THE STRUCTURING OF DIVERSITY PROGRAMMES AT SCIENCE COUNCILS IN SOUTH AFRICA
CASE STUDY – MINTEK

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LIST OF ABBREVIATIONS

NRF – NATIONAL RESEARCH FOUNDATION

CGS – COUNCIL FOR GEOSCIENCES

ARC – ARICULTURAL RESEARCH COUNCIL

WRC – WATER RESEARCH COUNCIL

MRC – MEDICAL RESEARCH COUNCIL

HSRC – HUMAN SCIENCE RESEARCH COUNCIL

AA – AFFIRMATIVE ACTION

EE – EMPLOYMENT EQUITY

BEE – BLACK ECONOMIC EMPOWERMENT

DME – DEPARTMENT OF MINERALS AND ENERGY

MCOD – MULTICULTURAL ORGANISATIONAL DEVELOPMENT MODEL

DG – DESIGNATED GROUPS

US – UNITED STATES OF AMERICA

CHAPTER ONE

ORIENTATION

1.1   INTRODUCTION

The peaceful transition from apartheid to a democratised society is one of South Africa's most impressive achievements. The attainment of these achievements has placed enormous pressure on the country to "shift to a higher gear", i.e. increasing the number of players who contribute to the economic development of the country, thus building on its' political success (Thomas, 1996). The ability to become competitive in the global economy will be determined by the capacity to increase the pool of suitably qualified people and the willingness to accept, value and empower the human talent of all South Africans.

In South Africa, the promulgation of the Employment Equity Act, 1998, has compelled organisations to increase their intake of designated groups (Blacks, women and people with disabilities) who would occupy higher ranking positions thus instigating diversity at all collective levels. All organisations in South Africa are at different levels of transformation or change readiness (Thomas, 1996). A commonality recognised across most organisations since the attainment of democracy in South Africa is the business imperative of being able to value and manage the diversity that exists in each and every South African organisation.

In SA employment equality is needed since the legacy of apartheid is structural and tend to be self-reinforcing in the absence of concerted policy interventions to reverse this legacy in the form of EE (Lewis, 1996). The Employment Equity Bill legislated in SA requires specific measures such as requiring goals and timetables to be set and human resource development and other proactive measures to be included in a plan medium and large organisations have to submit to a statutory equal opportunities directorate.

In South Africa, it is perceived that the science councils were amongst the first to be "transformed" to align itself with the "new" South Africa. Understandably, during apartheid, these institutions comprised dominantly white employees, however, after the democratisation of South Africa, the demographics of these science councils was drastically altered to reflect the "new" South Africa. The transition from a predominantly "white" managed organisation to one that now comprises mainly "black" management has had various repercussions, both positive and negative.

The need to understand and conceptualise the new demography that currently exists in these science councils makes the implementation and sustainability of effective diversity programs a business imperative for organisational effectiveness.

Many organisations in South Africa have embarked upon experiential programmes aimed at "understanding differences', 'valuing differences', and 'appreciating diversity' (Cox, 1992). While many programmes that exist are genuinely committed to educating employees about understanding themselves and others different to themselves, most programmes are "quick-fix" solutions with short-term sustainability. Correctly structured and viable programmes of "understanding differences" must be an integral part of a more holistic process. Programmes of AA and programmes of understanding differences are not sufficient as standalone programs (Cox, 1992).

The current study focuses on understanding what is currently being applied (in a specific science council) and trying to devise a workable model that can be effectively applied to other South African government organisations.

Understandably, no two diversity programmes can be the same, however, what this study hopes to devise is a generic model that can be "adjusted" to suit the relevant organization and its' environment.

1.2   PURPOSE OF STUDY

The purpose of this research is to evaluate the current structure of diversity programmes in science councils (i.e. parastatal[A] organisations) and how such programmes can be enhanced for organisational effectiveness.

Hence this research investigates the organisation and structure of diversity programmes in a South African science council. The research aims to integrate the theory developed over the years with specific analysis of a current science council in South Africa, in order to formulate a "business" model for effective structuring of diversity programmes at science councils, to ensure maximum organisational effectiveness. The main thrust of the research is to investigate the structure of diversity programmes and the factors that could contribute to organisational effectiveness.

1.3   PROBLEM STATEMENT

Managers in organisations need to recognise and value the differences among members of a workforce and actively seek to create a working environment that enables each person to maximise his or her potential (Dobbs, 1996). This frequently results in overall organisation effectiveness, emphasising its' ability to attract and retain the highest calibre of individuals.

[A] Organisations that partly funded by the South African government

**Main Problem**

The structure and implementation of diversity programmes in science councils' impact on organisational effectiveness.

Subproblem 1:

Diversity programmes in South African science councils are initiated as a compliance measure.

Subproblem 2:

The structure of diversity programmes at South African science councils need careful consideration and planning.

Subproblem 3:

The various dimensions of diversity impact organisational effectiveness differently.

1.4   DELIMITATIONS OF THIS STUDY

The following have been identified:
- There are 8 science councils in South Africa. These are listed as National Research Foundation (NRF), CSIR-Miningtek, Council for Geoscience (CGS), Mintek, Agricultural Research Council (ARC), Water Research Council (WRC) Medical Research Council (MRC) Human Sciences Research Council (HSRC). This study will focus only on aspects of diversity within Mintek. There will therefore not be any comparative analyses across the various science councils in terms of diversity.

- Only one organisation is being used as the case site to conduct this study. No other science council's diversity programme, in South Africa, will be researched.

- This study will not attempt to explain the reasoning behind the "choice" of diversity programme/s implemented.

- The study will focus on the earlier phases of the programme, namely the introduction and early growth phases, covering the periods of August 2004 to June 2007.

1.5   IMPORTANCE OF THE STUDY

Managing diversity is a critical ingredient for the effectiveness of the human capital of any organisation. In the context of the workplace, diversity refers to differences between individuals or groups of employees in an organization (Human, 2005). The differences can exist within each group or between groups and encompasses issues of race, language, gender, religion, age, education, sexual orientation etc.

