MANAGING CULTURAL DIVERSITY:
INTEGRATION VALUES AND MANAGEMENT SKILLS

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ABSTRACT

We are present at the increasing presence of women at the workplace, at a growth of multiethnic workforce, at the globalization of enterprises and markets. These trends induce more and more enterprises to manage diversity. Many studies about this topic focus on the advantages coming up from diversity teams, while few ones analyze the necessary assumptions to implement tools of diversity management in enterprises.

The aim of research is to analyze which could be the necessary requirements and which could be the effective routes to manage workforce diversity.

In order to analyze these aspects a model has been proposed and implemented in an enterprise of building industry. By this model, we study both the integration values of the organizational culture and the management skills required to manage diversity, combining the Organizational Culture Assessment Instrument and the Management Skills Assessment Instrument.

Keywords: Cultural diversity, Integration values, Organisational culture, Management competencies, Diversity management.

INTRODUCTION

The current political, social and economical events induce managers, entrepreneurs and politicians to regard diversity management as a priority of their agenda. In fact, important social

events – migratory phenomena or increasing presence of women at the workplace – and economical trends – firms internationalisation, globalization of enterprises and markets – push to face up to the organisational and social problems coming from diversity (Cox and Blake, 1991; Iles, 1995; Agòcs and Burr, 1996; Ayoko and Hartel, 2006; Seymen, 2006).

Moreover the social phenomena affect so much the workforce demographic setting than the traditional practices of human resource management become old and it is necessary to modify the recruitment and retention of women and ethnic minorities (Tung, 1993). In order to manage a multicultural workforce, respecting traditions and culture (Iles, 1995), it is indispensable to implement a new approach of human resource management which integrates and valorises the diversity of workforce. The diversity management could answer to these needs. It is an innovative approach to the management of diversities through which it is possible to create an organisational climate of integration, in which people feel themselves integrated and respected for their uniqueness (Barabino, *et al.*, 2001). Thanks to diversity management, each member of organisation feels his/herself integrated and valorised and he/she works better and efficiently (Smith, 1998).

The analysis of advantages of workforce diversity, as increasing of creativity and problem solving and decision making processes, and the study of performances of different work groups were the main subjects studied by diversity management literature (Earley and Mosakowski, 2000; Ely and Thomas, 2001; Higgs, 1996; Jehn, *et al.*, 1999; Pelled, 1996). The necessary requirements to implement diversity management are studied marginally instead.

One of the most needed requirements is organisational culture. The organisational culture plays a central role in diversity management implementation. If the organisational culture isn't integration-oriented and if it hasn't the integration values, every attempt of diversity management fails (Cox, 2001; Pless and Maak, 2004). So some necessary requirements, as organisational culture, integration values and management competencies, exist to make efficient a diversity management approach.

The aim of work is to analyze which are the necessary requirements to implement diversity management successfully. In order to do that, it has been created a model which combines the organisational culture study – on the grounds of Quinn e Rohrbaughe's model (1983) – the analysis of integration values and the management competencies study – on the grounds of Whetten and Cameron's model (2005).

The research methodology is case study research, while the instrument used is the questionnaire. The selected enterprises are big ones which have multicultural work groups in Italy or in foreign countries. There aren't any results yet, because the implementation of model is only just started and the outcomes obtained are not so much.

The paper is divided into six sections. The first two sections illustrate the theoretical aspects of diversity management, organisational culture and integration values. The third one explains the model of analysis, its variables and its relations between variables. The forth section describes the research methodology. The last ones show briefly the expected results and the conclusions.

DIVERSITY MANAGEMENT

Diversity management is a strategic approach to human resource management, supported by some programs, activities and tools, directed towards integration and development of diversity, both physical and job-related, showed by members of organisation.

Thomas Roosevelt Jr. was the first author studying diversity management. He defines diversity management as the organisational commitment to recruit, retain, reward and promote a heterogeneous mix of employees, as Afro-American, women, and disabled people (1990).

Afterwards the meaning of diversity management is changed. Some authors say that diversity management is a voluntary, because not imposed, and diversified approach to human resource management, to create an inclusive working environment. Diversity management promotes the participation of everyone to working activities, it supports the individual

characteristics of each organisation member and it utilizes their characteristics as a strategic lever (Cox and Blake, 1991; Gilbert, *et al.*, 1999; Barabino, *et al.*, 2001; Von Bergen, *et al.*, 2002; Cuomo and Mapelli, 2007).

Some others authors describe diversity management like an approach to manage every employee according to his/her characteristics and the uniqueness of his/her specific contribution and of his/her background to valorise the organisation members, to help them working together efficiently and to increase their communication and relations (Kandola and Fullerton, 1994; Smith, 1998; Agòcs and Burr, 1996). To speak of diversity management means to understand that there are some differences among people and that these differences, if they are managed correctly, are a huge resource for organisations to obtain better outcomes (Kandola and Fullerton, 1994).

