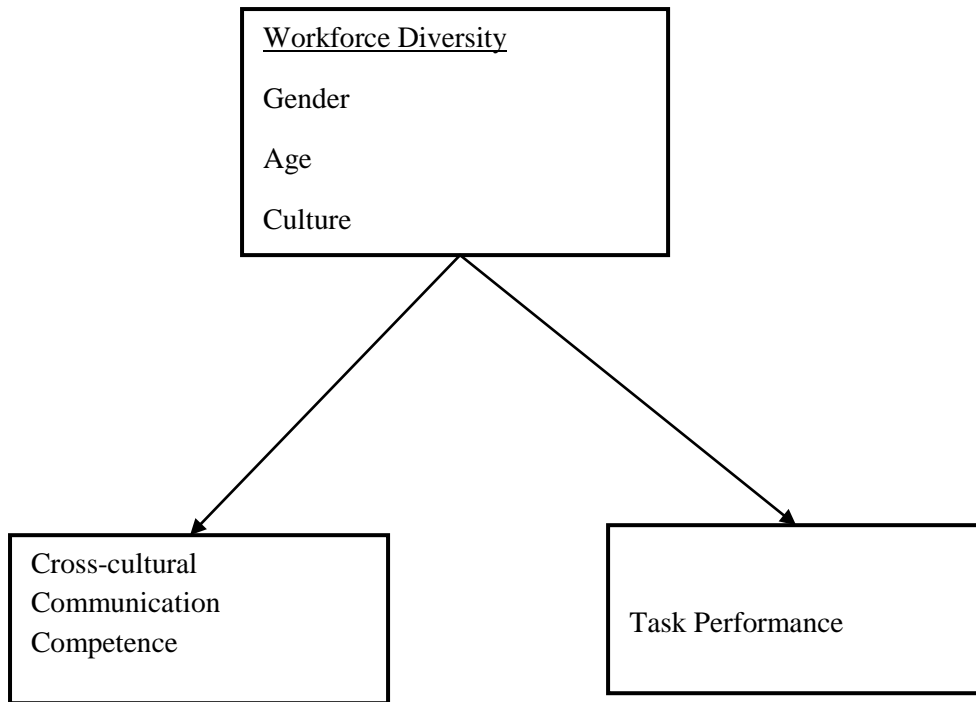
Source: Authors' own Conceptual Framework (2020)

In line with the Cultural Adaptation Theory, the conceptual framework explains that when diversified workforces are competent in cross-cultural communication, they are able to work among themselves to improve task performance. Similarly, the concept explains that in line with the Social Identity Theory, diversified workforce tends to group themselves according to social categorizations such as age, gender or ethnicity. These social groups exhibit features of understanding and cohesiveness which invariably aids them to increase task performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses in detail the methodology for conducting the study. It highlights on the research paradigm and justifies the use of the paradigm, research approach, research design, population and sampling, data sources, instrumentation, description of measurement scale, control variables, validity and reliability, data collection, method of data analysis and ethical issues considered for the study.

3.1 Research Paradigm

Research paradigms are philosophical assumptions related with a view in a study (Teddlie & Tashakkori, 2009). Sobh and Perry (2006) define it as an overall conceptual framework used by researchers for conducting their studies. It guides and direct the way a scientific research should be conducted (Collis & Hussey, 2009). Research Paradigm can be positivism, interpretivism and realism (Jernigan, 2010).

Interpretivism paradigm is of the view that, reality and truth is the understanding of multiple, intangible constructions which is socially and experientially grounded (Guba & Lincoln, 1994). The interpretivist disagrees with the notion of objectivity and recognizes that interpretation is not value-free the researcher who acknowledges his or her subjectivist approach (Guba, 1990). Interpretivism paradigm is of the view that many realism exist and accountable to human involvement and interpretation (Jernigan, 2010). This paradigm uses in-depth unstructured interviews, grounded theory, action and observation (Sobh & Perry, 2006).

Positivism is a scientific approach rooted from a natural science that believes in an ordered and regular world view that is studied objectively (Oates, 2009). The researcher further stated

that the positivist approach assumes that reality exist precisely, can be discovered, is measureable and independent of the observers. Researchers develop research questions and hypothesis and empirically test them in a carefully controlled manner (Beverland & Lindgreen, 2010).

Realism paradigm also acknowledges differences between particular view of the world and real world and constructs different views of this reality in terms of the ones which are relative in place and time (Reige, 2003). Realist mostly uses qualitative method (Sobh & Perry, 2006).

A paradigm comprise of four elements; epistemology, ontology, axiology and methodology (Lincoln & Guba, 1985). This helps in understanding a particular paradigm.

However, Creswell and Clark (2017), highlighted three main paradigms for the mixed method; transformative-emancipatory, critical realism and pragmatism. Teddlie and Tashakkori (2009) suggested pragmatism as mostly suitable for the justification of the mixed method. Pragmatic paradigm assumes that one approach is not enough to understand reality and develop knowledge (Jokonya, 2016). The pragmatic paradigm supports both interpretivist and positivist in the same research study as part of abduction reasoning (Jokonya, 2016). According to Sobh and Perry (2006) there is no justify ground for choosing a paradigm. One only needs to work with a paradigm that is persistent with a researcher's own presumptions. That is presumptions that cannot be tested on any logical or empirical grounds.

Therefore this study adopted the pragmatism paradigm since it is most suitable for mixed method. The pragmatism also gives a practical way of applying mixed method research (Peng, Nunes & Annansingh, 2011).

3.2 Research Approach

Leedy and Omrod (2001) stated that research should not be mistaken for collecting data, and hunting for information. They further define research as the process of collecting data, analyzing data, and interpreting data in order to understand a phenomenon. Research can be conducted using qualitative, quantitative or mixed method approach. Qualitative research explores human experiences to understand the reasons why people behave the way they do meanings of their experiences (Holland & Rees, 2010). The qualitative method analyze subjective meaning, events, and social production issues by collecting non-standardized data (Flick, 2014).Qualitative approach unearth trends in thoughts and delve deeper into issues (Wyse, 2012). Quantitative research on the other hand, is a strategy emphasizing in quantification of collecting and analyzing data (Bryman, 2012). The researcher however adopted a mixed method approach. This approach combines both qualitative and quantitative approach to come out with a stronger outcome. The mixed method requires collecting, analyzing, and integrating quantitative and qualitative research for a single study (Creswell, 2007). Creswell Further opined that, the mixed method provides a better understanding of research problem rather than a single approach. The mixed method also allows more flexibility in research and gives opportunity to researchers to answer a wider variety of research questions (Brierley, 2017).

3.3 Research Design

Cross sectional design is useful in conducting study on causal and effect relationship (Zangirolami-Raimundo, De Oliveira Echeimberg & Leone, 2018). Cross sectional design was adopted for this study to enable the researcher collect data at one particular point in time. Studies of this nature are generally, easy, quick, and not costly (Sedgwick, 2014). This design is also easy to conduct and can be done in relatively brief period depending on the sample size and accessibility to the study population (Omair, 2015). It will also help the researcher

to collect acceptable and adequate primary data on the studied variables through questionnaires.

3.4 Population and Sampling

3.4.1 Target Population

Target population is the part of the general population left after its refinement (Asiamah, Oteng-Abayie & Mensah, 2017). It is the group of individual participating with the specific attribute of interest and relevance (Kotrilik & Higgins, 2001). The population target for the study is MNCs from the Banking, Agriculture, Educational, Telecommunication, and Food Processing sectors in Ghana. These five sectors summed up to a total population of one thousand, two hundred and twenty three (1223). Due to globalization, companies have internationalized their businesses and this has brought about an increase of multinational companies in Ghana. Also Multinational Companies (MNC's) have diverse workforce groups and cross-cultural communication competence is an imperative skill that multinational employees must possess. Hence, the justification of using MNC's as the population for this investigation. The choice of sectors of the study was based on the dominance of workforce diversity in these sectors and its importance within the Ghanaian economy. The banking sector was selected because most of the world's largest banks, including those in Ghana, have put diversity at the forefront of their strategy (Fawcett, 2015). Further, the role of multinational companies in the food sector is very significant (Nitsenko & Zakharchcenko, 2014), hence the use of Agricultural sector. The educational sector was also selected because of its impact on multinational companies. According to Owusu-Nantwi (2015), education adds up to the economic growth of Ghana meaningfully.

3.4.2 Sampling Technique

The sampling technique adopted by the researcher includes probability and non-probability sampling method. Stratification sampling method was adopted under the probability methods.

Stratification is the dividing of the population into subgroups (Taherdoost, 2016). Stratification method ensured that the target population is divided into homogenous strata. This enabled the researcher to divide the population based on the sectors they are operating: Agriculture, Banking, Telecommunication, Education, and Food processing.

Purposive sampling was adopted under the non- probability sampling method. Purposive sampling is used in selecting settings, events or persons intentionally to obtain unique information (Maxwell, 2012). It is when the researcher includes cases in the sample that warrant inclusion (Taherdoost, 2016). This method helped the researcher to use his judgment to select the multinational companies based on the fact that: a. the company is a multinational company operating in Ghana, b. the company has a strong presence of diverse workforce especially diverse cultural groups.

3.4.3 Sample Size

Sample size for qualitative study has been opined by several scholars: Mason (2010) opined a sample size of 5 to 50 participants. Lewis and Ritchie (2003) also opined a sample size less than 50 participants. Morse (2000) opined a sample size of at least 6 participants. This study however used a sample size of 5 of managers from these five sectors of the multinational companies to for the study. This is represented in the table below;

Table 3.1: Demographics of Participants

Respondent	Job Position	Gender	MNC
Respondent 1	Head of Customer Service	Female	MNC 1
Respondent 2	Head of Human Capital	Male	MNC 2
Respondent 3	Decision Support analyst	Male	MNC 3
Respondent 4	Finance and Administrative Manager	Male	MNC 4
Respondent 5	Corporate Secretary	Female	MNC 5

Source: Field Survey (2020)

The sample size for the quantitative aspect of the study was determined from sample size table by Gill, Johnson and Clark (2010). From their sample size table a population of 1000 has a sample size of 278 with a confidence level of 95% and a population of 1500 has a sample size of 306 with a confidence level of 95%. The population for this study is 1223 which falls within a sample size of 278 and 306. The sample size for this study was determined by adding 278 to 306 and dividing it by 2, thus, (278 + 306) / 2. Therefore the sample size is 292. The sample size is proportionately allocated among the five sectors, indicated in the table below;

Table 3.2: Allocation of Sample Size Proportionately

Sectors	Total Population	Sample Size	Proportional allocation	Sample size
Agriculture	33		$33/1223 \times 292$	7.8 = 8
Banking	90		$90/1223 \times 292$	21.5 = 21
Educational	100	**292**	$100/1223 \times 292$	23.8 = 24
Food Processing	200		$200/1223 \times 292$	47.7 = 48
Telecommunication	800		$800/1223 \times 292$	191.00 = 191
Total	**1223**			**292**

Source: Field Survey (2020)

3.5 Data Sources

Data gathering can be done through primary source and secondary source (Mesly, 2015). With the primary data, the researcher gathers data at first hand, while the secondary source gathers data that has already been collected by other sources such as from a scientific journal (Mesly, 2015). Primary data can be in the form of observations, surveys, experiments, questionnaire and interviews and secondary data can also be in the form of websites, government publications, books, internal records and journal articles (Ajayi, 2017). This study however, conducted a primary research analysis to help investigate the impact of workforce diversity on cross-cultural communication competence and task performance of employees in multinational companies in Ghana. The primary data was gathered from questionnaires completed by employees from the selected companies and interviews

conducted for the Human Resource managers and other managers from the selected multinational companies in Ghana. The primary data was used to ensure a higher reliability of the study.