<u>The study fills a gap.</u> Although much has been published on valuing and managing diversity on an international level, (Acker, 1990; Alderfer, 1992; Bond & Pyle, 1998; Cole & Singer, 1991; Cross & Blackburn White, 1996; Ely & Meyerson, 1998; Fletcher & Merrill-Sands, 1998; Greenhaus, Parasuraman & Wormley, 1990; Kirkham, 1996; Kolb, Fletcher, Meyerson, Merrill-Sands, & Ely, 1998; Meyerson & Fletcher, 2000; Morrison, Ruderman, & Hughes-James, 1993; Sessa & Jackson, 1995; Nkomo, 1992; Nkomo & Cox, 1996; Ragins, 1995; Valian, 1998) diversity management in South Africa is still at the infancy stages. Some South African researchers (Muendane, 1995; Booysen & Beaty, 1997; Mabaso, 1998; Prime, 1999; Mbigi, 2000; Bhorat, 2001; Booysen, 1999; Booysen, 2001; Ocholla, 2002; Booysen, Nkomo & Beaty, 2002; Booysen, 2005; Human, 2005) have tried to understand and contextualise the complex diversity that exists in many South African organisations, however very little information or empirical research is available, that focuses on science councils in South Africa

and how they deal with the complex diversity that exists within their organisations. The information derived from this research will therefore fill a gap that currently exists.

<u>The study will provide guidance to other science councils.</u> This research will be conducted at the firm level in the mining industry. The company selected for analysis is a science council (Mintek) in South Africa that focuses on research and development within the mining industry. Considering that more than 60% of the economy generated in South Africa is derived from the mining industry, this company seemed an "ideal" example of an organisation that could be challenged by the ability to value and manage its' diversity. The choice of industry also seemed appropriate considering the tremendous changes undergone in recent years in the form of deregulation and technological developments, both providing a greater opportunity for variety in competitive strategy. There are 8 science councils in South Africa, and it is believed that most of them are all grappling with similar issues of managing diversity within the organisation. This research will provide valuable information in helping these organisations address key problems. The learnings and results obtained from this case site will aid in better understanding and information for similar situations at other science council.

1.6   ASSUMPTIONS FOR THIS STUDY

- In 21st century organisations, diversity management is critical to business success.
- The current study focuses on the perceptions of individuals in an organisation as a collective; therefore the individual is viewed as an integrated whole (Meyer, More & Viljoen, 1989).
- As a result of the rapid demographic changes that occurred in science councils in South Africa, diversity programmes specific to these types of organisations are necessary.

1.7   OUTLINE OF RESEARCH REPORT

Chapters 2 and 3 focus on reviews of relevant literature pertinent to the current study. Chapter 2 focuses on understanding diversity and the relations/links with affirmative action and employment equity. Chapter 3 reviews literature on diversity with regard to approaches to managing diversity, the impact on organisational effectiveness, some common diversity interventions and current models that exist for managing a diversity in the workplace. Chapter 3 culminates with a proposed conceptual model for managing cultural diversity in a South African science council. Chapter 4 looks at the research methodology that will be used to gather data for the research. Chapter 5 presents the company analysis. Chapter 6 presents the results of the research and data analysis. Chapter 7 revolves around the writer integrating theory with the practical results found and Chapter 8 provides the conclusions and recommendations as a result of the study.

In order to be able to "propose" a method/technique of dealing with or handling diversity within any type of organization, it is necessary to firstly understand the concepts involved in their relationship with each other, and their influence and impact on achieving the diversity objectives that have been set out.

CHAPTER TWO

DIVERSITY: CONCEPTUALISATION

While diversity has the potential to strengthen organisational effectiveness and efficiency and to advance social commitment, realising the full benefits of diversity is not a simple straightforward process. Also, being able to understand how diversity completes the picture is often difficult to do. This chapter focuses on, firstly, understanding the concepts of affirmative action and employment equity in relation to diversity, and secondly on understanding the "thought" processes that exist around diversity. This chapter concludes with a brief look at the "types" of diversity and potential effects on the organisation.

2.1 LINKING THE CONCEPTS "AFFIRMATIVE ACTION" AND "EMPLOYMENT EQUITY" AND "DIVERSITY"

Affirmative action (AA) and its relationship to concepts such as equality and equal opportunity are matters of serious intellectual and practical concern to legal specialists, economists, philosophers, sociologists and employers in many countries of the world. AA is defined as the process of creating greater equality of opportunity; it is temporary and flexible and not in accordance with rigid quotas; it is compatible with the concept of qualification and it does not unnecessarily trample on the reasonable expectations of competent white men (Blumrosen, 1985; Human, 1993).

AA is a reactive process and is based on governmental law and moral imperatives in order to right the wrongs of the past in the workplace. Agocs and Burr (1996) indicated that, AA is a policy that deals directly with de facto or systematic discrimination and focuses on increasing the representation of designated groups through targeted hiring. AA puts interventions in place that involves preferential treatment of members of target groups in appointments, development and promotions.

AA is not merely a process of recruiting greater numbers of historically disadvantaged employees: it is part and parcel of a holistic system of human resource management and development and impacts on all of the processes, policies and procedures relating to the selection, recruitment, induction, development, promotion and severance of people, (Human, 1996). AA strategies, vary from organisation to organisation are based on an audit of the organisation in terms of workforce composition, policies and procedures and the perceptions of all levels of employees of the organisation's performance in relation to the critical success factors (Human, 1993).

In South Africa, AA involves not only the recruitment, development, promotion and retention of qualified individuals from historically disadvantaged groups; it also involves the development of those with the potential to become qualified either within the organisational setting or through educational and community projects (Human, 1993).

Where AA is the process, employment equity is the result. Employment equality refers to a comprehensive planning process adopted by an employer to identify and remove discrimination through special proactive measures; and ensure appropriate representation of designated groups throughout an organization (Jain & Hackett, 1989). The purpose of the Employment Equity (EE) Act 55 of 1998 (Republic of South Africa) is to attain equality in the workplace through the elimination of unfair discrimination and through affirmative action strategies. According to Agocs and Burr (1996), EE can be seen as a two-fold response to inequality, designed not only to improve numerical representation of formerly disadvantaged groups in all occupational categories and levels, but also to provide fair employment systems free of unfair bias and discrimination.

In SA employment equality is needed since the legacy of apartheid is structural and tend to be self-reinforcing in the absence of concerted policy interventions to

reverse this legacy in the form of EE (Lewis, 1996). The Employment Equity Bill legislated in SA requires specific measures such as requiring goals and timetables to be set and human resource development and other proactive measures to be included in a plan that medium and large organisations have to submit to a statutory equal opportunities directorate.