The current political, social and economical events induce managers, entrepreneurs, and politicians to put diversity management at the first point of their agenda. In fact, the diversity management is very important in this moment in which we are present at key social events – the more and more frequent migratory phenomena and the presence of ethnic minority create patchwork societies, multiethnic, multicultural and multi linguistic cultures and the increasing presence of women at workplace – and economical trends – firms internationalisation, globalization of enterprises and markets, creation of international supply networks (Cox, 1991; Cox and Blake, 1991; Iles, 1995; Agòcs and Burr, 1996; Loo, 1999; Wilkinson and Cheung, 1999; Bhadury, *et al.*, 2000; Ayoko and Hartel, 2006; Seymen, 2006).

If the demographic setting of society is changing, the workforce setting, consequence of social reality, is multiethnic and multicultural (McGuire, *et al.*, 2002). In this reality traditional approaches and practices of human resource management and of recruitment, retention and motivation of women and ethnic minorities must be revised (Tung, 1993). In the organisations the necessity of managing a multiethnic and multicultural workforce has increasing importance. The managing diversity or the diversity management must respect traditions, culture and

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educational backgrounds of every member group. Not only. It is fundamental also to understand similitudes and differences among the diversity groups in the organisation, first of all the differences of the top management which could affect the organisational culture (Iles, 1995; Spector, *et al.*, 2001; Smith, *et al.*, 2002; Chevrier, 2003).

Another consequence of multiethnic society is the market diversification. The multiethnic society also creates a multiethnic market with diversified necessities. So the firms must think that there is the requirement to diversify the advertising and marketing campaigns. This is another context in which the diversity workforce is a great competitive advantage. In fact the diversity workforce can create quickly diversified advertising strategies to gratify the multiethnic market and to attract multiethnic and multicultural public's attention (Griggs, 1995). Moreover the diversity workforce can offer better ideas for products and services to a multicultural public (Milliken and Martins, 1996).

The diversity management isn't only the management of diversity human resources of organisation, but it is also the management of human resources of an organisation that work in its units in a foreign countries. In fact, the practices of diversity management can be divided into two wide categories: cross-national and intranational diversity management (Tung, 1993). The first one is the management of relations and communication among employees coming from more cultures and more nations and employees of host country in order to support a productive and efficient workgroup. The intranational diversity management, on the other hand, focuses on the integration of new members, as women, multiethnic, multicultural minorities, and disabled persons, etc., into a traditional homogeneous workforce, made up of white men (Tung, 1993; Iles, 1995).

Cultural diversity management

Despite cross-national and intranational diversity management have different focuses, they could have the same acculturation processes, «processes by which group members from one cultural

background adapt to the culture of a different group» (Rieger and Wong-Rieger, 1991). The main approaches to acculturation processes are four (Rieger e Wong-Rieger, 1991; Cox e Beale, 1997):

1. separation
2. deculturation
3. assimilation
4. integration/pluralism

Separation and deculturation are the approaches that less than others allow the integration approach. The separation is the less efficient way to interact with cultural diversity people and to integrate them in the organisational culture. Thanks to separation every ethnic group despises the culture of the others ethnic group with which they work. If it follows the deculturation approach instead, each ethnic group retains its distinct set of norms and behaviours, without attempt to integrate or synthesize the two or more sets of value system.

In the assimilation approach, the members of each ethnic group adapt their behavioural patterns and norms to those of the dominant group. Sometimes this approach can be alienating, because members could go completely away from their own cultural values, and it doesn't integrate the members of ethnic groups which are different from the dominant one.

The integration/pluralism approach is the best approach of diversities integration. Thanks to integration, the better elements from the various cultures of organisation members are combined and integrated into the values of organisational culture. But it seeks to preserve cultural values of every organisation member. Sometimes some organisations change the organisational culture integrating values of each organisation member cultures. Cox names this approach pluralism (1991, 1997): the mutual appreciation for the contributions of each culture which match in the organisations. In an international context also, the better elements are combined to maximize the organisational performances. This is the approach strongly supported by coherent diversity management in line with its features.

The diversity management is the right approach to manage multiethnic and multicultural groups. But it is frequently that the organisations fail in implementing diversity management policies: « […] many organizations have been disappointed with the results they have achieved in their efforts to meet the diversity challenge» (Cox, 2001). In fact, the problem of discordance between purposes and results comes from an organisational culture which isn't oriented to diversities integration and has no integration organisational values, which let us implement diversity management practices successfully. So the organisations paid much attention to strategic aspects of diversity management, but they don't consider the presence of integration values which are necessary for the success of practices (Pless and Maak, 2004).

It is fundamental for the success of diversity management and integration/pluralism approach that an organisational culture has and develops integration values.