3.6 Instrumentation/Study Variables

3.6.1 Description of Measurement Scale/Variables

The main instruments adopted for this study was research questionnaire and interview guide. These two instruments were adopted due to the mixed method approach used for the study. With regards to the research questionnaire, it was divided into five parts.

Part 1 of the questionnaire measures the demographic details of the respondents. These include gender, age, educational background, nationality and ethnic background.

Part 2 also measures workforce diversity. The workforce diversity scale by SHRM (https://www.shrm.org/pages/memberonly.aspx) was adopted to develop 18 item scales to measure workforce diversity. The following are sample items: The Company respects individuals and value their differences; a fair workplace includes people from every race and ethnic group, age, and gender group; employees of different cultural, age, and gender group are encouraged to apply for higher positions.

Part 3 measures cross-cultural communication competence. The cross-cultural communication competence scale by (*Matveev & Nelson, 2004*) was adopted to develop 16 item scales to measure cross-cultural communication competence of employees. Sample includes: I am aware of my own cultural conditioning; I am able to work cooperatively with others; I am able to accept different ways of doing things.

Part 4 also measures task performance. 9 item task performance scales under the job performance scale of Goodman and Svyantek (1999) was adapted to measure task

performance of employees and the following are sample items: I am able to achieve the objectives of the job; I meet the criteria for performance; I demonstrate expertise in all job related task.

The final part also includes open-ended questions filled by the respondents. Sample question includes: What are some of the benefits of having a diverse workforce in an organization? What are some of the challenges of having a diverse workforce? And how does your organization manage diversity at the workplace?

The variables in part 2, 3, 4 were measured using a five point likert scale where; 5 = Strongly Agree; 4 = agree; 3 = Neither agree nor disagree; 2 = Disagree; 1 = Strongly disagree.

See Appendix A and B for the research questionnaire and Interview guide.

3.7 Quantitative Phase

3.7.1 Validity

Validity is the degree to which a set of measures correctly represent the concept of interest (Hair et al, 2006). Validity describes a measure that effectively reflects the concept it is intended to measure (Babbie, 2008). It is the extent to which a concept is correctly measured (Heale & Twycross, 2015). To ensure a level of confidence in a scale, it must go through a validity check. There are different forms of validity check; content validity, face validity, criterion validity and construct validity (Heale & Twycross, 2015). Content validity is the degree to which a measure includes a range of meaning within a concept (Babbie, 2008). This study ensured face and content validity by seeking an expert opinion. The thesis supervisor and scholars in the field were given the instrument to evaluate the suitability of the questions as well as their construct. Validity decrease opportunity and enhance transparency of researcher bias (Singh, 2014). Construct validity was also assured using the Confirmatory Factor analysis (CFA) and Exploratory Factor Analysis (EFA). The EFA was used to retain

items that shared significant variance with their main variables and CFA was used to confirm them.

3.7.2 Reliability

Reliability is the consistency of a measure and it measures three attributes; homogeneity (internal consistency), stability and equivalence of result (Heale & Twycross, 2015). Internal consistency is the most commonly used to ensure reliability. The researchers further explain homogeneity (internal consistency) as the degree to which all items on a scale measures one construct. This is measured using coefficient alpha and cronbach's alpha (Hair et al., 2006; Malholtra, 2007; Heale & Twycross, 2015). Cronbach's alpha is a statistic that is generally used to show that scale and tests constructed for research are fit for purpose (Taber, 2018). Cronbach's alpha is the measure of the inter-correlations between the different items used to pick the construct (Ghauri & Gronhaug, 2005). However, various researchers identified different threshold for the cronbach's alpha value. Hair, Black, Balin and Anderson (2010) suggested a threshold of 0.60 as adequate. Nunnally (1970) also suggested cronbach's alpha of less than 0.50 as not acceptable and between 0.50 and 0.69 adequate and 0.70 as acceptable. Therefore, this study measured reliability using a cronbach's alpha value of 0.70 as the threshold by Nunnally (1970). The reliability and validity test is presented in the table below

Table 3.3: Reliability Analysis

VARIABLE	NUMBER OF ITEMS	CRONBACH'S ALPHA	CR
Interpersonal Skill	6	.80	.79
Team Effectiveness	6	.87	.86
Cultural Empathy	3	.71	.75
Corporate Culture	2	.75	.76
Hiring and Recruitment	3	.86	.85
Interaction	3	.86	.93
Immediate Supervisor	2	.95	.95

Source: Field Survey (2020)

Table 3.4: Fornell-Lacker Procedure for Discriminant Validity

	1	2	3	4	5	6	7	8	9	10
AT	**0.572**									
CC	1.539	**1.549**								
HR	0.716	0.827	**0.861**							
IN	0.789	0.903	0.736	**0.932**						
IS	0.949	0.943	0.561	0.652	**0.967**					
DT	0.872	0.965	0.627	0.793	0.760	**0.986**				
ISK	0.248	0.382	0.115	0.109	0.354	0.169	**0.807**			
TE	0.273	0.358	0.117	0.191	0.345	0.046	0.519	**0.867**		
CE	0.108	0.391	-0.013	0.103	0.117	0.243	0.534	0.304	**0.774**	
TP	0.208	0.309	0.190	0.072	0.175	0.242	0.378	0.303	0.252	**0.858**

Source: Field Survey (2020)

NB: Elements with bold faces are the square root of AVE and the rest of the elements represent the squared correlation estimation between construct items.

3.7.3 Method of Data Analysis

Analysis of data was conducted using descriptive statistics, factor analysis (FA), correlations and SEM with the aid of statistical product and services solution (SPSS) version 21.0 and IBM Amos version 21.0. The data was entered into the Statistical Package for Service Solution software programme version 21.0 which was again exported into the CB-SEM AMOS (Covariance Based – Structural Equation Modeling AMOS), a Structural Equation Modeling (SEM) software. Before exporting data into CB-SEM AMOS software, exploratory factor analysis was conducted to retain items. This was done by performing exploratory component analysis with varimax rotation. Items which had loadings greater or equal to 0.50 on the particular construct were retained. In addition, missing data were assessed which indicated that the data was missing completely at random (MCAR) which was estimated

using Expectation Maximization (EM) (Gold & Bentler, 2000). Skewness and Kurtosis and outliers were also checked.

Confirmatory Factor Analysis (CFA) was conducted in CB-SEM AMOS. SEM combines multiple regression and exploratory factor analysis (Ullman 2001). The number of observed variable can be reduced into a smaller number of latent variables with SEM. This is done by examining the covariation among the observed variables (Schreiber *et al*., 2006). The results were presented in the form of descriptive statistics such as mean and standard deviations. Another issue determined is the model fit. The researchers use a number of goodness-of-fit indicators to assess a model and this include Goodness-of-Fit (GFI), Adjusted Goodness-of-Fit (AGFI), Root Mean Square Error of Approximation (RMSEA), Chi-square goodness-of-fit (CMIN), Comparative Fit Index CFI, and PCLOSE.

SEM uses two main equations to specify the relationships between two variables: measurement and structural (Schreiber et al., 2006). The measurement equation is used to test the accuracy of measurement proposed through the assessment of relationships between latent variables and their respective corresponding indicators whereby the structural equations is used to assess the hypothesized relationships between the latent variables and allows hypotheses to be tested statistically (Byrne, 2010). The CB-SEM AMOS was used to explain and make predictions about the relationship between the variables under study.

3.8 Qualitative Phase

3.8.1 Validity

The interview guide was also given to the thesis supervisor as well as experts in that area to assess the suitability of the questions. Transcribed interviews were given to some of the interviewees to ensure that what was transcribed was exactly what they said. Phone calls were also made to confirm what was said by the interviewee (Gibbs, 2007).

3.8.2 Reliability

The researcher also constantly checked for consistency of qualitative data to offset mistakes in the data coding process. This was done to ensure that there were no mistakes (Gibbs, 2007). Reliability for analysis was also done by transcribing, familiarization with data by reading through the transcribed data several times (Braun & Clarke, 2006). The transcribed data was given to the thesis supervisor for identification of potential errors.

3.8.3 Method of Data analysis

However, the qualitative data were also analyzed by coding. Transcription and data coding was manually done by the researcher. After reading through the work several times, codes were generated. The codes were then categorized into themes (Braun & Clarke, 2006). The thematic analysis involves identifying, analyzing, and reporting patterns within data (Braun & Clarke, 2006). They suggested that thematic analysis provides condensed detailed account of data, which makes thematic analysis a malleable and important research tool.

The researcher followed the process proposed by Braun and Clarke, (2006) in doing thematic analysis: (1) Familiarizing with data; this is done by transcribing the data, reading and reading over the data and taking note of initial ideas. (2) Generating an initial code; this is also done by coding intriguing features of the data consistently across the entire data set. (3) Searching for themes; this entail collating codes into capable themes, gathering all data important to each capable theme. (4) Reviewing themes; this deal with checking if the themes work in association with the coded extracts in the entire data set. (5) Defining and naming themes; this involves refining the specifics of each theme and the overall story that the analysis tells, developing clear definitions and names for each of them. (6) Producing the report; this creates the final opportunity for analysis. This involves selection of brilliant, interesting extract examples, final analysis of selected extracts, reviewing back to the analysis

47

of the research questions and literature, and developing a report of the analysis. The themes emerging from the study is illustrated in the table below;

Table 3. 5: Themes from the study

S/N	Themes
1	Organization's attitude towards workforce diversity
2	Cross-cultural communication competence of employees
3	Workforce diversity and cross-cultural communication competence
4	Workforce diversity and Task Performance
5	Cross-cultural communication competence and task performance

Source: Field Data (2020)

3.9 Data Collection Procedure

The data collection process started in December, 2019. An Introductory letter from the department of Organisation and Human Resource Management (OHRM) of the University of Ghana Business School (UGBS), Legon, was submitted to the selected organisations for the study. This is to officially inform the selected organizations of an intention to conduct research in their organizations and to obtain approval from them. Some organizations first asked of a sample of the questionnaire to have a look at before giving approval. The researcher then continued to distribute questionnaires to the organizations that have given approval. The Human Resource managers and few managers involved in the management of employees were interviewed as part of the qualitative aspect of the research. Consent was again sought from respondents and they were assured of confidentiality of any information given. A total of 292 questionnaires were distributed to the respondent to supply the necessary information at their own convenient time. Out of these 292 questionnaires, 231 were retrieved. The interview was also conducted among the managers involved in human

resource. 5 of them from the various industries responded to the interview. The interview was conducted face to face.

3.10 Data Collection Challenges

Data collection is the most difficult process in the research process due to the challenges been faced such as gaining access to the selected organizations. There was a lot of bureaucratic process that exists in the multinational companies that has to be followed before approval for the survey.

3.11 Ethical Consideration

The researcher sought permission by submitting an introductory letter to selected organizations for the study. The researcher proceeded with data collection after permission was granted. The participants were also assured of confidentiality, and their right of privacy was duly observed. Therefore, no personal identity or name meant to identify them directly or indirectly was collected during the data collection process. Respondents were however, required to put their completed questionnaires in an envelope provided and seal it for collection. This is to ensure their confidentiality. They were abreast with the purpose of the study which was mainly for academic purpose and the information provided to aid the study will not be used against them. They were further assured that the information collected from all the MNCs, and individual information will not be disclosed.