According to Yakura (1996), in contrast to AA and EE, diversity management bears less legal and moral connotations and is regarded as a business initiative addressing diversity in the workplace. Thomas and Robertshaw (1999) state that diversity management is not opposed to the concepts AA or EE, but rather as a voluntary organisational change programme that helps to implement EE in the workplace. The goal of AA and EE is to help create a diverse workforce; diversity management is needed in order to achieve upward mobility, healthy integration among the workforce and ultimately lead to greater organisational performance (Thomas & Robertshaw, 1999).

EE law is passive in that it only requires employers to refrain from discriminating against protected-class members. On the other hand, AA requires employers to take positive steps towards employing, promoting and retaining qualified women, people of other races and other protected class people (Riccucci, 2002). AA continues to be an important tool for the promotion of the disadvantaged to upper-level positions in the workplace. Diversity measures go beyond entry-level hiring to ensuring that every section of the organisational hierarchy is diversified and that the workplace is free from hostilities and harassment that often arise in a highly diverse workforce. Diversity includes categories identified by AA and EE and adds other categories that contribute to individual differences (Brown, 1990; Griggs, 1995; Jamieson & O'Mara, 1991; Thomas, 1991). This includes categories such as white males, marital status, level of education, social status, economic status, military status, geographical background, sexual orientation, and so on.

Table 1 presents a comparison across these three concepts.

Table 1 – Difference Comparisons of Affirmative Action, Diversity Management and Employment Equity

AFFIRMATIVE ACTION	DIVERSITY MANAGEMENT	EMPLOYMENT EQUITY
Linked to the strategic use of the HR plan	Not tied to strategic HR plan. Proactive	Linked to the strategic use of the HR plan
Reactive and based on law and moral imperatives	Focuses on building diverse teams	Reactive and based on law and moral imperatives
Not linked to any formal manner to team building	Race, ethnicity, age, religion, sexual orientation, physical limitations are considered	Not linked to any formal manner to team building
Focuses primarily on women, people of colour and disabled	Considers diversity of external constituency, more in diversity of employees and recruitment pool, and a more diverse stakeholder pool.	Focuses primarily on women, people of colour and disabled
Emphasis is primarily with employees and not external constituents	Celebrates and respects differences in values, customs and norms	Emphasis is primarily with employees and not external constituents
Works at making individuals conform to organisational customs, norms and values	Addresses the bias of people towards others who are different	
Ensures that disadvantaged employees are promoted to all hierarchical levels in the organisation	Ensures that once the employees are hired and promoted to all the hierarchical levels of the organisation, they are free from harassment and hostilities.	
	Helps implement the employment equity in the workplace	
Assimilation model. Assumes new people who come into the organisation will adapt to existing organisational norms.	Synergy model. Seeks change in organisational culture to accommodate diverse groups.	Access model. Assumes that protected-class persons will be able to access the organisation
Qualitative/quantitative. Emphasis on redressing past discrimination and achieving a representative workforce.	Behavioural. Emphasis on building specific skills and creating a productive work environment.	Qualitative/quantitative. Emphasis on preventing or ending discrimination
Opens doors. Seeks to affect hiring and promotion decisions in organisations.	Opens the system. Seeks to affect managerial practices and policies.	Levels the playing field. It seeks to ensure equal opportunity and access.

Taken from Tjale (2005) adapted after Ivancevich and Gilbert (2000)

2.2   UNDERSTANDING AND DEFINING "DIVERSITY"

As organisations increasingly operate in a multinational[B] and multicultural[C] context, understanding how diversity in the composition of organisational groups affects the outcomes such as satisfaction, creativity, and turnover will be of increasing importance.

Diversity is a characteristic of groups of two or more people and typically refers to demographic differences of one sort or another among group members (McCrath, Berdahl, & Arrow, 1995). Researchers have generated numerous dimensions classifying demographic differences, often positing different outcomes for people and work groups, depending on the degree and nature of those differences. Many have distinguished among the effects of diversity depending on whether differences are cultural (Cox, 1993; Larkey, 1996), physical (Strangor et al., 1992), inherent and immutable (Maznevski, 1994), or role-related (Maznevski, 1994; Pelled, 1996). Other researchers further categorised diversity along specific approaches or lenses.

The three lenses of diversity (social, cultural and cognitive) discussed (Merrill-Sands & Holvino, 2000), focus on different dimensions of diversity and different kinds of organisational issues. Each lens draws on distinct bodies of theory, research and practice. The author believes that using these three lenses provides a comprehensive and logical approach to understanding the concept of diversity.

2.2.1 <u>SOCIAL DIFFERENCE LENS</u>

Kirkham (1996); Nkomo and Cox (1996); and Wharton (1992) defined the social differences lens which focuses on identities, specially identities that are based on membership in groups that reflect salient social categories, such as race, gender, ethnicity, class, age or sexual orientation. These are categories that can be

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[B] Operating in more than one country (Hill, 2005)
[C] Comprising many cultural groups (Jackson, 2004)

viewed as socially marked or valenced, meaning they are significant in shaping how societies are organised and how individuals within societies categorise themselves and others. Hurtado (1997) identified social identity as follows; *"Social identity is deemed as those aspects of the individual's self-identity that derive from one's knowledge of being part of categories and groups, together with the value and emotional significance attached to those memberships."* Often these categories shape the distribution of roles, power, opportunities and resources in societies. As a result, in many societies, these identity categories are "legislated" to prevent discrimination and ensure equal opportunities (Cross & Blackburn White, 1996; Kirkham, 1996; Thomas & Ely, 1996).

Based on the social difference lens, the following definitions for diversity have been proposed.

- Nkomo and Cox (1996) provided the following definition, *"Diversity refers to diversity in identities based on membership in social and demographic groups and how differences in identities affect social relations in organisations. We define diversity as a mixture of people with different group identities within the same social system."*

- Cross, Katz, Miller and Seashore (1994), *"Diversity focuses on issues of racism, sexism, heterosexism, classism, ableism, and other forms of discrimination at the individual, identity group, and system levels."*

- Thomas and Ely (1996) said the following, *"Diversity should be understood as the varied perspectives and approaches to work that members of different identity groups bring."*

Based on the various streams of theory and practice that inform the social identity lens, five elements have been distilled that are critical to using this lens to work with diversity in organisations.