ORGANISATIONAL CULTURE AND INTEGRATION VALUES FOR DIVERSITY

The organisational culture has a very important function in developing the requirements to manage diversity (Hicks-Clarke and Iles, 2000). Only an organisational culture based on integration values lets us implement diversity management successfully and efficiently. The organisational culture has the task to increase the value of diversities of workgroups members and to create an integration culture which involves everyone in working activities (Cox and Blake, 1991).

It is required that organisational culture has the integration values to be the correct instrument with which it is possible to implement diversity management. The organisational culture is made up of fundamental assumptions and values which a group has created to resolve the adaptation and integration problems (Schein, 1991). The organisational culture is made up of values, symbols, heroes and rituals (Hofstede, 1991; Trompenaars and Hampden-Turner, 1997), and it is modelled by a mythic conscience (Gagliardi, 1986). All these aspects are the deeper and unchangeable elements of an organisational culture. They are the elements which are

consolidated, static and never under discussion, if not to change the organisational culture. In order to talk about organisational culture of integration, it is necessary that it has the integration values that allow organisational culture to transform itself in an efficient instrument of diversity management implementation.

The integration values described by Cox (1991, 2001) and Pless and Maak (2004) let organisational culture have the features of pluralism and become the right instrument to implement efficiently the diversity management. The integration values defined by Cox and Pless and Maak are:

1. recognition (made up of)

    i. emotional recognition

    ii. legal and political recognition

    iii. solidarity

2. reciprocal understanding

3. standpoint plurality and mutual enabling

4. trust

5. integrity

To support an organisational culture oriented to integration imposes to face and to exceed important challenges, first of all the cultural changing, which is directed to go beyond the traditional and dominant practices like dominant thinking styles, hierarchical leadership, hierarchical organisation, the survival and superiority of the best (Pless and Maak, 2004).

The path, which conducts to integration values, provides for the development of a vision of integration, the revision of management principles and practices and the reformulation of processes. The implementation and development of integration values push to act on some levers which Cox and Beale call competencies for managing diversity (1997). Either they can been found outside of organisation through the recruitment or they can been developed inside the

organisation among members through right instruments: the instruments for developing competencies (Cox and Beale, 1997; Pless and Maak, 2004).

A MODEL FOR DIVERSITY MANAGEMENT

The development of an organisational culture, which is in favour of reception of diversities, is the fundamental requirements for diversity management success (Cuomo and Mapelli, 2007). Moreover the organisational culture must have the integration values (Pless and Maak, 2004). Not only. It is needed that there are the competencies which let integration values and the instruments for diversity management be implemented.

In order to analyse these elements, a model for studying diversity management is described in this work. The model variables are: organisational culture, integration values, diversity competencies, instruments supporting the competencies development. For each ones, some relation among them are hypothesized. The relations between variables are expressed through matrixes which indicate the incidence of one variable on one other.

Organisational culture

There are many models for studying organisational culture: Trompenaars and Hapden-Turner's model (1997), Hofstede's model (1991), Goffee and Jones' model (1998), Deal and Kennedy's model (1982). Among these, the chosen model is the Quinn and Rohrbaughe's model (1983) which is based on the Competing Value Framework. It is a very useful model in interpreting a wide variety of organisational phenomena. The authors have chosen this model for studying organisational culture because the Competing Value Framework is also the foundation of the Organizational Culture Assessment Instrument (Cameron and Quinn, 2006). The last one is a very agile instrument to analyse the organisational culture in the case study research.

Quinn and Rohrbaughe have identified four types of organisational culture, clan, adhocracy, market and hierarchy, on the ground of two dimensions – control/flexibility and internal/external

focus. Each type has its own dominant characteristics, leadership style, management of employees, etc. The two dimensions are developed initially from research conduct on the major indicators of effective organisations (Campbell, *et al.*, 1974).

Campbell and his colleagues created a list of 39 indicators that represent a comprehensive set of all possible measures for organisational effectiveness. Quinn and Rohrbaughe have analyzed the list of 39 indicators and have submitted to a statistical analysis and two major dimensions emerged. The first one distinguishes the effectiveness criteria that emphasise flexibility, discretion and dynamism from criteria that emphasise stability, order and control. According to the first criteria the organisation are effective if they are quickly changing and adaptable, or, according to the second criteria, the organisations are effective if they are stable and mechanistic.

The second dimension distinguishes the effectiveness criteria that emphasise an internal orientation and integration from criteria that emphasise an external orientation, rivalry and competitiveness. So some organisations are effective, if they have harmonious internal characteristics, some others are effective if they focus on interacting and competing with others outside. The two dimensions, orthogonal, create four quadrants with a distinct set of effectiveness indicators (Figure 1). What is notable about these four core values is that they represent opposite or competing assumptions: flexibility versus control, internal focus versus external focus.