CHAPTER FOUR

RESULTS AND DISCUSSIONS – QUANTITATIVE PHASE

4.0 Introduction

This Chapter presents the results of the quantitative phase of the research. The quantitative aspect consist of demographic profile of the participants, tests of normality and outliers, Exploratory Factor Analysis (EFA), structural equation modeling results (measurements and structural models), and the results of the hypotheses.

4.1 Findings from the Quantitative Phase

4.2 Demographic Analysis

Table 4.1: The Demographic Details of the Respondents

Detail	Frequency	Percentage (%)
Gender		
Male	111	48.1
Female	120	51.9
Age		
18-30	133	57.6
31-43	83	35.9
44-56	15	6.5
57-69	-	-
70 and above	-	-
Educational Background		
Doctorate	2	0.9
Masters Degree	58	25.1
First Degree	153	66.2
HND/Diploma	18	7.8
SHS	-	-

Source: Field Survey (2020)

Table 4.2: The Demographic Details of the Respondents

Detail	Frequency	Percentage (%)
Ethnic Groups		
Dagbani	14	6.1
Bimbilla	2	0.9
Nanumba	2	0.9
Guan	9	3.9
Gurunshi	4	1.7
Ga Dangme	37	16.0
Akwapem	18	7.8
Akyem	19	8.2
Ashanti	19	8.2
Fante	17	7.4
Gonga	7	3.0
Nzema	7	3.0
Yoruba	5	2.2
Igbo	7	3.0
Mamprusi	1	0.4
Krobo	10	4.3
Ewe	53	22.9
Nationality		
Ghanaian	215	93.1
Nigerian	10	4.3
Togolese	2	0.9
Ivorian	1	0.4
Indian	1	0.4
British	2	0.9
Industry		
Agriculture	8	3.5
Banking	21	9.1
Telecommunication	134	58.0
Education	22	9.5
Food Processing	46	19.9

Sample Size (N): 231 Sources: Field Survey (2020)

The tables above show the summary of the demographic profile of the participants. Table 4.1 presents the gender of the 231 participants. 48.1% are males and 58.9 are females. This shows that out of the 231, female constitute majority of the participants. Table 4.1 also presents the age group of the participants. 7.6% of the participants fall within the age group of 18 – 30 years, 35.9% fall within 31 – 43 years and 6.5% fall within 44 – 56 years. It also presents educational background of the participants. 2 of them holds a Doctorate degree,

51

representing .9%., 58 representing 25.1% holds a Master's degree, 153 of the participants representing 66.2% holds first degree while 18 of them representing 7.8 holds Higher National Diploma/Diploma.

Table 4.2 presents the ethnicity and nationality of the participants and the industries involved in the survey. All of the participants were from about 19 ethnic groups. 2.6% are Dagbani, 0.9% are Bimbilla, .9% again are Nanumba, 3.9% are Guan, 1.7% are Gurunshi, 16.0% are Ga-Dangme, 7.8% are Akwapem, 8.2% are Akyem, 8.2% are Ashaniti, 7.4% are Fante, 3.0% are Gonja, 3.0% are Nzema, 2.2% are Yoruba, 3.0% are Igbo, .9% are Dagbon, .4% are Mumprusi, 2.6% are Dagomba, 4.3% are Krobo, and 22.9% are Ewe. This is shown above. 93.1% are Ghanaian, 4.3% are Nigerian, .9% are Togolese, .4% are Ivorian, .4 are Indian and 0.9% are British.

The table above also presents the Industry of the participants. Five Industries were involved in the survey namely; Agriculture, Banking, Telecommunication, Education, and Food Processing. 8 participants representing 3.5% are from the Agriculture industry, 21 representing 9.1% are from Banking Industry, 134 representing 58.0 are from the Telecommunication industry, 22 representing 9.5% are from the Education industry and 46 participants representing 19.9% are from the Food Processing industry.

4.3 Data Screening and Examination

4.3.1 Missing Value Analysis

Going ahead to do analysis when data is missing at random will affect the quality of the research. Therefore missing values must be addressed in research. In dealing with the missing values, several methods can be adopted. This includes deletion method, where the researcher deletes subjects which have missing value, replacing the missing data values. The researcher however, used the Expectation Maximization (EM) method to check if data is missing at random because it gives the basis to deal with missing values. Gold and Bentler (2000), were

of the view that Expected Maximization (EM) is preferred over others, irrespective of issues like size, proportion of the data missing and distributional characteristics of the data. The researcher therefore employs the EM method in the estimation of missing values in the data.

4.3.2 Examination of Outliers

Outliers were examined in the Statistical Package for Service Solution version 21.0 software. In EFA and SEM analysis, the data must be normally distributed to ensure that there are no outliers. We have univariate outlier which is when an observation point is distant from other observations. Multivariate outlier on the other hand is when a combination of scores from several variables represents an outlier compared to other combinations. Univariate and Multivariate outliers were examined using Stem and Leaf for the univariate and Mahalanobis Distance statistic was used to examine multivariate outliers. Through this, some few outliers were identified and they were deleted.

4.4 Tests for Normality

Mallery and George (2010) were of the view that, Skewness and Kurtosis is acceptable within the range of -2 and +2. Skewness and Kurtosis were examined in the statistical Package for Service Solution (SPSS) version 21.0 software. The results however, fell within the acceptable range. This is indicated in Table 4.3 below.

Table 4.3: Skewness and Kurtosis of the Study Variables

Variable	Min	Max	Skewness	Kurtosis
Interpersonal Skill	3.00	5.00	-.066	-.217
Team Effectiveness	3.00	5.00	-.217	-.384
Cultural Empathy	2.67	5.00	-.560	.452
Corporate Culture	2.00	5.00	-.679	.049
Hiring and Recruitment	1.00	5.00	-1.274	1.619
Interaction	1.67	5.00	-.816	.505
Immediate Supervisor	1.00	5.00	-1.014	.480

Source: Field Survey (2020)

4.5 Exploratory Factor Analysis

Exploratory Factor Analysis was also conducted to extract underlying variables. It was done to ensure items with high correlation with their variables are retained for further analysis in Structural Equation Model. Kaiser-Meyer-Olkin (KMO) Sampling Adequacy test, Bartlett's test of Sphericity (P-value) and Cumulative Variance Explained (CVE) are presented in Table 4.4. The result shows that the data is sufficient for further analysis. This is because the acceptable threshold of KMO is 0.6> were attained by the variables and Bartlett's test of Sphericity of the variables were significant. The Cumulative Variance Explained, which is supposed to explain at least 50 percent or more of the variance were also attained. Exploratory Factor Analysis is shown below on Table 4.4.

Table 4.4: Summary of Test Results for Exploratory Factor Analysis of the Study Variables

Variable	CVE (%)	KMO	Bartlett's test (p-value)
Interpersonal Skill	53.023	.816	.000
Team Effectiveness	61.874	.849	.000
Cultural Empathy	57.051	.603	.000
Corporate Culture	64.935	.625	.000
Hiring and Recruitment	78.523	.721	.000
Interaction	58.704	.794	.000
Immediate Supervisor	94.779	.643	.000

Source: Field Survey (2020)

4.6 Structural Equation Modeling Results (Measurement and Structural)

4.6.1 Measurement Model Assessment

Items with high correlation with their variables were retained using Confirmatory Factor Analysis (CFA). Interpersonal Skill was represented by ISK, Team Effectiveness by TE, Cultural empathy was represented by CE, Corporate Culture was represented by CC, Hiring and recruitment was represented by HR, Interaction was represented by IN and Immediate Supervisor was also represented by IS in the measurement model. Examination of the results was done severally to ensure that the measurement model fit the data. Items which do not perform well must be deleted in order to ensure the model fit the data (Hair, Black, Balin & Anderson 2010). For that matter some of the items were deleted in the process. This was done using their factor loadings. Appendix C shows the initial unstandardized measurement model and Appendix D shows the final standardized loadings of the measurement.

4.6.2 Validation of Test of the Measurement

Various fit indices were used to validate the measurement model. The Threshold required by the measurement model was also met. The Chi-square (CMIN/df ($\chi2/df$) (1.869) is within the threshold recommended by Hu and Bentler (1999). Goodness-of-fit (GFI) (0.952), Adjusted Goodness-of-fit (AGFI) (0.913), and Comparative Fit Index (CFI) (0.967) meet or exceed the

cut off points recommended by Schreiber, Nora, Stage, Barlow, and King, (2006). The Root

Mean Square Error of Approximation (RMSEA) (0.051), Standardized Root Mean Square of

Residuals (SRMR) (0.056) and Pclose (0.241) also meet the cut off points recommended by

Hu and Bentler (1999). These are an indication that the hypothesized model fits the data.

These are also illustrated on table 4.5 below.

Table 4.5: Model Fit Measures and their Interpretations of the Measurement Model

Measure	Estimate	Threshold	Interpretation
CMIN/df (χ2/df)	1.869	Between 1-3	Excellent
GFI	0.952	≥ 0.95	Excellent
AGFI	0.913	≥ 0.90	Excellent
CFI	0.967	≥ 0.95	Excellent
RMSEA	0.051	<0.06	Excellent
SRMR	0.056	<0.08	Excellent
Pclose	0.241	>0.05	Excellent

Source: Field Survey (2020)

Table 4. 6: Factor Loadings for (CFA) Measurement Model

Interpersonal Skill (AVE=.651, CVE=53.023, KMO=.816, CR=.79)		
Item	**Estimate**	**t-value**
ISK3: I am able to deal with misunderstandings.	.789	
ISK4: I am comfortable when communicating with foreign nationals.	.825***	9.901

Team Effectiveness (AVE=.751, CVE=61.874, KMO=.849, CR=.86)		
Item	**Estimate**	**t-value**
TE2: I am able to give and receive constructive feedback	.857***	3.633
TE3: I am able to discuss and solve problems	.876***	3.652

Cultural Empathy (AVE=.599, CVE=57.051, KMO=.603, CR=.75)		
Item	**Estimate**	**t-value**
CE1: I am able to see and understand the world from other's cultural perspectives	.877***	7.066
CE2: I exhibit a spirit of inquiry about other cultures. Values, beliefs and communication patterns	.655	

Corporate Culture (AVE=.541, CVE=64.935, KMO=.625, CR=.76)		
Item	**Estimate**	**t-value**
CC1: This company is making progress with diversity initiatives	.587***	8.335
CC2:A fair workplace includes people from every race and ethnic group, age, and gender group	.509	

Hiring and Recruitment (AVE=.741, CVE=78.523, KMO=.721, CR=.85)		
Item	Estimate	**t-value**
HR1: Employees of different cultural group are encouraged to apply for higher positions	.807***	13.359
HR3: Employees of different gender group are encouraged to apply for higher positions	.912	

Interaction (AVE=.869, CVE=58.704, KMO=.794, CR=.93)		
Item	**Estimate**	**t-value**
IN5: Management of this company demonstrates a commitment to meeting the needs of different age group	.932***	22.613
IN6: Management of this company demonstrates a commitment of meeting the needs of different gender group	.933	

Immediate Supervisor (AVE=.897, CVE=94.779, KMO=.643, CR=.95)		
Item	**Estimate**	**t-value**
IS1: My Supervisor is committed to, and supports, diversity	.923***	25.467
IS2: My Supervisor handles diversity matters satisfactorily	.970	

Source: Field Survey (2020)

*** Standardized factor loadings is significant at 0.1% (0.001).

The CFA results in table 4.6 showed that the estimates for the variable items are above 0.5 and also significant (p-values < 0.01) which is an indication that the items loaded very well on their variables. The results of the AVE of all the variables met the threshold of 0.5 proposed by Fornell and Larcker (1981) which indicate that validity was sufficient. The results also indicated that the Kaiser-Meyer-Olkin (KMO) Sampling Adequacy test, Bartlett's test of Sphericity (p-value) and Cumulative variance explained (CVE) met the threshold of 0.6> and 50%> respectively. The reliability results of the CFA also indicated a sufficient results of 0.7> for all variables under study. The result is shown in table 4.6.