➢ *Identities are socially constructed* – identity is not innate or essential but socially constructed (Essed, 1990,1996; Nkomo & Cox, 1996; Wharton,

1992). Identity is defined by the cultural, historical, social and political context in which an individual or a group is operating. It is this context that shapes the meaning and import of different social categories and the experiences of members who identify with specific groups. For example, the identity of being black in South Africa is constructed very differently from that of being black in Ethiopia where there has *not* been a potent legacy of colonial oppression and apartheid. The differences in social construction of black identity in these two contexts will result in different identity experiences for individuals and have different impacts on the opportunities available to them. As Cock and Bernstein (1988) argue, *"Considering differences in an ahistorical, sociopolitical vacuum lacks any explanatory power, and renders 'diversity' an empty concept."*

The socially constructed nature of group identities can result in structural differences in societies and organisations that create privilege for some and disadvantage for others (Cross et al., 1994). Gender, race, ethnicity, sexual orientation, class, religion, and age are all identity categories that have operated in this way across different social and historical contexts. It is also important to stress that social construction of identity also shapes the cognition, experiences, perspectives, values and worldviews of people belonging to specific identity groups (Alderfer, 1992; Cox, 1993; Cox & Blake, 1991; Ely & Meyerson, 1998; Nkomo & Cox, 1996; Thomas & Ely, 1996, Booysen, 2007).

➢ *Identities are multidimensional* – How identities interact and which aspects of identity is salient depending on the organisational context in which the person or group is functioning. Individuals have multiple identities and "identities intersect to create an amalgamated identity" (Nkomo & Cox, 1996). Individuals within social groups and across different contexts differ in the relative importance they assign to any particular social identity based on their self-concept (Nkomo & Cox, 1996; Foldy, 1999; Wharton, 1992).

Attention to the multifaceted nature of identity has important implications for working with diversity in organisations. It focuses attention on the variability of experiences among people sharing one common dimension of identity such as gender, but differing in other dimensions such as ethnicity or race. Research in the United States and South Africa, for example, shows how women of colour and working class women tend to be "disappeared" in organisational change efforts aimed at promoting gender equity (Center for Gender in Organisations, 2000; Crenshaw, 1993; Ely & Meyerson, 1998; Catalyst, 1999; Holvino, 1999; Hurtado, 1999; Hurtado & Stewart, 1996; Proudford, 1998). Issues, experiences and concerns of white, middle-class; heterosexual and professional women as the dominant identity group have tended to capture the agenda. Even among professional women as a group, the experiences of white women have overshadowed those of women of colour (Catalyst, 1999). The lesson is that when multiple identities are not attended to, the experiences of some groups inevitably become marginalised and silenced.

Recognizing multiple dimensions of identity also helps us understand why it is often difficult to form alliances among members of diverse identity groups along a single dimension of identity, such as gender or race (Center for Gender in Organisations, 2000; Hurtado, 1989, 1999; Proudford, 1998). For example, looking at gender, the experiences and priority concerns of women at upper and lower levels of the hierarchy in organisations are usually very different. Women at senior levels may focus on "glass ceiling" issues of advancement, opportunities for mentoring and access to informal networks. Women at lower levels may focus on issues of support for childcare, work schedule flexibility, sexual harassment and salary parity. Blindness to these differences sets up false expectations of shared interests as the basis for forming coalitions for change.

➢ *Self and others define identity* – It is a category with which individuals identify and a category to which others assign the individual (Ferdman, 1995; Foldy, 1999; Nkomo & Cox, 1996; Ragins, 1997; Wharton, 1992). It is important to recognise that not all individuals within a group view a specific dimension of identity in the same way or as equally important. It is important to understand that even when people do not self-identify with particular identity groups, others often categorise them as belonging to those groups, especially when physical or other markers are visible (Jackson et al., 1995; Kirkham, 1996; McGrath, et al., 1995). These dynamics can be thought of in terms of stereotyping, schemas and dominant group identities.

◆ STEREOTYPING – process of making generalisations about a person or a group based on a perceived difference and little information about them. The more competitive the relationship between the in-group and the out-group, the more negative the stereotypes that each group has about the other (Avigor, 1953).

◆ SCHEMAS – We all carry a set of implicit, or unconscious, hypotheses about different social groups that we use to categorise new individuals. (Valian, 1998). These schemas tend to shape our expectation of the different identity groups, our evaluation of their work and our interpretations of their behaviours. Alderfer (1992) in a long-term study on race relations in a major corporation in the United States, shows how race schemas shape staff perceptions of equity of opportunities in advancement. He found, for example, that the vast majority of white women and men agreed with the statement that *"Qualified blacks are promoted more rapidly than equally qualified whites,"* while the vast majority of black women and men agreed with the statement that *"Qualified whites are promoted more rapidly than equally qualified blacks."* This example illustrates the importance of understanding the schemas that are shaping individual's categorisation and expectations of others in any given organisational context as a critical first step in working with diversity.

♦ DOMINANT IDENTITIES – A recurrent finding in the study of whiteness is the fact that white respondents do not consider their "whiteness" as an identity or marker of group membership per se. That is, whiteness is a "natural identity" because it has not been problematic and therefore salient to most respondents in these studies. In fact, most white respondents are hard pressed to define whiteness and the privileges that it brings to those who own it. Interestingly enough, whiteness becomes much more definable when the privilege it accords its' owners is lost (Hurtado & Stewart, 1996).

The implications for work on diversity is that attention should not be restricted solely to seeking to understand the schemas that shape expectations and interpretations of behaviours of people in identity groups with minority representation or "newcomer" status. It is equally important to understand and try to make more explicit the schemas that define norms and expectations of members of dominant or established groups (Crowfoot & Chesler, 1996; Ely, 1996; Fine, 1996; Hurtado & Stewart, 1996; Kossek & Zonia, 1993; McIntosh, 1990; Nkomo & Cox, 1996; Tsui et al., 1992; Valian, 1998). This type of analysis deepens understanding of the subtle processes that can lead to accrued privilege and status for some while disadvantaging others. It can also help to identify areas of shared interest, so that members of dominant groups can ally with other groups in promoting organisational change aimed at supporting diversity (Crowfoot & Chesler, 1996; Proudford, 1998; Scully & Creed, 1999).