Into the four quadrants it is possible to distinguish four type of organisational culture which have different dominant characteristics, organisational leadership, strategic emphasis, etc. In fact, if the clan culture is strong oriented to collaboration, the leaders are team builders and mentors and the strategic emphasis is focused on human resources development, the market culture, on the contrary, is strong oriented to competition, the leaders are competitors, the strategic emphasis is to gain new market shares. In the adhocracy culture the focus is the creativity, leaders are innovators, visionaries and the strategic emphasis leads to create

innovative products, while the hierarchy is oriented to control, leaders are coordinators and the strategic emphasis is efficiency and processes control (Cameron and Quinn, 2006).
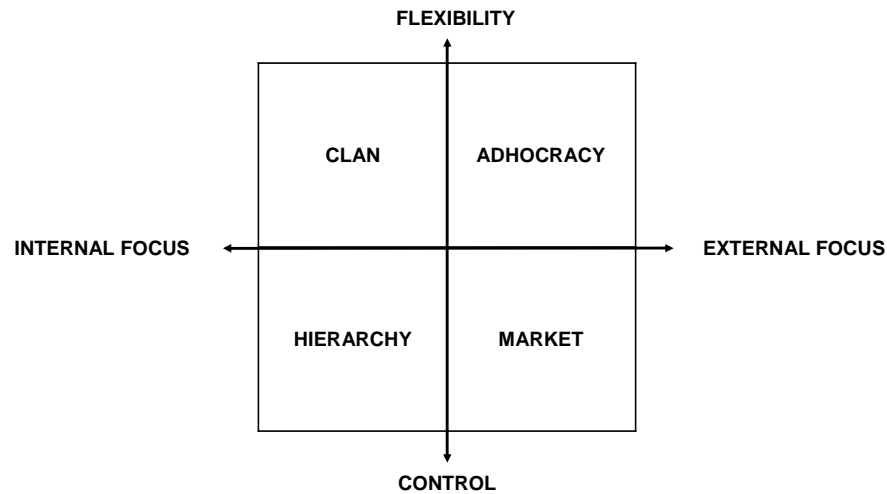

Figure 1 – The four quadrants of Competing Value Framework and the four types of organisational culture

This model gives us the main framework to classify the organisations in function of their organisational cultures.

Integration values

The integration values considered in this model refer to those created by Pless and Maak (2004) and Cox (1991, 2001). They are seven: 1- emotional recognition, recognition of different ways to express the emotions in line with culture/attitudes of each member; 2- legal and political recognition, recognition of the same human and civil rights to everybody; 3- solidarity, collaboration in working activities and the sharing of successes and failures; 4- reciprocal understanding, integration of every member of work group in the working and funny discussion; 5- standpoint plurality, integration of every member of work group in the problem solving and decision making processes; 6- trust, development of relations of respect and trust among everyone; 7- integrity, harmony between the individual principles and followed behaviour.

These values are both the organisational values which guide the behaviour of organisation, and individual values which every member must have, in particular the leader of the multicultural group.

Competencies for managing diversity

Competencies for managing diversity are viewed as a process of individual learning that leads to some abilities to effectively respond to the challenges and opportunities posed by the presence of socio-cultural diversity in a defined social system (Cox and Beale, 1997). So the competencies for managing diversity are the capabilities to integrate different persons and to face and resolve the challenges of diversity. The lack of these competencies could invalidate the organisation skills to integrate the multicultural persons. It is very important to verify the presence of competencies for managing diversity in leaders of multiethnic and multicultural work groups.

The management competencies analyzed in this model are the union of those of Whetten and Cameron's model (2005) and of Pless and Maak's model (2004). The first ones are based on the Competing Values Framework model and they are some competencies which the management should have in function of the dominant organisational culture. These competencies are very general so they are declined with agility in different contexts. In our situation they are utilized to identify the required competencies to integrate and valorise the diversity people. In fact, in their turn the competencies have been grouped in function of seven individual areas in which develop the competencies, proposed by Cox and Beale (1997). These areas are: 1- communication; 2- performance evaluation and feedback; 3- employee development; 4- conflict resolution; 5- group decision making; 6- selection (hiring and promotion); 7- delegation and empowerment.

Crossing the two models competencies and the individual areas in which develop the competencies for managing diversity, it is possible to identify some clusters of competencies which support the diversity management. In table 1 there are only the classes of competencies; each class has diverse single competencies.

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Instruments supporting the competencies development

If the management hasn't the competencies for managing diversity, it is necessary either to find them, selecting and recruiting persons, or to develop the competencies for managing diversity in the members. The instruments developing diversity competencies have this aim. Cox and Beale (1997) have found a path through which it is likely to develop the diversity competencies. This path is made up of three steps: 1- awareness; 2- understanding; 3- action.