4.7 Correlational Analysis

Table 4.7 shows the correlation matrix representing the linear relationship that exists among the variables understudy. The independent variables are Corporate Culture (CCT), Hiring and Recruitment (HRT), Interaction (INT), Immediate Supervisor (IST), Attitude towards Diversity (ATT) and Team Training Programme (DTT). The dependent variables are Interpersonal Skill (ISKT), Team Effectiveness (TET), Cultural Empathy (CET) and Task Performance TPT. The results show that Attitude towards Diversity is positively correlated with Interpersonal Skill and Team Effectiveness but failed to correlate with Cultural Empathy and Task Performance. The results also indicate that Corporate Culture showed positive correlation with Interpersonal Skill, Team Effectiveness and Cultural Empathy but not Task Performance. In addition, the correlation results showed positive correlation of Hiring and Recruitment with Interpersonal Skill but failed to correlate with Team Effectiveness, Cultural Empathy and Task Performance. Furthermore, Interaction positively correlated with Interpersonal Skill, Team Effectiveness and Cultural Empathy but not Task Performance. The results also showed that Immediate Supervisor positively correlated with Interpersonal Skill, Team Effectiveness and Cultural Empathy but failed to correlate with Task Performance. Lastly, the results indicated that Team Training Programme showed a positive

correlation with Interpersonal Skill and Cultural Empathy but failed to correlate with Team Effectiveness and Task Performance.

Table 4. 7: Pearson's Correlation Matrix of the Study's Variables

	1	2	3	4	5	6	7	8	9	10
ISKT	1									
TET	.50**	1								
CET	.39**	.43**	1							
TPT	.37**	.22**	.28**	1						
ATT	.21**	.20**	.10	.09	1					
CCT	.27**	.26**	.27**	.02	.75**	1				
HRT	.14*	.12	.04	.04	.46**	.48**	1			
INT	.24**	.28**	.21**	.02	.44**	.56**	.69**	1		
IST	.35**	.34**	.14*	.04	.62**	.62**	.49**	.67**	1	
DTT	.19**	.11	.19**	.12	.47**	.53**	.50**	.53**	.57**	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
Source: Field Survey (2020)

4.8 Path Analysis of Hypothesized Relation ships

Figure 4. 1: Initial Structural Model
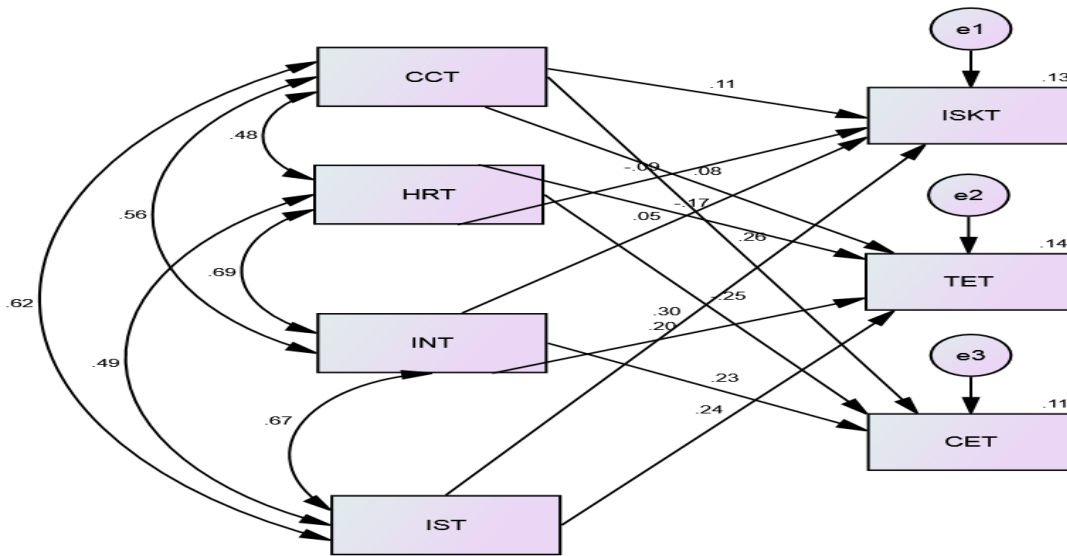
Figure 4. 2: Final Structural Model
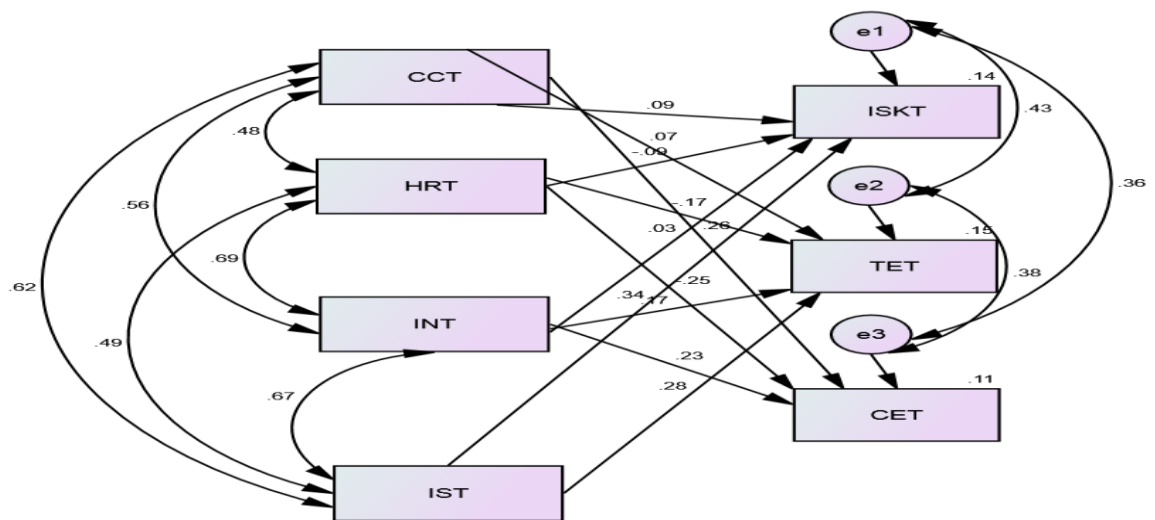
4.9 Validation of the Structural Model

Validation of the structural model was examined using various fit indices. Indices such as Chi-square (CMIN/df ($\chi 2$/df), Goodness-of-fit (GFI), Adjusted Goodness-of-fit (AGFI), Comparative Fit Index (CFI), The Root Mean Square Error of Approximation RMSEA and Pclose were examine and the results indicate that they fall within the thresholds proposed by scholars such Schreiber et al. (2006) and Hu and Bentler (1999). Below are the various indices, their estimates and their recommended thresholds.

Table 4.8: Model Fit Measures and their Interpretations for the Structural Model

Measure	Estimate	Threshold	Intepretation
CMIN/df ($_\chi$2/df)	1.518	Between 1-3	Excellent
GFI	0.998	≥ 0.95	Excellent
AGFI	0.947	≥ 0.90	Excellent
CFI	0.999	≥ 0.95	Excellent
RMSEA	0.047	<0.067	Excellent
Pclose	0.341	>0.05	Excellent

Source: *Field Survey (2020*

4.10 Tests of Hypothesized Relationships

Table 4.9: Path Relationships for the Hypothesized Relationships

Path Model Relationship	Estimate	S.E	T-values	P	SIG
CCT ------------------>CET	.257	.058	3.390	***	SG
HRT ------------------>CET	-.246	.051	-2.835	.005	SG
INT------------------>CET	.232	.067	2.519	.012	SG
IST------------------>TET	.284	.039	3.431	***	SG
IST------------------>ISKT	.336	.040	4.011	***	SG
CCT------------------>ISKT	.092	.055	1.149	.251	NS
HRT------------------>TET	-.172	.044	-2.028	.043	SG
CCT------------------>TET	.065	.054	.815	.415	NS
HRT------------------>ISKT	-.090	.045	-1.059	.290	NS
INT------------------>ISKT	.026	.065	.268	.789	NS
INT------------------>TET	.174	.063	1.775	.076	NS

Source: *Field Survey (2020) NB: SG = Significant   NS = Not Significant.* ***: Significant at 0.1% (0.001)

NB: Table 4.9 shows the hypothesized relationship between the independent variables (Corporate Culture, Hiring and Recruitment, Interaction and Immediate Supervisor) and the dependent variables (Interpersonal Skill, Team Effectiveness and Cultural Empathy). Interpersonal Skill is represented by ISK, Team Effectiveness is represented by TET, Cultural Empathy is represented by CET, Corporate Culture is represented by CCT, Hiring and Recruitment is represented by HRT, Interaction is represented by INT and Immediate Supervisor is represented by IST.

The relationship between Corporate Culture and Culture Empathy was significant (β = .257, P < 0.000).

The relationship between Hiring and Recruitment and Culture Empathy was significant (β = -.246, P < 0.01).

The relationship between Interaction and Culture Empathy was significant (β = .232, P < 0.05).

The relationship between Immediate Supervisor and Team Effectiveness was significant (β = .284, P < 0.000).

The relationship between Immediate Supervisor and Interpersonal Skill was significant (β = .336, P < 0.000).

The relationship between Hiring and Team Effectiveness was significant (β = -.172, P < 0.05).

The relationship between Corporate Culture and Interpersonal Skill was not significant (β = .092, P > 0.05).

The relationship between Corporate Culture and Team Effectiveness was not significant (β = .065, P > 0.05).

The relationship between Hiring and Recruitment and Interpersonal Skill was not significant (β = -.090, P > 0.05).

The relationship between Interaction and Interpersonal Skill was not significant (β = .026, P > 0.05).

The relationship between Interaction and Team Effectiveness was not significant (β = .176, P > 0.05).

4.11 Results from the Open Ended Questions

Open ended questions were asked the participants to list the benefits of workforce diversity and the following answers are on table 4.10 below were given. 13.0% of the participant stated that workforce diversity increase productivity, 8.2% stated that it enhance confidence in employees, 12.1 stated that it improves performance, 16.0% stated that it enhance knowledge sharing and ideas, 6.1% were of the view that it create a serene environment, 9.1% stated that it enhances creativity and innovation, 10.4% opined that it provides different ways of doing things, 6.5% also stated that it increases team work and equality, 3,9% were of the view that it enhance quality decision making, 5.2% also said that it improves company reputation, 4.3 said it ensures employee engagement, 3.9% said it reduces employee turnover and 1.3% said that it helps organizations to attracts and retain top talent.

Table 4.10: Benefits of Workforce Diversity

		Frequency	Percent	Valid Percent
	Increase productivity	30	13.0	13.0
	Enhance confidence in employees	19	8.2	8.2
	Improves performance	28	12.1	12.1
	Knowledge and idea sharing	37	16.0	16.0
	Serene environment	14	6.1	6.1
	Enhances creativity and innovation	21	9.1	9.1
	Different ways of doing things	24	10.4	10.4
Valid	Increases team work and equality	15	6.5	6.5
	quality decision making	9	3.9	3.9
	improves Company reputation	12	5.2	5.2
	employee engagement	10	4.3	4.3
	Reduces employee turnover	9	3.9	3.9
	Organization attracts and retain top talent	3	1.3	1.3
	Total	**231**	**100.0**	**100.0**

Sample Size (N): 231 **Source:** *Field Survey (2020)*

Table 4.11 also presents the challenges of workforce diversity. 4.3% of the participants said that there are equality challenges, 19.5% said there is language and communication barrier, 26.0% said there is conflict and misunderstandings, 6.1% said there is a delay in decision making, 10.4% also said there is difficulty in accepting change, 7.4% said there is misunderstanding in career paths, 18.2% said there are cultural differences, 4.3% said there is a decrease in productivity and 3.9% of the participants stated that there is additional cost of training.