➢ *Diverse Social Categories and Identities Embody Differences in Power and Status*

Social categories often mark differences in status and social power among groups and determine specific groups' relative access to resources and power within organisations and the broader social system. Nkomo (1996) argues:

"Diversity (in organisation) has its effects exactly because distinctions made on the basis of identity are not benign…. It is important to be aware of the 'relational' dimension of diversity. Dichotomies are created (black versus white, men versus women). However dichotomies are not symmetric. Someone or some other group becomes the 'other,' and otherness has a very unique meaning for the socio-historically-embedded categories of race, ethnicity, and gender. Differences between people based on these categories are grounded within structures of power inequalities and unequal access to resources."

Dawn Cross (Director of Diversity at Corning Inc. in the USA) observes the following:

"Because images of success in many organisations are based on traits (considered as norms) for white men, even the best-intentioned people try to get people of color and white women to fit the old image rather than creating new images of success." (In Morrison, et al., 1993)

To understand diversity dynamics and work effectively with differences in organisation, it is important to give explicit attention to the nexus between social differences and power relationships within organisations and the larger society/ies in which they are embedded in organisational structures, policies, norms and work practices. As a result, different identity groups have very different experiences and opportunities within organisations and these differences tend to accumulate and expand over time (Acker, 1990; Alderfer, 1992; Bond & Pyle, 1998; Cole & Singer, 1991; Cross & Blackburn White, 1996; Ely & Meyerson, 1998; Fletcher & Merrill-Sands, 1998; Greenhaus et al., 1990; Kirkham, 1996; Kolb et al., 1998; Meyerson & Fletcher, 2000; Morrison et al., 1993; Sessa & Jackson, 1995; Nkomo, 1992; Nkomo & Cox, 1996; Ragins, 1995; Valian, 1998).

➢ *Identities shape cognition, experiences, world views and perspectives*

While not diminishing the importance of equality and justice in organisations, it is also important to view social identity differences as an asset, rather than solely as a problem to be fixed. Social identity shapes the way individuals are socialised and their experiences in families, communities and the larger society. In this way, it influences their worldview, perspectives, values and cognition. This plurality of ways of viewing, experiencing and knowing the world is a valuable asset to organisations seeking to be flexible, innovative and responsive to diverse clientele or stakeholders.

Fletcher (1999) observed in her study of software engineers in the United States that collaborative or supportive work behaviours demonstrated by women were invisible and generally construed as "natural and nice." These were expected behaviours for women under the gender schemas operating in the organisation and larger society. When men presented these same behaviours, they were more visible and recognised as contributing to effectiveness. They were labeled with terms such as "fostering team work", "anticipating problems", and "coaching".

Cox et al. (1991) drawing on Hofstede's (1990) work on cultural differences, undertook a study on whether members of ethnic minorities in the United States (US) (African Americans, Hispanics and Asians) with collaborative-cooperative cultural norms would opt more often for cooperative behaviour in group settings, than Anglos who operate from more individualistic-competitive norms. They found that the ethnically diverse groups made significantly more cooperative choices than groups comprised solely of Anglos. The authors conclude that organisations cannot strengthen cooperative behaviour and work practices in the workplace by simply hiring more members of ethnic groups with cooperative-collective norms as is sometimes assumed. Organisations will only benefit from this if the organisational culture changes

and provides signals that cooperation can lead to mutual gain and will be reciprocated by cooperation.

By recognising that identity shapes experiences, organisations should focus on how to learn from the different perspectives, sources of knowledge, professional networks or ways of working that members of different identity groups bring to the organisation. Thomas and Ely (1996) argue the importance of linking social identity differences directly to the work of the organisation. They state:

"Diverse staff bring different, important, and competitively relevant knowledge and perspectives about how to actually do work-how to design processes, reach goals, frame tasks, create effective teams, communicate ideas, and lead. When allowed to, members of these groups can help companies grow and improve by challenging basic assumptions about an organisation's functions, strategies, operations, practices, and procedures. And in doing so, they are able to bring more of their whole selves to the workplace and identify fully with the work that they do, setting on motion a virtuous circle…Only when companies start thinking about diversity holistically-as providing fresh and meaningful approaches to work, will they be able to reap its full rewards."

2.2.2 <u>CULTURAL DIFFERENCE LENS</u>

Interest in understanding the impact of cultural differences within organisations has intensified in recent years with the dramatic expansion of globalisation (Adler, 1986; Canney Davison & Ward, 1999; Funakawa, 1997; Parker, 1999).

The cultural 'lens" focuses on:
➢ How culture and cultural differences affect the social relations, work behaviours, expectations and outcomes in organisations
➢ How differences in values and norms shaped by a society's culture affect the organisational culture and norms of effective management.

2.2.2.1 <u>Culture Defined</u>

Ting-Toomey (1985) provides a definition of culture that is commonly accepted by anthropologists:

"Culture is patterned ways of thinking, acting, feeling, and interpreting. Culture guides our understanding of behaviour; it shapes how we approach the world. Culture is comprised of the norms, values, beliefs, and expressive symbols that members of a group use to create meaning (and interpret behaviour). Culture is both enduring and changing."

Researchers and practitioners working in organisations tend to define the concept of culture according to how they want to make it operational (Robinson, 1985). For example, behaviorists treat culture as observable actions and events; functionalists focus on the underlying structure or rules which explain observable events; and bilingual educators and many anthropologists are interested in the categories of ideas, behaviours or products which are shared by members of a given group. Funakawa (1997) argues that, given the encompassing nature of culture, it influences almost all aspects of management, including organisational factors (such as structure and strategy); management behaviours and styles (such as meeting management and decision-making); and functional (such as marketing or human resources).

2.2.2.2 <u>National Culture and Organisational Culture</u>

Research suggests that cultural patterns prevailing in an organisation's social environment can affect its culture and accepted ways of working and managing in three primary ways (Lammers & Hickson, 1979; Hall, 1966). First, government and institutions lay down procedures and rules, which affect an organisation's functioning. These rules tend to include the norms and values of the larger national society and affect behaviour directly by providing guidelines and

expectations for organisational members. Prevailing stakeholder groups will uphold the current cultural values and apply them in evaluating the organisation's effectiveness.

Second, most organisations tend to be designed and developed according to the preferences and cultural values of the organisation's founder/s (Hofstede, 1985). For example, an organisation founded by a Japanese person (or group) in Nigeria would be more oriented towards the Japanese norms and values than the Nigerian cultural values.