After awareness and understanding steps, the action is implemented to develop the competencies. This activity is the application of instruments, educational instruments generally, through which the organisation members acquire the competencies for managing diversity. The main instruments used are: 1- mentoring; 2- champions of diversity; 3- education; 4- role plays; 5- rewarding system; 6- leadership development; 7- consulting. The last two instruments act on the whole organisation and not only on the single person.

Table 1 – Competencies (Whetten and Cameron's model, 2005; Pless and Maak's model, 2004) and areas in which develop them (Cox and Beale, 1997)

	CLUSTERS OF COMPETENCIES	AREAS IN WHICH DEVELOP COMPETENCIES (Cox and Beale, 1997)						
		communication	performance evaluation and feedback	employee development	conflict resolution	group decision making	selection (hiring and promotion)	delegation and empowerment
Whetten and Cameron (2005)	Managing teams			X		X		
	Managing interpersonal relationships	X	X		X	X		X
	Managing the development of others		X	X		X	X	X
	Managing innovation				X	X		
	Managing the future	X						
	Managing continuous improvement		X	X	X			
	Managing competitiveness							
	Energizing employees			X		X		X
	Managing customer service							
	Managing acculturation			X	X		X	
	Managing the control system				X			
	Managing coordination	X				X		X
Pless and Maak (2004)	**Showing respect and empathy**						X	
	Showing appreciation for different voices	X						
	Encouraging open and frank communication	X						X
	Cultivating participative decision making and problem solving processes					X		
	Showing integrity				X	X	X	
	Showing moral reasoning				X		X	
	Using a cooperative leadership style			X	X		X	X

Relations among variables of model

Each variable is related. The relations between variables have been expressed through matrixes. In some cases it is indicated only the relation between two variables, in some others it is indicated also the level of importance which the variable has over the other one.

The first relation crosses the integration values with the type of organisational culture. The relation is expresses in the matrix 'Integration values/Organisational culture' (table 2)

Table 2 – Matrix 'Integration values/Organisational culture'

| INTEGRATION VALUES | TYPES OF ORGANISATIONAL CULTURE | | | |
	Clan	Adhocracy	Market	Hierarchy
Emotional recognition	High	Medium-Low	Medium-Low	Low
Legal and political recognition	High	Medium- High	Low	Medium
Solidarity	High	Medium-Low	Low	Medium-Low
Reciprocal understanding	Medium- High	Medium	Low	Low
Standpoint plurality	High	Medium	Medium-Low	Medium-Low
Trust	High	Medium- High	Low	Medium
Integrity	High	High	High	High

The Competing Value Framework model, to which the authors inspire themselves, expresses clearly the dominant characteristics of each type of organisational culture. But integration values aren't mentioned, not only about their presence, but also about their importance in each type of organisational culture. This matrix lets us recognize if an integration value is present into a type of organisational culture, and which is the importance of it.

The second relation is affirmed by matrix 'Competencies for managing diversity/Integration values'. This matrix indicates the management competencies which are required to implement and support the integration values (table 3).

Table 3 – Matrix 'Competencies for managing diversity/Integration values'

AREAS IN WHICH DEVELOP COMPETENCIES	INTEGRATION VALUES						
	Emotional recognition	Legal and political recognition	Solidarity	Reciprocal understanding	Standpoint plurality	Trust	Integrity
1. Communication	x	x	x	x	x	x	
2. Performance evaluation and feedback			x			x	
3. Employee development		x	x	x	x	x	
4. Conflict resolution	x	x	x	x	x	x	x
5. Group decision making	x	x	x	x	x	x	x
6. Selection (hiring and promotion)	x	x	x	x	x	x	x
7. Delegation and empowerment		x	x	x	x	x	

In this matrix the competencies are grouped into the seven individual areas, like described before, so each area has many competencies inside.

Finally the last analysis refers to the relationship between competencies for managing diversity and instruments for developing them.

The instruments for developing the awareness and understanding, individual interviews and questionnaires, collaborate with the instruments supporting the competencies development mentioned before: mentoring, champions of diversity, education, role plays, rewarding system. So the relations between instruments and competencies is expressed by matrix 'Competencies for managing diversity/Instruments supporting the competencies development' (table 4). The research doesn't focus on the awareness and understanding instruments. For this reason they haven't been considered in the matrix.

Table 4 – Matrix 'Competencies for managing diversity/Instruments supporting the competencies development'

INSTRUMENTS SUPPORTING THE COMPETENCIES DEVELOPMENT		AREAS IN WHICH DEVELOP COMPETENCIES						
		Communication	Performance evaluation and feedback	Employee development	Conflict resolution	Group decision making	Selection (hiring and promotion)	Delegation and empowerment
Awareness								
Understanding	Individual interviews							
	Questionnaire							
Action	Mentoring	x		x	x	x	x	x
	Champions of diversity	x		x	x	x	x	
	Edication	x	x	x	x	x	x	x
	Role plays	x		x	x	x		x
	Rewarding system	x	x	x	x	x	x	x

The conjunct analysis of organisational culture and the importance of integration values lets us identify which organisational culture has the higher level of integration values importance. The management competencies analysis lets us know which management competencies should been had for the type of organisational culture and to implement the organisational values. To know, which management competencies are necessary, is fundamental in order to recognize if the organisation has the instruments for implementing diversity management. At last the instruments supporting the competencies let us develop the management competencies for managing diversity.