Table 4. 11: Challenges of workforce diversity

		Frequency	Percent	Valid Percent
	Challenges in equality	10	4.3	4.3
	language and communication barrier	45	19.5	19.5
	Conflicts and misunderstanding	60	26.0	26.0
	Delay in decision making	14	6.1	6.1
Valid	Difficulty in accepting change	24	10.4	10.4
	Misunderstanding in career paths	17	7.4	7.4
	Cultural differences	42	18.2	18.2
	Decreases productivity	10	4.3	4.3
	Cost of training	9	3.9	3.9
	Total	**231**	**100.0**	**100.0**

Sample Size (N): 231 **Source:** *Field Survey (2020)*

Table 4.12 also presents how workforce diversity can be managed. The participants provided some ways in which workforce diversity can be managed. 23.8% of the participants said workforce diversity can be managed by ensuring inclusive policies and practices, 30.3% said by education and training, 3.0% said by giving periodic feedback, 6.1% said by setting objectives, 10.1% said through team building, 8.2% were of the view that, involving employees in decision making is a way of managing diversity at the workplace, 6.9% said by encouraging diversity when recruiting, 3.5% also opined that by having interaction sessions

65

with employees, and 8.2% said diversity at the workplace can be managed through learning communication skills.

Table 4. 12: Management of Workforce diversity

		Frequency	Percent	Valid Percent
Valid	Inclusive policies and practices	55	23.8	23.8
	Education and training programs	70	30.3	30.3
	Periodic feedback	7	3.0	3.0
	Setting of objectives	14	6.1	6.1
	Team building	23	10.0	10.0
	Involving employees in decision making	19	8.2	8.2
	Encouraging diversity when recruiting	16	6.9	6.9
	Having interaction sessions with employees	8	3.5	3.5
	Learning communication skills	19	8.2	8.2
	Total	**231**	**100.0**	**100.0**

Sample Size (N): 231. **Source:** *Field Survey (2020)*

CHAPTER FIVE

RESULTS AND DISCUSSIONS – QUALITATIVE PHASE

5.0 Introduction

This chapter presents the qualitative phase of the research results and discussions. The qualitative phase consists of demographics of the participants, themes and data analysis. The results of the qualitative research are discussed in this chapter.

5.1 Qualitative Phase

The qualitative aspect of the research involved an in-depth face-to-face interview with five managers in the multinational companies (MNCs) used for the study.

The choice of interviewing the managers was to confirm what the employees have already stated in the questionnaire and to understand how diversity at the workplace (age, gender and ethnicity) impact cross-cultural communication competence of employees and their task performance.

The demographic characteristics of the participants are illustrated in the table below;

Table 5.1: Demographics of Respondents

Respondent	Job Position	Gender	MNC
Respondent 1	Head of Customer Service	Female	MNC 1
Respondent 2	Head of Human Capital	Male	MNC 2
Respondent 3	Decision Support Analyst	Male	MNC 3
Respondent 4	Finance and Administrative Manager	Male	MNC 4
Respondent 5	Corporate Secretary	Female	MNC 5

Source: Field Data (2020)

5.2 Results, Findings and Discussions

Analysis of the qualitative phase began by thoroughly reading through the transcriptions. Five main themes were generated based on the review of the literature and objectives of the study. The themes includes; Organisation's attitude towards workforce diversity, cross-cultural communication competence of employees, workforce diversity and cross-cultural communication competence, workforce diversity and Task Performance, Cross-cultural communication competence and task performance. This is summarized on the table below;

Table 5.2 Summary of Themes

S/N	Themes
1	Organisation's attitude towards diversity
2	Cross-cultural Communication competence of employees
3	Workforce diversity and cross-cultural communication competence of employees
4	Workforce diversity and task performance
5	Cross-cultural communication competence and task performance

Source: Field Data (2020)

5.3 Organization's Attitude towards Workforce Diversity

Diversity at the workplace is something that has been encouraged in all the multinational companies interviewed. Workforce Diversity takes place right from recruitment. When an organization announces recruitment, applications are received from different kinds of people, different gender and different age groups. This gives them the opportunity to select different kinds of people into the organization hence diversity is encouraged. The Multinational Companies were asked whether they encourage diversity at the workplace and all the multinational companies agreed they encouraged diversity at the workplace and is something they cannot do without. This represents 100% of the respondents agreeing that they encourage diversity at the workplace. Some of the respondent had this to say;

68

We have different people from different part of the country so if we organize recruitment, we receive application from different intellectuals and different kinds of people from different background. We encourage diversity because it is natural to do, and we cannot do without **(Respondent 4)**.

At this company, one of our core values is people, and we hold people at high esteem. Therefore, we encourage diversity at the workplace **(Respondent 3)**.

As a banking industry, we believe in diversity due to the fact that we deal with people from different diverse background. Therefore, we employ people from different background to help our customers from different cultural and diverse background **(Respondent 1)**.

Organizations, not only multinational companies, believed that, different kinds of people from diverse groups are needed in an organization due to the fact that some positions and roles are being played by a particular group of people. This was confirmed by Respondent 5.

We believe both male and female can do the same work, in the other way too, there are some positions that belong to male, and therefore male will take that position. The same way some positions belongs to female for that matter, female will take such position. There are some field work that we also believe only the younger force can handle and some that only older force can handle, therefore we employ both young and old as well **(Respondent 5)**.

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Workforce diversity is also believed to help organizations attain it goals. These diverse groups are needed in organizations to help in the attainment of its goals.

We also believe that different cultural groups in a workplace can build the company to attain its goals **(Respondent 5)**.

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5.3.1 Career Development Plan for the Diverse Group

A career development plan list out the plans an employee has with regard to his future and current jobs. These plans are however connected to the person's strengths and potentials.

Interviews from the various multinational sectors were of the view that, they have career development plan for all these diverse groups (gender, age and culture). This was indicated in the following quotations;

> *We have career development path for all employees from diverse background, be it the young and the old, male and female and people from different ethnic groups. Employees are encouraged to go for training and seminars being organized by the company and educational plan by sponsoring some employees to go for training and education at Banking College* **(Respondent 1)**.

> *We hold people as an asset, therefore, each and every year, we have a tool or a system in place where everyone is ask to put a development plan for him or herself and it is a must for every employee to have a competence or skill, hence career development progression for each employee* **(Respondent 3)**.

> *As we engage staff, you have to set the ball rolling and during the induction, you will identify the strength of the employee and due to that, you can change the position from the appointment you gave the person. Also, after the probation period, if we notice that you perform better in one area than the other, we will inform you and try to put you in a position that you best fit. And also day in day out, we train people and present some people for training. Some even go out of the country for the training* **(Respondent 4)**.

The above quotation from Respondent 4, confirms that, in career development planning, employees strengths are also considered. Their strengths and potentials are linked to their career plan. Training also plays a role in career development of employees.

5.3.2 Needs of Employees

Employees' needs are also considered in planning their career development. Therefore, the managers were asked if they demonstrate commitment in meeting the needs of employees of different age group, gender and cultural group. All of the managers interviewed from the various sectors agreed that they meet the needs of all the employees of different age group, gender and cultural group. Some also said that, they can't meet all their needs, however, they tried to meet their needs that will help them individually and also towards the growth of the organization. This is indicated in the quotations below;

> *Yes we meet employee's needs but we cannot meet all their needs, we meet their needs that we think will help the organization to achieve its objectives. In terms of culture, gender and age, we put all these aside and focus on attending their needs to help the organization to grow as well* **(Respondent 1)**

> *Meeting the needs depends on how the person perceives it to be. Even personally we are not able to satisfy our needs completely. But as a company, we try as much as possible to satisfy them with what they need especially to help in doing the work successfully* **(Respondent 4)**.

70

5.4 Cross-cultural Communication Competence of Employees

There are skills and competences that employees in organizations needs to possess, especially with multinational companies since they deal with people from different background. Cross-cultural communication competence is a major skill or competence the multinational companies need to possess so that they can communicate effectively with people from other cultural background.

5.4.1 Ability to Communicate with the Foreign Nationals

Employees in multinational companies also deal with foreign nationals a lot. The ability to communicate with people from foreign countries is a cross-cultural competence employees need to acquire. All the multinational companies that were interviewed agreed that they interact with foreign nationals a lot and they are comfortable when communicating with people from foreign countries. Some respondents also attest to the fact that apart from the accent of some cultures, they are comfortable when communicating with the foreign nationals. This is supported by the quotations below;

> *Most of our work or input comes from Nestle affiliate across Africa and over the world, on a daily basis; we speak to foreign nationals within and outside the work* **(Respondent 3)**.

> *Yes, we work with people from different race, ethnic group and culture. This bank as a multinational company, we work with these foreign nationals a lot. And I am comfortable communicating with them and I learn from them as well. Likewise I believe they learnt from me as well* **(Respondent 1)**.

> *Apart from the accent, I am comfortable when communicating with the foreign nationals* **(Respondent 4)**.

Respondent 5 also expressed his view that:

> *Being comfortable when communicating with foreign nationals depends on how you understand them. Once you are able to understand what they are saying, you will be able to communicate comfortably with them* **(Respondent 5)**.

5.4.2 Ability to Discuss and Solve Problems

Being able to discuss and solve problems with people of different background is also a cross-cultural communication competence required from employees in multinational companies. Problems happen all the time, especially in the multinational companies due to the fact that they deal with people from different cultural background. Most respondents attest to the fact that, they are able to solve and discuss issues as they arise. Also task force or disciplinary committee is set to deal with gross issues. This is also indicated below;

> *We have a workforce or committee that is been set to solve problems among employees. These task force take it up to ensure that all parties involved in the issue are talked to in order to close any gap. Also appropriate punishments are set out for great misconduct* **(Respondent 3)**.

> *Yes, sure. Problems are solved as and when it happens, irrespective of gender, culture and age. Problems are looked at in the company level as an issue to handle so when it comes to solving problems, all other variables such as gender, age and culture are put aside and the problem is looked at* **(Respondent 4)**.

5.4.3 Ability to Understand the Way Others Behave

Understanding the way others behave due to culture, beliefs and communication pattern is also a major cross-cultural communication competence required from multinational companies. Some expressed that, they are able to understand others' culture, beliefs and communication pattern because of similarities in culture. Some organizations also put measures in place to educate people on how others behave and why they do so. Some were also of the view that, you cannot always understand everybody but you can learn from them why they behave in a different way. Below are the responses from some of the respondents;

> *Yes we are able to and basically in Africa for instance, the cultural differences even look the same* **(Respondent 2)**.

> *We have human resources within and outside that come to talk to us on occasion to look at and understand the emotional intelligence of everyone; we are able to understand how each and every one acts at a particular point in time* **(Respondent 3)**.

> *Yes as a supervisor, you will be working with different people with different beliefs and different ways of communicating. I do understand some of them but*

for some beliefs, you will still wonder why they behave the way they do. But you have to learn from them for you to be able to understand why they behave the way they do, so that you can flow with them (**Respondent 1**).