Finally, organisational culture is also a product of the values of organisational participants, who may be different from and even in opposition to those of the dominant designers. Parts of the organisation may be redesigned to fit more closely with the values of the people who occupy those roles or groups. The kind of tension this produces in an organisation may well be a reflection of the class structure of the society as well as the organisation itself.

2.2.2.3 <u>Cross Cultural Comparisons</u>

Much of the work on understanding the implications of culture and cultural differences in organisations is based on the approach of cross-cultural comparisons. The objective is not to understand the cultures as their members understand them, but to determine how cultures compare with respect to some specific qualities, such as leadership, management or power. Geertz (1973) argues that you cannot meaning fully compare these concepts across cultures as the specific meaning of all concepts, such as power, leadership and organisational, is fully determined by the cultural context that gives it, its' meaning. To ultimately understand someone from another culture hinges on the internal development of new or synthesized meaning for each learner.

Hofstede (1980) showed that managers in different cultures apply very different values to their organisational responsibilities and preferences. He compared work-related attitudes across a range of cultures. His work covered 53 countries using 116000 employees. Comparisons between the different cultures were plotted across four dimensions (power distance, uncertainty avoidance, individualism & masculinity), which are mainly independent of each other. Using Hofstede's dimensions, Funakawa (1997) give examples of how these differences in cultural values can result in different organisational practices and expectations of management.

Table 2 – Hofstede's cultural dimensions

LARGE POWER DISTANCE	SMALL POWER DISTANCE
• Centralisation is popular • Subordinates expect to be told what to do	• Decentralisation is popular • Subordinates expect to be consulted
STRONG UNCERTAINTY AVOIDANCE	WEAK UNCERTAINTY AVOIDANCE
• There is caution about new ideas • Precision and punctuality come naturally	• There is acceptance of new ideas. • Precision and punctuality come naturally.
COLLECTIVISM	INDIVIDUALISM
• The employer-employee relationship is perceived in moral terms, such as family ink. • Management in management of groups	• The employer-employee relationship is a contract based on mutual advantage. • Management is management of individuals
MASCULINITY	FEMININITY
• People live in order to work • Stress is on equity, competition between colleagues and performance.	• People work in order to live. • Stress is on equality, solidarity and quality of life.

In Funakawa (1997) modified after Hofstede (1980)

While Hofstede (1980) identifies universal categories across which cultures differ, Trompenaars (1993) seeks to characterise national cultures and analyse how specific cultural values affect the process of doing and managing business in a multinational setting (Sara Scherr, 1998). Trompenaars views culture as a shared system of meanings that shapes the way a group of people solves problems. He

argues that each culture distinguishes itself from others by the relative positions it takes along seven value dimensions in three critical areas: relationships with people, the passage of time and relation to the environment. He asserts that these differences shape individuals' behaviours and their orientations towards work, leadership and management in organisations.

Table 3 – Trompenaars Dimensions of culture

UNIVERSALISM vs. PARTICULARISM
Whether rules are seen as universal under all situations or interpreted differently depending upon circumstances and relationships.
COLLECTIVISM vs. INDIVIDUALISM
Whether people regard themselves primarily as part of a group or as individuals.
NEUTRAL vs. AFFECTIVE RELATIONSHIPS
Whether interactions are expected to be objective and detached or emotional expression is acceptable.
DIFFUSE vs. SPECIFIC RELATIONSHIPS
Whether a work relationship is considered to influence interactions in other spheres of life, or is specific only to a defined work context.
ACHIEVEMENT vs. ASCRIPTION
Whether individuals are judges on what they have accomplished, or by status attributed to them by birth, kinship, gender, age or education.
SEQUENTIAL vs. SYNCHRONIC
The relative weight attached to the past, the present and the future, and the extent to which time is seen as moving in a straight line or circular.
CONTROL vs. ADAPTATION TO THE ENVIRONMENT
Whether individuals see the major focus affecting their lives as residing within themselves, or see the external environment as more powerful.

While Trompenaars focus is on the values and behaviours being country specific e.g. the Chinese are much more tolerant of accepting rule enforcement because of their history of working and living within a rigidly planned socialist economy (Tung, 1988). Hofstede links his overarching dimensions to various psychological constructs. His approach is not country specific, but allows comparisons and the translation of understandings across national contexts. Despite these differences,

the cross cultural comparative approach developed by Hofstede and Trompenaars is very useful for managers at the level of the individual. It helps them to avoid ethnocentrism and alerts them to the challenges and sensitivities of working in a different culture.

Hoppe (1993), in an evaluation of Hofstede's model, has shown that research and development (R & D) specialists, despite their similarities (occupational specialisations), carry with them norms of their country, as reflected in the country differences that exist for Hofstede's four value dimensions: power distance, uncertainty avoidance, individualism and masculinity. That is, they are similar in what they value at the workplace, but the degree to which they value it varies from country to country. Even more importantly, while R & D professionals worldwide tend to hold similar values, the meaning of these values as well as their behavioural expression may differ markedly across countries (Smith & Paterson, 1988). For example, the perception of challenging work in a country high in individualism may carry the meaning of individual achievement, responsibility and control over outcomes. Whereas in countries high in collectivism, it may mean contributing to the well being of the in-group, showing loyalty or achieving high status.

2.2.2.4 <u>Working with cultural differences</u>

Nancy Adler (1986) points out that the extent to which managers recognise cultural differences and their potential advantages and disadvantages affects the organisation's approach to managing those differences. She classifies organisations as:

➤ **Parochial** – cultural differences and their impact on the organisation are ignored *(our way is the only way)*.

➤ **Ethnocentric** – cultural differences are noticed, but the ways of others are seen as inferior and are viewed as only causing problems *(our way is the best way)*.

➢ **Synergistic** – members believe that a combination of various approaches is the best *(our way and their way differ, and we can learn from each other)*.

Adler (1986) suggests that when members of an organisation recognise cultural differences, as well as their potential positive impact, it is likely that the organisation will attempt to manage that diversity. It is the approach taken to work with differences, and not the cultural differences that determines actual positive and negative outcomes. A study done on which control mechanisms are preferred by different nationalities yielded the following (Bartlett & Ghoshal, 1989; Funakawa, 1997; Gergen, 1995); US Americans tend to favour financial and bureaucratic control, Italians favor social and financial control, and the Japanese prefer social control.