STUDYING DIVERSITY MANAGEMENT

The instrument used to evaluate the type of organisational culture is that created by Cameron and Quinn (2006): Organizational Culture Assessment Instrument (OCAI). Also the instrument, as the model of organisational culture, founds itself on Competing Value Framework. Thanks to OCAI it is possible to identify which are both the current and the ideal dominant organisational cultures among the four types (figure 2). The ideal one is that which members of organisation would have.

The reliability of OCAI has been tested through many studies: Quinn and Spreitzer (1991) among 796 executives from 86 different public utility firms, Yeung, *et al.* (1991) among 10.300 executives in 1.064 businesses, Zammuto and Krakower (1991) among 13.000 respondents of higher education institutions.
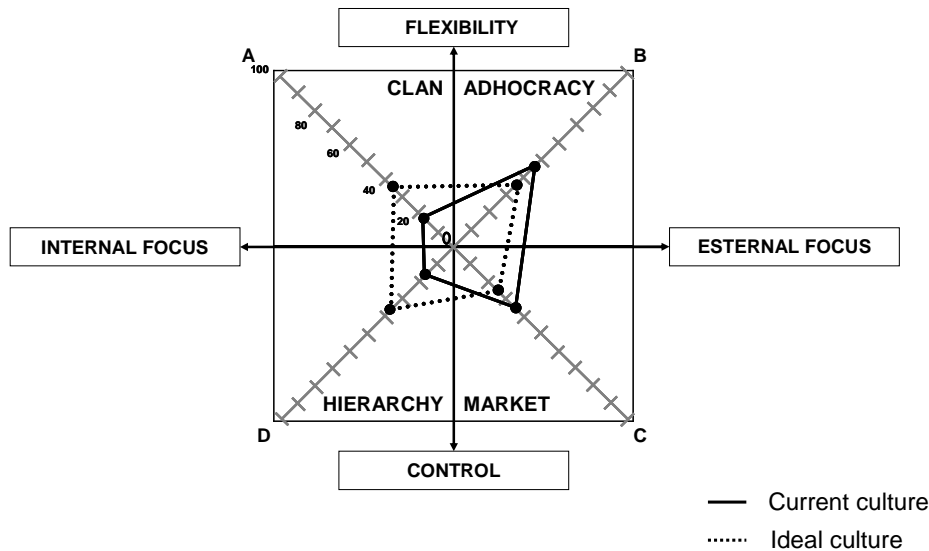
Figure 2 – Example of current organisational culture and ideal one, emerging form OCAI

The OCAI questionnaire is made up of 6 items; each of these has 4 alternatives. Each item analyses one of the following aspects: dominant characteristics, organisational leadership, management of employees, organisational glue, strategic emphases, and criteria of success. The 4 alternatives describe the characteristic behaviour of every type of organisational culture for every item. The score is expressed dividing 100 point among the 4 alternatives. The alternative most similar to the organisation is given the higher number of points for each item. This is the *ipsative rating scale*.

The Measurement Skill Assessment Instrument (MSAI) of Whetten and Cameron (2005) is the instrument used for the analysis of competencies for managing diversity. The original MSAI has been modified appropriately for the research about diversity. MSAI is linked with OCAI. In fact, it identifies 3 clusters of competencies, for a total of 12 clusters, for each type of organisational culture (figure 3). The original objective of MSAI was to verify if the current competencies of management were useful to shape the current organisational culture to the ideal one.

These competencies are very general, so they can be valid also to implement the integration values. This is the reason for which, in the theoretical model, the competencies proposed by