When we come to the way of doing things, you will not understand but you have to learn from each other. So I have to be patient and try to learn and understand their culture. But if that is not the way to do things for the growth of the company, you teach them as well (**Respondent 5**).

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In response to whether a manager understands the way others behave due to their culture, beliefs and communication patterns, respondent 4 expressed he understands the way others behave but some foreign nationals are exposed to cultural shock with the way some of his local people behave. He gave a scenario of some of the ways others behave differently and this is also indicated in the quotation below;

Yes, especially with these foreign nationals, most of them who often visit us are faced with surprises of which they complained about. For instance, the foreign nationals know that when he comes to work at 8:00am, work begins therefore; he should finish taking breakfast before 8:00am. But he becomes surprise to see some of our people going out to take their breakfast at 8:00am before starting work. So some of these differences are seen in our line of work as far as these cultural differences are concerned. However, we try to understand and learn from each other (**Respondent 4**).

5.5 Workforce Diversity and Cross-cultural Communication Competence

Workforce Diversity as in the differences that exist in employees and organizations in terms of age, gender and cultural has a great effect on cross-cultural communication competence of employees. Multinational companies especially needs to have cross-cultural communication skills (competence) to help in dealing with people from diverse groups especially cultural groups. People of different age, gender and cultural group in multinational companies have influence on the cross-cultural communication competence of employees. The following quotations confirmed it.

With different kinds of people working in this company or any other organization, people learn from each other, the power of team work is achieved and people improve upon their communication skills (**Respondent 1**).

73

> *People of different age, gender and ethnic group tend to learn from each other, thereby ensuring team bonding. It helps everyone to do work to the maximum* **(Respondent 3)**.

> *With these diverse groups of people, we learn different and new ways of doing things, we try to understand the way others behave and we comfortably flow with them* **(Respondent 5)**.

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Workforce diversity does not only impact cross-cultural communication competence of employees. It also helps employees to sharpen and improve upon their communication skills. This is done by providing training to employees in communication competence.

> *Yes of course. This company is a multinational company operating in different countries so even now and then, we receive employees from other countries who visit and who could not even speak the English very well, but we try to position our staff in such a way that those people who come, can be able to communicate their work very well. In line with this, we organize training occasionally; we even have the Secretary and three other personnel who are currently on the list to learn French to facilitate communication* **(Respondent 4)**.

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5.6 Workforce Diversity and Task Performance

Workforce diversity is believed to have an impact on task performance as well. This impact can however be positive or negative. Most of the respondents however were of the view that workforce diversity impacts task performance positively. This is indicated in the following responses;

> *Working with these diverse groups surely has a positive impact as well as negative impact on performance, but it really has much positive than negative by encouraging team work, learning new ideas from each other and these ends up increasing task performance* **(Respondent)**.

> *The impact is positive. There is much positive impact because we learn from each other, we do things as one people, and knowledge is increased to improve performance* **(Respondent 2)**.

Also some of the respondents opined that some of these workforce diversities impacts task performances more than others and some just do not impact task performance at all. The

following quotations below are the opinions of some respondents who were of the view that

diversity in terms of gender and culture does not really impact task performance but age does.

> *Gender and culture does not really matter in terms of task performance because everybody works in his or her jurisdiction. You know what you have to do at a particular point in time. At the end of it you have to achieve your target and that of the organizations. However, age matters a little in task performance because the younger ones are believed to work harder than the older ones. That is why the banks normally recruit within certain age group, thus the younger ones* **(Respondent 1)**.

> *There are some positions that have age limit. Example at the grade of executive trainee, the person shouldn't be older than 27 years. This is because at that position, we need someone who is active. So age plays a role in terms of task performance* **(Respondent 2)**.

> *For gender, we believe that what men can do, women can do. Therefore, gender does not matter in task performance. Culture on the other hand also does not have much impact on task performance. This is because the organizational culture is supreme over individual culture* **(Respondent 2)**.

The following excerpts were also from respondents who also opined that culture does not

impact task performance but age and gender does and it plays a role in task performance.

> *I wouldn't base performance on age, but in some field like practical and field work, the younger person is needed in those areas. Therefore, they will perform better than the older ones. And there are some that would not consider age. So I would say age matters a little in task performance* **(Respondent 5)**.

> *Gender also matters in terms of task performance here at our place. There are some tasks at the warehouse for instance that cannot be done by female workers. Therefore it belongs to only male* **(Respondent 5)**.

> *Culture personally, is not something I will really make so much noise about because once different cultural group meet at a work place, they may all have different ways of doing things but the organization has its way of doing things as well. Therefore, these different cultural groups must adjust to accommodate the ways of doing things per the organization. So the effect of the culture will not be as strong as that of age and gender* **(Respondent 5)**.

> *Age matters in terms of task performance. Someone who is heading towards retirement performance will certainly be different from fresh graduate from the university. The older person on the other hand has a lot of experience which the fresh graduate has to learn as well. So age is very important as far as task performance is concerned* **(Respondent 4)**.

However, Respondent 3 was strongly of the view that, age, gender and culture does not matter in terms of task performance.

> *No it doesn't. It never does. We have managers who are far younger and vice-versa. Therefore, age does not matter in terms of task performance* **(Respondent 3)**.

> *Gender does not matter at all in terms of task performance. We are not in the world where men are superior and women are being bullied or inferior* **(Respondent 3)**.

> *Culture or ethnic background also does not matter in terms of task performance* **(Respondent 3)**.

5.7 Cross-cultural Communication Competence on Task Performance

Cross-cultural communication competence is not only a major skill needed to be learnt by multinational companies to improve their communication with foreign nationals. It is also a skill that has a great impact on performance. All of the interviewees were of the view that cross-cultural communication competence plays a role on task performance of employees positively. The excerpt below confirmed that;

> *The way we behave with people from different race, ethnic groups and countries plays a lot on performance. That is why there is the need to acquire certain skills to help in interaction and relating with these diverse groups to help improve performance. (**Respondent 1**)*

> *Cross-cultural communication competence plays a role on task performance to the highest score. Because without these competences in place, everybody will be nonchalant or act the way that best fit him or her (**Respondent 3**).*

Respondent 5 was also of the view that cross-cultural communication competence will play a role on task performance of employees, and this depends on how the individual learn these competences.

> *This depends on the individual. How they learn that culture and understand it. It helps increase performance if the good competences are learnt and understood. However, it decreases performance when the bad skills are learnt (**Respondent 5**).*

76

5.8 Effect of Workforce Diversity on Cross-cultural Communication Competence and Task Performance

Workforce diversity is something organizations cannot do without. This diversity that exists among people at the workplace such as age, gender and culture/ethnicity goes a long way to impact organizations positively and negatively. It also impacts the cross-cultural communication competence of employees as well as task performance. Workforce diversity ensures that employees learn new skills and competences on how to deal with people from different diverse group. Skills such as ability to learn other cultural lifestyle, ability to communicate with foreign nationals, ability to discuss and solve issues among diverse group and ability to understand why others behave the way they do, are all cross-cultural communication competence that in a long run impact the task performance of employees. This can be confirmed from the response from Respondent 1.

> *The way we behave with people from different race, ethnic groups and countries plays a lot on performance. That is why there is the need to acquire certain skills to help in interaction and relating with these diverse groups to help improve performance (**Respondent 1**).*

5.9 Discussions

This study addressed the impact of workforce diversity on cross-cultural communication competence and task performance of employees in multinational companies in Ghana. Objective one needed to investigate the relationship between workforce diversity and cross-cultural communication competence of employees in multinational companies in Ghana. In line with the objective, it was hypothesized that, there is a positive relationship between workforce diversity and cross-cultural communication competence of employees in multinational companies. The quantitative and qualitative data analysis was used and it was established that, there is a positive relationship between workforce diversity and cross cultural communication competence of employees in multinational companies in Ghana. Both findings were corroborated which further explain that workforce diversity positively influence cross-cultural communication competence by ensuring that employees learn from each other and team building is enhanced. Employees also sharpen and improve upon their communication skills. These findings are consistent with other literature whose findings indicated a positive relationship between workforce diversity and cross-cultural communication competence (Clive, 2007; Hunt, 2011; Okoro & Washington, 2012). The emerging internationalization of businesses with diverse workforce brings people from different cultures, age and gender together. The findings further explains that team bonding and team work is improved when people of different age, gender and culture work together. They learn from each other and their cross-cultural communication competence is enhanced. Businesses that have internationalized must put strategies in place to ensure effective communication. Therefore, there is the need for employees to improve upon their cross-cultural communication competence. Okoro and Washington 2011, noted that it is impossible for productivity of diverse group to multiply in the absence of effective communication and other forms of human interactions.

Objective two also sought to examine the relationship between workforce diversity and task performance of employees in multinational companies in Ghana. Some studies indicated that, there are positive correlations between diversity and task performance of employees (Earley & Mosakowski, 2000, Ellison & Mullin 2014), whiles other studies showed a significant negative correlation between diversity and performance (Watson, Kumar, & Michaelsen, 1993; Thomas, 1999; Jehn & Mannix, 2001). Therefore, it was hypothesized that there is a positive relationship between workforce diversity and task performance of employees. From the quantitative findings, workforce diversity failed to correlate with task performance. This however does not relate with the findings from the qualitative phase. The findings from the qualitative phase suggested that, workforce diversity has a much positive relationship with task performance in the area of age and gender. However, ethnicity/culture does not matter or play a role on task performance. Age and gender on the other hand matters in terms of task performance and this also depends on the kind of task involved. Age diversity has become part of many organizations (Kunze, Boehm & Bruch, 2009). This consists of workers of different ages (Boehm, Kunze & Bruch, 2014). From the survey, the age group ranges from 18 to 56. This showed that, majority of the workforce are younger generations. This could be as a result of the belief that younger generations are more active than the older generations. Organisations are not effectively utilizing the talent of older workforce due to false presumptions that, they are more prone to health problems, costly, find it difficult to utilize new technology, perform poorly, and are poor return on training investment (Gray, 2002; Taylor, 2003). This was confirmed from the qualitative findings, where the managers especially from the banking industry said that they normally recruit the younger force than the older force. Finn (2015), found that a workplace with people of the same age group has the possibility of becoming outmoded if the experience from older ones are not passed down to younger ones. He also found out that workforce with different age group brings in variety

of skill sets. These varieties of skill sets have a positive effect on performance. Some literature however, contradicts the findings that age does not have a positive correlation with task performance. Ilmarinen (2005) indicated that there were no unique connections between work performance and age. Williams and O'Reilly (1998) on the other hand, opined that a different age group of employees would therefore be more profitable than the same age group. Backes-Gellner & Veen, (2009), also found out that age heterogeneity has a negative effect on individual productivity. They further opined that companies with mundane work, increasing age heterogeneity overall leads to a decrease in productivity. Finn (2015) further suggested that organizations need to have different age group in order to benefit the merit of diverse workforce.

Gender as a workforce diversity is a range of differences among men and women. Men indeed are not equal to women and this is a most constitutional issue that needs to be overcome (Kyalo & Gachunga, 2015). According to Abbas, Hameed and Waheed (2010), men have upper hand than women when it comes to hiring. This is not really the case from the study. The result from the study shows that majority of the respondents are female. Literature also supported the findings that, gender plays a role on task performance for that matter a positive relationship between gender and task performance of employees. The managers from the various multinational companies were of the view that organizations need to have different gender group of people at the workplace due to the fact that, there are some task that belongs to female gender and some that belongs to the male gender. This was mainly confirmed by the Agricultural industry. Some studies also believe that a mixed gender group performs better than the same gender group (Wood, 1987), hence, the need to recruit different gender. Rogelberg & Rumery (1996) found out that gender diverse team come out with high quality decisions over homogenous team. Frink, Robinson, Reithel, Arthur, Ammeter, Ferris, & Morrisette (2003) conducted a study and demonstrated that high gender

diversity will have a greater effect on performance in industries that are into services than industries that are in the manufacturing industry.