A synergistic organisation would question what types of control it is using, find out the effect they are having on different cultural groups, and seek ways to use a combination of approaches that suits organisation members best.

2.2.3 <u>COGNITIVE-FUNCTIONAL DIFFERENCE LENS</u>

This "lens" focuses on diversity in task-related knowledge; skills, abilities and experience, including the styles by which individuals access and use information and knowledge. Task-related knowledge and skills are shaped primarily by educational background, disciplinary training, organisational tenure or organisational function, specialization and level.

Sessa and Jackson (1995) observe that "diversity within a decision-making team is recognised as important primarily because it is associated with the resources available during the decision-making process-especially task-related cognitive resources." Less attention is given to the impact of diversity on individuals' career outcomes as more typically occurs with the social differences and cultural difference lens (Cox & Finley, 1995).

2.2.3.1 Linking Diversity with organisational functions and areas of specialisation

The cognitive-functional lens concentrates on organisational groups and the differences that are salient in the context of organisational functions and tasks. Organisational groups are "groups that have a task in common, participate in similar work experiences and develop common organisational view." (Thomas & Proudford, 2000)

The assumption is that the information individuals have available and the cognitive maps and models that they employ are shaped by the organisational unit where they are employed, their area of specialisation or discipline, the organisational level at which they work, and the length of their tenure with the organization (Jackson et al., 1995; McGrath et al., 1995; Northcraft et al., 1995).

Alderfer (1987) argues that members sharing common organisational positions (e.g. managers, scientists' etc.) participate in equivalent work experiences and, therefore, have consonant worldviews. This shapes how they identify and frame problems and the types of solutions they seek. Pelled (1996), summarising research on functional diversity argues that functional diversity can generate substantive conflict that enhances cognitive task performance (e.g. decision-making, problem-solving, or creative idea generation).

Ancona and Caldwell's (1992) rigorous study of diversity in product development teams in a large research and development company is a good example of research carried out with the cognitive functional lens. They found that functional diversity was a significant factor affecting specific aspects of performance of product development teams. The greater the functional diversity, the more team members communicated outside of the team boundaries (with marketing, manufacturing and top management). The more the external communications, the higher the managers ranked the team on innovation. However, functional diversity was negatively correlated with overall team performance. The authors

concluded that functional diversity might spark more creativity in problem solving and product development by bringing together different cognitive resources. However, it also impedes implementation, because there is less capability for teamwork than in homogenous teams. They argue that diverse teams maybe managed to harness the benefits of cognitive diversity while minimizing the negative effects.

2.2.3.2 Cognitive Types

Cognitive diversity focuses attention on differences in ways of knowing and learning in relation to specific tasks. Cognitive diversity includes the range of styles people employ to access information and knowledge, analyse it and apply it. Cognitive diversity reflects different ways of perceiving, reasoning and problem solving (dea Connections Consulting, Rochester, NY). The Myers-Briggs Type indicator is a good example of a tool used to understand diversity in cognitive styles and preferences (Briggs Myers, 1990; Eigel & Kuhnert, 1996; Hirsh & Kummerow, 1990; Kroeger & Thuesen, 1992). The Myers-Briggs typology of style preferences focuses on differences in the ways people interact with others, how they gather information and process data, how they make decisions and form conclusions, and how they perceive the world and orient themselves within it. Recognising differences in cognitive and interactive styles in an explicit way allows individuals to focus on the complementary aspects and values of different styles and, thus, function more effectively in teams, in meetings or in interpersonal interactions and communications.

Research by Cox & Finley (1995) on managers and professionals in a R & D firm in the US examined how perceived differences in the statuses of diverse occupational groups affects members' affective outcomes (job satisfaction, job involvement, and commitment) and achievement outcomes (performance, compensation and mobility). They hypothesised that work specialization and occupational level would function as relevant dimensions of diversity; that they would differentiate worker's experiences and perceptions. Furthermore, they

expected that members in lower organisational levels and in non-dominant work specialisations, representing groups that have less power and tend to be undervalued in the organisation, would have less favorable career outcomes. They expected that members of these lower status groups would have experiences similar to those observed for members of minority social identity groups. They found that members belonging to the dominant specialisation, engineering had significantly higher scores in employee satisfaction and job performance ratings than members belonging to non-dominant specialisation. In terms of organisational level, executives had significantly higher scores on organisational identification, employment satisfaction and compensation satisfaction. Overall, they found moderate support for the hypothesis that work specialisation and organisational level has an influence on both affective outcomes and achievement outcomes. Cox and Finley conclude, *"To some extent, workers in less dominant work functions and those at lower organisational levels may experience similar 'alienation' effects as have been observed for members of gender and race minority groups. These effects at the individual level may, in turn, lead to consequences for group and organisational performance."*

2.3   DIVERSITY "TYPES"

In an effort to organise thinking about different types of diversity, several researchers (Cummings, Zhou, & Oldham, 1993; Jackson, 1992; Jackson, May, & Whitney, 1995; Maznevski, 1994) have suggested ways of categorising different types of diversity. One common distinction is between diversity on observable or readily detectable attributes such as race or ethnic background, age, or gender, and diversity with respect to less visible or underlying attributes such as education, technical abilities, personality, values (Cummings et al., 1993; Jackson et al., 1995).

Cultural diversity is taken to mean the representation, in one social system, of people with different group affiliations of cultural significance (Cox, 1994). It is

identified by particular surface-level characteristics (Harrison, Price & Bell, 1998) or observable attributes (Milliken & Martins, 1996), racial diversity, gender, nationality and age. Barney and Wright (1998) noted that in order for human capital to contribute to sustainable competitive advantage, it must create value, remain hard to imitate, and appear rare. Cultural diversity in human capital serves as a source of sustained competitive advantage because it creates value that is both difficult to imitate and rare. Various researchers (Mbigi, 2000; Thomas & Bendixen, 2000; and Booysen, Nkomo & Beaty, 2002) have indicated that if a workforce is diverse, the management of cultural diversity is imperative for organisations to function effectively.