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Whetten and Cameron have been grouped into the seven individual areas in which develop competencies for managing diversity, proposed by Cox and Beale (1997). Collett and Mora (1996) have shown in a study with about 40.000 executives in more than 8.500 enterprises that the instrument matches the Competing Value Framework.
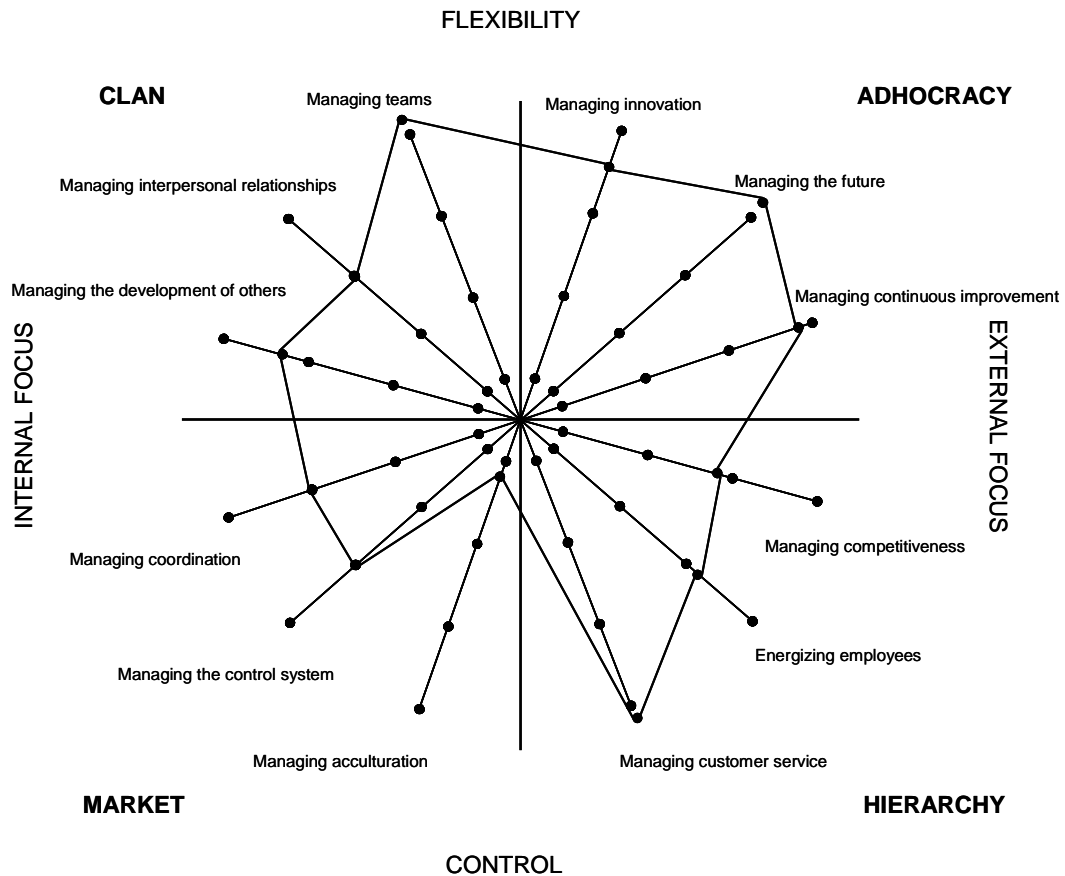
Figure 3 – Example of clusters of dominant competencies of a particular organisation

The original questionnaire is made up of 60 items to which the respondent must indicate the level of agree on Likert scale from 1 to 5. But, causes of the heaviness of original questionnaire and the lack of time of respondents, the authors have chosen to reduce it. Now the questionnaire is made up of 24 items, 2 items for each competence cluster. The items are selected among ones which more than others seem to reflect the management behaviour regard to diversity and a possible implementation of integration values.

The two questionnaires, OCAI and MSAI, will be sent to different groups of employees. The first questionnaire will be given the whole multiethnic and multicultural working group. The second one will be sent to the multiethnic group leader, to his/her superior and to 2/3 his/her subordinates. This is a 360°-degree questionnaire. It has two many important purposes: improving managerial leadership competencies and identifying the competencies most needed to support the organisational culture of diversity integration.

Both questionnaires will be followed by a questionnaire to analyse the presence and importance of seven integration values in the organisational culture, when jointly OCAI, and the implementation of integration values from group leaders, when jointly MSAI.

The analysis of integration values jointly OCAI is made up of 16 items, one for each integration value, excepted for solidarity and trust which have 3 items. For each ones the respondent must indicate the level of importance of each integration values in his/her organizational culture on Likert scale from 1 to 5.

The same choice has been made to analyse the integration values of multiethnic group leader jointly MSAI. The integration values questionnaire has 14 items, 2 items for each integration values. For each ones the respondent must indicate the level of agree on Likert scale from 1 to 5. For the operationalisation of solidarity and trust values, the authors have utilised the items proposed by Mayer, *et. al* (1995), McAllister (1995), Oishi, *et al.* (1998), Robert and Wasti (2002), Lee (2004), Choi, *et al.* (2007), Schoorman, *et al.* (2007), adequately revised. These two organisational values are widely analysed in the organisational studies.

The answers given two questionnaires will be analysed by a correlation analysis, and a multivariate linear regression, to validate the relations expressed by the first two matrixes.

Finally there will be the analysis of features of instruments for diversity management implemented in the organisational. On the grounds of the characteristics of instruments will be possible to identify also which are the competencies on which the instrument acts. This study will validate the last matrix.