According to Kunzman and Gaither (2013), culture is a learned and shared values, beliefs and behavior of people interacting. It is the characteristic of a peculiar group of people, defined by everything from religion, language, cuisine, art, social habits and music (Padhi, 2016). The result of the survey showed that employees especially in multinational companies are from different ethnic groups and cultures. Culture can impact performance negatively and positively. Culture diversity can impact organizations in two folds; it can be a key to major success or the cause of great failure (Almutari, Alhaddad, Alqahtani, 2015). Some studies found out that culture has a positive relationship on task performance of employees. It was found out that ethnically diverse teams take better decisions than the same ethnic teams (McLeod et al, 1996). Lee and Nathan, (2011) also indicated that ethnically diverse teams come out with more creativity and innovation due to complementarities and opportunities. Some studies also observed a likings and vocational support in relationships of the same race than different race relationship (Ensher & Murphy 1997). Jackson et al, (2003) argued that ethnically diverse teams showed poor performance than homogeneous teams. From the response from the managers, age and gender has some impact on task performance but culture in terms of ethnicity and race does not have any significant impact on task performance. This means that there is no relationship between culture and task performance of employees in multinational companies in Ghana.

Objective three also was to determine the extent to which workforce diversity impacts cross-cultural communication competence and task performance of employees in multinational companies in Ghana. From the results workforce diversity has a great impact on cross-cultural communication competence to the highest degree. It also has an impact on task performance of employees especially in terms of age and gender. Workforce diversity

impacts cross-cultural communication competence by ensuring that employees are able to understand the way others behave and workforce diversity also impact cross-cultural communication competence by enhancing team building, and improving on communication competence of employees. Several studies found out that workforce diversity impact task performance of employees positively (Arokiasamy, 2013, Elsaid, 2012). Workforce diversity activities in the human resource management are expected to increase and add up to employee and organizational performance. Diversity also allows an increased in creativity, more options and better solutions, wider range of perspectives, and better problem definition, (Krajcsak & Gyoker, 2013). With these diverse groups of people living in the company, employees learn new ideas from each other, thereby applying it to improve task performance. Literature has identified that, it is impossible for the productivity of diverse workforce to multiply in the absence of effective communication competence (Okoro & Washington, 2011). In line with this, when employees learn new ways of doing things and learn from each other, communication competence is improved thereby, multiplying productivity. This will certainly lead to an increase in task performance and productivity.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary of the research findings, conclusions, and recommendations for future research. It discusses the contributions of the study to theory, policy and practice. It further discussed the limitations of the study.

6.1 Summary of the Research Findings

With increase in internationalization, companies have moved their businesses to different countries. Ghana is no exception to that and this has led to an increase in multinational companies in Ghana. The increase of multinational companies has made workforce diversity to become a common issue. Workforce diversity is a tool in combating discrimination at the workplace. For instance, recruitment is no longer skewed to a particular group of people. Employers try to stretch out their pool of employees including people from diverse groups. Also, when companies are operating in different countries, the issue of cross-cultural communication comes to bear. Therefore, there is the need for employees to possess and develop some cross-cultural communication competences in order to communicate and deal with people from different cultures. This is an important skill needed in order to compete in the global market. Workforce diversity also has a negative and a positive impact on task performance of employees. Workforce diversity also brings about creativity among employees and it ensures that quality decisions are taken at the workplace. This in a long run, impact performance. Performance can also be impacted negatively. For these reasons, this study sought to examine the impact of workforce diversity on cross-cultural communication competence and task performance of employees in multinational companies in Ghana.

In order to address the study objectives, mixed method approach was adopted with pragmatist paradigm. Stratification and purposive sampling technique was applied to sample both employees and human resource managers of five multinational companies in the Greater Accra Region of Ghana. For the quantitative survey, analyses were performed using descriptive statistics, Pearson correlation and Factor analysis. In order to address the hypothesized relationships, SEM was used for the analysis. Statistical software such as the Statistical Package for Services Solution (SPSS) version 21.0 and IBM AMOS version 21.0 were used to facilitate analyses of the data. For the qualitative interview, an audio recorder was used to record the interviews which were transcribed and analyzed. The findings of the research were as follows:

6.1.1 Research Objective One

The first objective sought to investigate the relationship between workforce diversity and cross-cultural communication competence of employees in multinational companies in Ghana.

In line with this objective, it was hypothesized that there is a positive relationship between workforce diversity and cross-cultural communication competence of employee. The results from both quantitative and qualitative phase indicated that there is a positive relationship between workforce diversity and cross-cultural communication competence of employees in Ghana.

6.1.2 Research Objective Two

The second objective was to investigate the relationship between workforce diversity and task performance of employees in multinational companies in Ghana. To test this objective, it was hypothesized that there is a positive relationship between workforce diversity and task performance of employees. The result from the quantitative survey indicated that there is no

relationship between workforce diversity and cross-cultural communication competence. However, it was corroborated with the qualitative findings which indicated a positive relationship between workforce diversity and task performance of employees in the area of age and gender. On the other hand, cultural diversity does not have any relationship with task performance.

6.1.3 Research Objective Three

The third objective sought to determine the extent to which workforce diversity impacts cross-cultural communication competence and task performance of employees in multinational companies in Ghana. From the analysis of both the quantitative and qualitative result, it was indicated that workforce diversity, to the highest extent, impacts cross-cultural communication competence positively and has some effect on task performance.

6.2 Conclusion

The purpose of the study was to investigate the impact of workforce diversity on cross-cultural communication competence and task performance of employees in multinational companies in Ghana. The findings of the study showed that workforce diversity has a positive relationship with cross-cultural communication competence and has a positive relationship with task performance in terms of age and gender. However, culture, that is ethnicity, does not have any relationship with task performance. The study suggests that age and gender matters in task performance and has an impact on task performance but culture does not matter in terms of task performance. Also, it was found that the type of task that is given to diverse groups can also determine their task performance. In addition, the study revealed that an organization stands to enjoy benefits of diversity such as increase in productivity, knowledge and idea sharing, creativity and innovation, increase in team work, quality decision making, improvement in company's reputation, attraction and retention of top talent and reduction in employee turnover.

6.3 Contributions of the Study

To the best of my knowledge, this is the first study in Ghana to investigate the impact of workforce diversity on cross-cultural communication competence and task performance of employees. This study has contributed to knowledge with regards to how cross-cultural communication competence plays a role on task performance of employees in Ghana. The findings from the study would be of a tremendous help to future researchers investigating in the same or similar topic.

Another contribution of this study is the use of the mixed method approach. Most of the studies done within this area mostly adopt either qualitative or quantitative approach. The combination of both quantitative and qualitative approaches by the researcher gives insight to the study. A mixed method approach also afforded the researcher the opportunity to analyzing and presenting of convergent and divergent views.

6.4 Recommendation for Practice

This study has an implication for both employees and managers, especially Human Resource managers, not only of multinational companies but all companies in the public and private sectors. This will help managers on how to manage workforce diversity and develop cross-cultural communication competence of employees. This will also help managers in dealing with foreign nationals.

6.5 Recommendation for Policy

In line with diversity management, policy makers can come out with diversity inclusive policies and practices that will promote impartial programs, practices and activities. For instance, human resource managers and practitioners should infuse diversity into all human resource policies and practices at the workplace. This policy will also help policy makers to

be committed in upholding, preserving and cultivating culture of diversity, inclusion and equity.

6.6 Limitations of the Study

The study is also face with some limitations which includes the data being collected from only five multinational companies in Ghana. Another drawback of the study is it's focused on only multinational companies in Ghana. Therefore, generalizing it to other sectors must be carefully thought through. There is the need to also focus on other sectors since workforce diversity exist in other sectors as well

A purposive sampling method adopted for the selection of the industries is also a limitation since it was not based on probability method and can compromise the generalization power of the result.

6.7 Recommendation for Further Studies

With the above limitations, future research can include all industries within the multinational companies in Ghana to increase its generalization power. Also, probability sampling methods can be adopted to increase the generalization power of the research results.

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APPENDICES

Appendix A: Research Questionnaire

DEPARTMENT OF ORGANISATION AND HUMAN RESOURCE MANAGEMENT

UNIVERSITY OF GHANA

QUESTIONNAIRE

<u>Title: The Impact of Diversity on Cross-cultural Communication Competence and Task Performance of Employees in Multinational Companies in Ghana.</u>

Dear Sir/Madam

I am Deborah Mensah a Final year student offering Masters of Philosophy in Human Resource Management at the Department of Organization and Human Resource Management at the University of Ghana Business School, Legon.

I wish you could serve as respondent in this study. Your participation is voluntary and all information shall be treated with confidentiality. Your anonymity is also assured, therefore do not write your name anywhere on this questionnaire. This work is for academic purpose only.

Any further questions and suggestions about this research work should be forwarded to the researcher at deborahdian91120@yhaoo.com or cal 0241464253.

Thanks for participating.

PART 1

Demographic Data

Please to tick [ ] whichever is appropriate.

1. Gender
a. Male [ ]   b. Female [ ]   c. Other (specify) ....
2. Which age group do you belong?
a. 18 – 30 [ ] b. 31 – 43 [ ] c. 44 – 56 [ ] d. 57 – 69 [ ] e. 70 and Above 65 [ ]
3. What is your educational background?
a. Doctorate [ ]   b. Masters' Degree [ ] c. First Degree [ ]   d. HND/Diploma [ ]   e. SHS [ ]
4. Which ethnic group do you belong? Specify ....
5. Nationality (please specify) ....

118

6. Which Industry does your company specialize in?

a. Agriculture [ ]   b. Banking [ ]   c. Telecommunication[ ]

        d. Education   [ ]   e.Food Processing [ ]   f. Oil and Gas [ ]

        g. other [ ]

PART 2

Workforce Diversity

Please indicate your opinion on the statement by ticking your assessment in the space provided after each statement on the scale 1 to 5. Where 5 = Strongly agree, 4 = Agree, 3 = Neither agree nor disagree, 2 = Disagree, 1 = Strongly disagree.

Statement	Scale				
A. Attitude towards diversity					
1. Workforce diversity is the differences among people with respect to age, class, ethnicity, gender, physical and mental ability.	1	2	3	4	5
2. The company respects individuals and value their differences	1	2	3	4	5
B. Corporate Culture					
3. This company is making progress with diversity initiatives	1	2	3	4	5
4. A fair workplace includes people from every race and ethnic group, age, and gender group	1	2	3	4	5
C. Hiring and Recruitment					
5. Employees of different cultural group are encouraged to apply for higher positions	1	2	3	4	5
6. Employees of different age group are encouraged to apply for higher positions.	1	2	3	4	5
7. Employees of different gender group are encouraged to apply for higher positions.	1	2	3	4	5

D. Career Development					
8. There is career development path for all employees in this company	1	2	3	4	5
E. Interaction					
9. Employees of different cultural group interact well in this company	1	2	3	4	5
10. Employees of different age group interact well in this company.	1	2	3	4	5
11. Employees of different gender interact well in this company.	1	2	3	4	5
12. Management of this company demonstrates a commitment to meeting the needs of different cultural group	1	2	3	4	5
13. Management of this company demonstrates a commitment to meeting the needs of different age group.	1	2	3	4	5
14. Management of this company demonstrates a commitment of meeting the needs of different gender group.	1	2	3	4	5
15.					
F. Your Immediate Supervisor					
16. My Supervisor is committed to, and supports, diversity	1	2	3	4	5
17. My Supervisor handles diversity matters satisfactorily	1	2	3	4	5
G. Diversity Training Program					
18. Education about diversity will enhance the company's profitability	1	2	3	4	5
19. This company has done a good job providing training programs that promote multicultural understanding	1	2	3	4	5

PART 3

Cross-cultural Communication Competence

Statement					
A. Interpersonal Skill					
1. Cross-cultural communication competence is a skill required to effectively interact with people from different cultural backgrounds.	1	2	3	4	5
2. I am able to acknowledge differences in communication and interaction styles	1	2	3	4	5
3. I am able to deal with misunderstandings	1	2	3	4	5
4. I am comfortable when communicating with foreign nationals	1	2	3	4	5
5. I am aware of my own cultural conditioning	1	2	3	4	5
6. I have basic knowledge about Ghanaian culture, and the language of team members	1	2	3	4	5
B. Team Effectiveness					
7. I am able to understand and define team goals, roles and norms	1	2	3	4	5
8. I am able to give and receive constructive feedback	1	2	3	4	5
9. I am able to discuss and solve problems	1	2	3	4	5
10. I am able to display respect for other team members	1	2	3	4	5
11. I am able to participate in leadership styles	1	2	3	4	5
12. I am able to work cooperatively with others	1	2	3	4	5
C. Cultural Empathy					
13. I am able to see and understand the world from other's cultural perspectives	1	2	3	4	5
14. I exhibit a spirit of inquiry about other cultures. Values, beliefs and communication patterns	1	2	3	4	5
15. I am able to accept different ways of doing things	1	2	3	4	5
16. I am judgemental towards the ways things are done in other cultures	1	2	3	4	5

PART 4

Task Performance

Statement					
1. I am able to achieve the objectives of the job	1	2	3	4	5
2. I meet the criteria for performance	1	2	3	4	5
3. I demonstrate expertise in all job related task	1	2	3	4	5
4. I Fulfil all the requirements of the job	1	2	3	4	5
5. I can manage more responsibility than typically assigned	1	2	3	4	5
6. I appear suitable for a higher level role	1	2	3	4	5
7. I am competent in all areas of the job, and handle tasks with proficiency	1	2	3	4	5
8. I perform well in the overall job by carrying out tasks as expected.	1	2	3	4	5
9. Sometimes I am not able to achieve objectives of the job and meet deadlines.	1	2	3	4	5

Part 5

1. What are some of the benefits of having a diverse workforce in an organization?
   ....
   ....
   ....
   ....

2. What are some of the challenges of having a diverse workforce?
   ....
   ....
   ....
   ....

3. How does your organization manage diversity at the workplace?
   ....
   ....
   ....
   ....

Appendix B: Interview Guide

Title: The Impact of Diversity on Cross-cultural Communication Competence and Task Performance of Employees in Multinational Companies in Ghana.

Part 1

1. Kindly introduce yourself and your position in this organization.

Part 2

Workforce Diversity

1. Does this organization encourage diversity at the workplace? Why? Why not?
2. Are there career development path for all employees from diverse background? How and Why?
3. Do you demonstrate a commitment of meeting the needs of different cultural, age, and gender group in this organization?

Part 3

**Cross-cultural Communication Competence**

1. What is the impact/effect of workforce diversity on cross-cultural communication competence
2. Are you comfortable when communicating with foreign nationals?
3. Are you able to discuss and solve problems with these diverse groups (cultural, age and gender)?
4. Are you able to understand the way others behave due to their culture, beliefs and communication patterns?
5. Do you think cross-cultural communication competence plays a role in task performance of employees? How and Why?

Part 4

Task Performance

1. Does Age, gender and culture matters in terms of task performance?
2. What is the impact/effect of workforce diversity on task performance?
   a. Are employees able to meet criteria for performance?

Appendix C: The Initial Measurement Model (CFA) showing Unstandardized Loadings
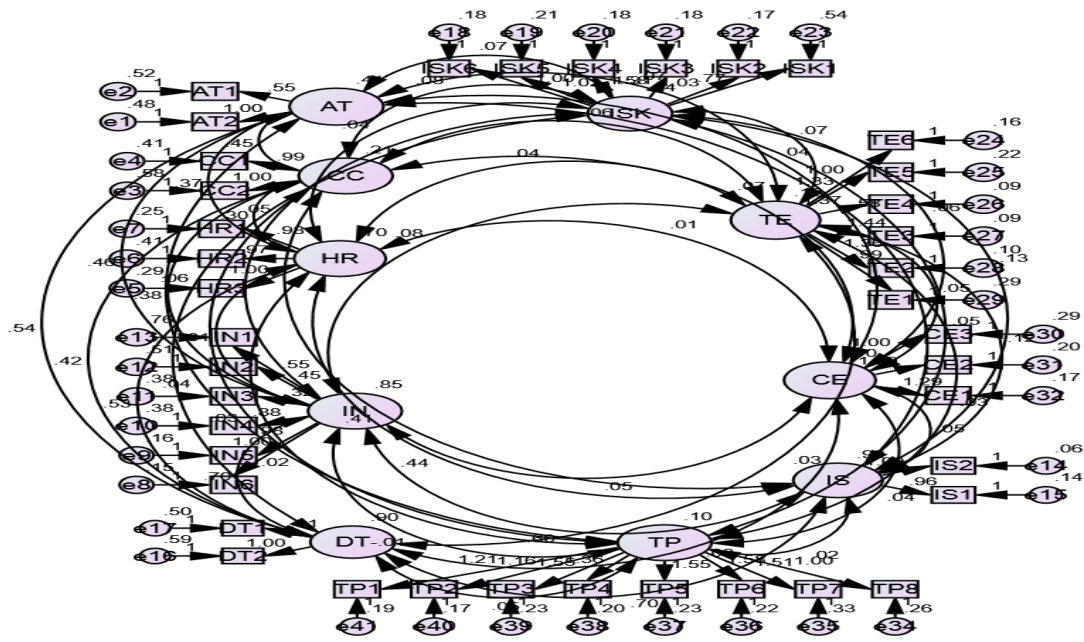
Appendix D: Fig. 2: The Final CFA Measurement Model (Standardized Loadings)
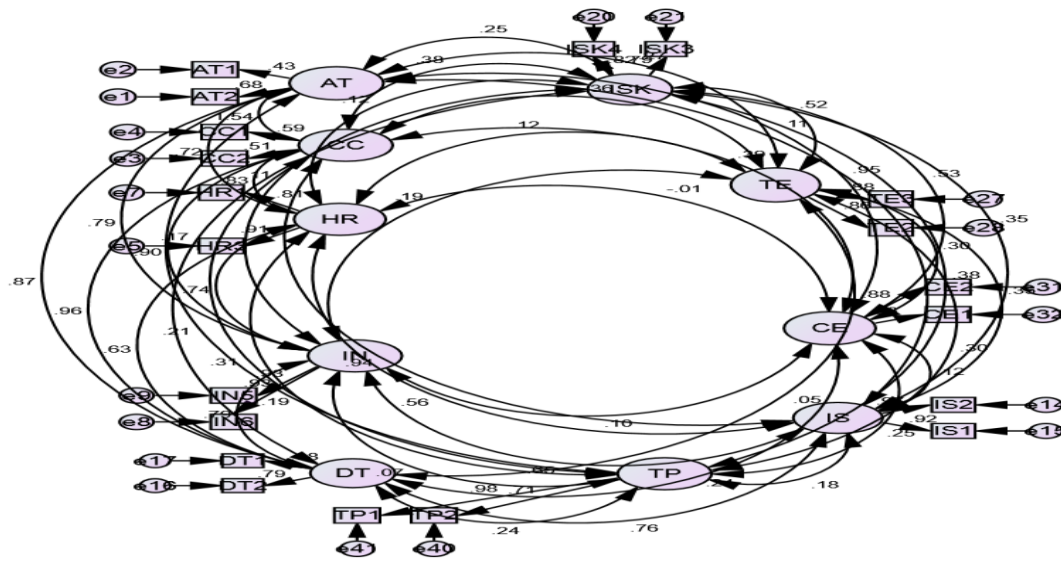
Appendix E: Output for Skewness and Kurtosis

Descriptive Statistics

	N	Minimum	Maximum	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
ATT	231	1.50	5.00	-.919	.160	1.023	.319
CCT	231	2.00	5.00	-.679	.160	.049	.319
HRT	231	1.00	5.00	-1.274	.160	1.619	.319
INT	231	1.67	5.00	-.816	.160	.505	.319
IST	231	1.00	5.00	-1.014	.160	.480	.319
DTT	231	1.00	5.00	-.505	.160	-.166	.319
ISKT	231	3.00	5.00	-.066	.160	-.217	.319
TET	231	3.00	5.00	-.217	.160	-.384	.319
CET	231	2.67	5.00	-.560	.160	.452	.319
TPT	231	3.22	5.00	.008	.160	-.621	.319
Valid N (listwise)	231						

Appendix F: A sample of the UGBS Introductory Letter

UNIVERSITY OF GHANA
BUSINESS SCHOOL
DEPARTMENT OF ORGANISATION AND
HUMAN RESOURCE MANAGEMENT

UG BS
University of Ghana Business School

Ref. No.:...................................

12th December, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION:
DEBORA MENSAH
ID NO: 10701468

This is to introduce to you the above-named MPhil student of the University of Ghana Business School.

As part of the requirements for the award of a degree, she is expected to write long essay for which she has chosen the topic *"The Impact Diversity on Cross Cultural Communication Competence and Task Performance of Employees in Multinational Companies in Ghana."*

She has intentions of using your institution as her study organisation, which would require the administration and collection of questionnaires, as well as conducting interviews as part of the data gathering process. This is to enable her meet the objectives of her research.

I would be very grateful if you could provide the necessary information and assistance required for the successful completion of her long essay. I must emphasize that this information is for academic purposes only.

Thank you for your kind cooperation.

Yours faithfully,

Dr. James B. Abugre
SUPERVISOR

COLLEGE OF HUMANITIES

P. O. Box LG 78, Legon, Accra, Ghana.
● **Telephone:** +233 (0) 303 963 756   ● **Email:** ugbsohrm@ug.edu.gh   ● **Website:** ugbs.ug.edu.gh

127

Appendix G: Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
CET	<---	CCT	.196	.058	3.390	***	
CET	<---	HRT	-.144	.051	-2.835	.005	
CET	<---	INT	.168	.067	2.519	.012	
TET	<---	IST	.135	.039	3.431	***	
ISKT	<---	IST	.162	.040	4.011	***	
ISKT	<---	CCT	.064	.055	1.149	.251	
TET	<---	HRT	-.090	.044	-2.028	.043	
TET	<---	CCT	.044	.054	.815	.415	
ISKT	<---	HRT	-.048	.045	-1.059	.290	
ISKT	<---	INT	.017	.065	.268	.789	
TET	<---	INT	.113	.063	1.775	.076	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
CET	<---	CCT	.257
CET	<---	HRT	-.246
CET	<---	INT	.232
TET	<---	IST	.284
ISKT	<---	IST	.336
ISKT	<---	CCT	.092
TET	<---	HRT	-.172
TET	<---	CCT	.065
ISKT	<---	HRT	-.090
ISKT	<---	INT	.026
TET	<---	INT	.174