To conclude in table 5 it is possible to find the full path of model validation with instrument utilised and findings.

Table 5 – Path for study diversity in organisation

STEP	INTRUMENT	FINDINGS
1. Organisational culture assessment and measurement of integration values		(see table below)
2. Management skill assessment		(see table below)
3. Analysis of intruments for managing diversity	Analysis of diversity management instruments used	(see table below)

Findings – Step 1

INTEGRATION VALUES	TYPES OF ORGANISATIONAL CULTURE			
	Clan	Adhocracy	Market	Hierarchy
Emotional recognition	High	Medium-Low	Medium-Low	Low
Legal and political recognition	High	Medium-High	Low	Medium
Solidarity	High	Medium-Low	Low	Medium-Low
Reciprocal understanding	Medium-High	Medium	Low	Low
Standpoint plurality	High	Medium	Medium-Low	Medium-Low
Trust	High	Medium-High	Low	Medium
Integrity	High	High	High	High

Findings – Step 2

AREAS IN WHICH DEVELOP COMPETENCIES	INTEGRATION VALUES						
	Emotional recognition	Legal and political recognition	Solidarity	Reciprocal understanding	Standpoint plurality	Trust	Integrity
1. Communication	x	x	x	x	x		
2. Performance evaluation and feedback		x			x		
3. Employee development		x	x	x	x		
4. Conflict resolution	x	x	x	x	x	x	x
5. Group decision making	x	x	x	x	x	x	x
6. Selection (hiring and promotion)	x	x	x	x	x	x	x
7. Delegation and empowerment		x	x	x	x		

Findings – Step 3

INSTRUMENTS SUPPORTING THE COMPETENCES DEVELOPMENT		AREAS IN WHICH DEVELOP COMPETENCIES						
		Communication	Performance evaluation and feedback	Employee development	Conflict resolution	Group decision making	Selection (hiring and promotion)	Delegation and empowerment
Awareness								
Understanding	Individual interviews							
	Questionnaire							
Action	Mentoring	x		x	x	x	x	x
	Champions of diversity	x		x	x	x	x	
	Edication	x	x	x	x	x	x	x
	Role plays	x		x	x	x		x
	Rewarding system	x	x	x	x	x	x	x

METHODOLOGY

This is an explorative analysis. To this purpose the methodology used is the case study research (Eisenardt, 1989; Yin, 1994). The aim of analysis is to test the validity of model and relations expressed in it to identify the requirements for managing diversity.

The instrument used is the questionnaire. The choice to use a questionnaire is obliged for two reasons. The first one depends on the objective of study: the multiethnic and multicultural groups of organisations are often displaced in foreign countries. The mailing of an electronic questionnaire by e-mail is more simple and agile. The second reason depends on the characteristics of OCAI and MSAI. So the studies of organisational culture and management competencies use two consolidated methodology of analysis which are questionnaires.

The object of study is the cultural diversity. For this reason the firms chosen have, displaced in Italy or in foreign countries, multicultural working groups. The number of firms chosen is 4 to

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verify the relations between values, organisational culture and competencies for each type of organisational culture.

In a first case study, not concluded, it is analysing an Italian firm of building industry, and the unity of analysis is a building yard with a very diverse demographic composition.

ATTENDING FINDINGS

The analysis is only at the beginnings. The first firm analysed is an important Italian firm of building industry with 10.000.000 of sales per year and more than 2.000 employees in Italy and in the foreign branches, with many contracts mainly in ex-URSS countries and in the Emirates. The unit of analysis is the building yard. In this case three very different yards are analysed. The model will be implemented also in other important national firms subsequently.

CONCLUSIONS

The aim of work is to identify which are the requirements to implement correctly diversity management in an organisation. It is hypothesised that these requirements are: organisational culture oriented to diversity integration, integration values, and management competencies oriented to integration of diversities.

In order to analyse this, a model of analysis has been created to study the organisational culture, the integration values, the management competencies, and the instrument to develop the competencies for managing diversity. This model has been created on the grounds of Quinn and Rohrbaughe's model (1983) for the analysis of organisational culture, of Cox's (1991; 2001) and Pless and Maak's (2004) models for the analysis of integration values, and of the Whetten and Cameron' model (2005) for the analysis of management competencies for diversity.

The new aspect of this model is to analyse the relationship between organisation culture, for many researchers the fundamental requirement for successfully managing diversity, and integration values. Moreover it formalises, more than other models in literature, the important

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function of management for implementing diversity management, linking strongly the management competencies with integration values and instrument for developing them.

The implementation of model is at the beginnings and for this reason the researchers haven't the empirical evidences useful for verifying the relations hypothesised in the model. These relations let us verify strongly if the presence of integration values in the organisational culture is the fundamental requirement to implement successfully diversity management.

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