2.3.1   RACE DIMENSION

Because race has been cited as the most frequently picked component of diversity by human resource (HR) managers and CEOs (Carrell & Mann, 1995) and because past findings validate race as a dimension of cultural diversity (Cox, 1994; Cox et al., 1991) few would argue that it is not a major dimension of diversity. Most researchers who examine how the diversity in race affects groups have studied racial diversity in terms of the experiences of individuals who are dissimilar from the majority in the group or from the supervisor. Findings suggest that individuals who are different from their work units in racial or ethnic background tend to be less psychologically committed to their organisations, less inclined to stay with the organisation, and more likely to be absent (Tsui, et al., 1992). In a similar vein, Greenhaus et al., (1990) found that blacks tended to be less satisfied with their careers than whites, perceived themselves to be less accepted by their organisations, and felt that they had less discretion than whites in the same organisation.

Although ethnicity constitutes a primary dimension of diversity because of the sense of identity that it engenders, there is a dearth of research on diversity management in sub-Saharan African organisations. For persons in multi-ethnic societies, the ethnic group is a key source of sociological attachment and serves

as an important referent of self-identification. Behaviour is thus influenced by ethnicity, to some degree, in various areas of social life. Ethnicity is seen to impact on most behaviour in multi-ethnic societies (Allen, 1994; Bhopal, 1999, 2000; Blunt, 1980; Marger, 1994). The ethnic group is therefore one 'whose members share a common identity and affinity based on a common language and culture, myth of common origin and territorial homeland, which has become the basis for differentiating "us" from "them", and upon which people act.' Lefkowitz (1994) coined the phrase "ethnic drift." This refers to the evidence that recent hires who were black tended to be assigned to black supervisors more frequently than to white supervisors. Lefhowitz (1994) further showed that this segregation grew over time in that, when reassignments occurred, the likelihood of blacks ending up with black supervisors became even higher. Cox and Blake (1991) found that ethnically diverse groups made more cooperative choices than all Anglo groups. Anglos tended to be individualistic in their orientation, while the members of other racial groups tended to be more collectivistic in their orientation (Earley, 1989). McLeod & Lobel (1992) found that groups that were heterogeneous with respect to the racial backgrounds of their members produced higher quality ideas in a brainstorming task than more homogenous groups did, although they did not necessarily produce more ideas or a greater number of unique ideas.

Results of research on racial diversity tend to suggest that people who are different from the majority race in an organisation may not only experience less positive emotional responses to their employing organisations, but they are also likely to be evaluated less positively by their supervisors, and they are more likely to turn over. It seems likely that lowers levels of attachment to the organisation and lower performance ratings for minorities' combine to drive minorities out of organisations at a faster rate than majority group members' do (Harrison, Price & Bell, 1998).

2.3.2 **GENDER DIMENSION**

Research on the effects of gender diversity points to a similar set of processes and results as those found in the case of racial diversity. Research on gender effects on career outcomes has generally shown that women have less favorable career outcomes than men do on measures of compensation and upward mobility (Cox & Harquail, 1991; Cox & Nkomo, 1991).

Some research also suggests that women have lower job involvement than men (Cox & Nkomo, 1991) and higher rates of absenteeism and turnover, two key indicators of organisational identification and commitment (Cox, 1993). Cummings, Zhou and Oldham (1993) found that women were more likely to be absent and to experience turnover than were men. Tsui, Egan, and O'Reilly (1992) found that people who were different from other members of their work unit in gender were less likely to be attached to their organisations, had higher frequencies of absence, and lower intentions to stay. They also found that belonging to the minority gender in workgroups appeared to have more negative effects on men than on women. In terms of performance evaluations, supervisors reported greater positive affect for subordinates of the same gender and tended to rate their performance more highly (Tsui & O'Reilly, 1989).

Ely (1994) argued that differences in the representation of women at the top altered the perceptions of lower level women about the likelihood of advancement in the organisation, thereby affecting their behaviour. The findings reported by Ely (1994) and Sackett, DuBois, & Noe, (1991)-draw attention to Kanter's (1977) idea that the proportion of representation is likely to be an important variable in predicting the outcomes of diversity.

Earlier research (Hoffman and Maier, 1961) found that gender diversity in-groups facilitated creativity. In addition, the insights and cultural sensitivity that women employees bring to a marketing effort improve an organisation ability to reach different market segments (Cox & Blake, 1991).

Organisations may also select women and minorities to gain alternative perspectives necessary in a changing or turbulent environment (Cox, 1991; Cox & Blake, 1991). Nemeth (1992) maintained that airing minority viewpoints improves the quality of thought, performance, and decision making.

Both international (Hofstede, 1991; Tramontin, 1993; Lawrence, 1998 and many others) and South African researchers (Smit, 1977; Mathur-Helm, 2004; Booysen, 1999) contend that stereotypical sex role patterns between male and female leaders still exist and often result in gender behaviour that results in "masculine" and "feminine" leadership styles. Historically men have occupied the vast majority of senior positions in companies, but this is rapidly changing as the awareness that male management practices are not always better is being reinforced. Feminine values and approaches to management are being viewed as being in line with democratisation, empowerment and horizontal restructuring of the South African workplace.

Similar to groups that are diverse in race or gender, groups that have more diversity in terms of ages represented tend to have higher turnover rates (Jackson et al., 1991; O'Reilly et al., 1989; Wagner et al., 1984; Wiersema & Bird, 1993).

Some research (Waldman & Avolio, 1986) on age suggests that older workers are subject to the processes of stereotyping and undervaluation of ability that have often been attributed to women in majority Anglo male organisations and that older workers have more negative career outcomes than their younger counterparts. For example, age tends to be negatively correlated with job performance ratings given by supervisors (Waldman & Avolio, 1986), and older workers tend to have lower ratings of promotion potential even when performance and job tenure are held constant (Cox & Nkomo, 1992). Rosen and Jerdee (1976) and Cleveland and Landy (1983) are among those who have

explicitly connected the less favorable career outcomes of older workers with identity-group processes such as stereotyping.

Blau (1977) has suggested that the perceived dissimilarity of diversity may have different effects in different settings. The more heterogeneous or diverse an organisation, the less likely diversity will be associated with integration problems in a group in that organisation. Cox (1993) argues that, if individuals do not feel valued because of race or gender, they will feel the effects of this on their careers.

Although we generally tend to think of diversity in terms of differences on observable or readily detectable variables such as race, ethnic background, and gender, one of the major reasons why diversity of any type creates difficulty for groups is attributable to complex, and often implicit, differences in perspectives, assumptions, and causal beliefs with which the more superficial or observable differences are correlated (Millikens & Martins, 1996). A group that is diverse could be expected to have members who may have had significantly different experiences and, therefore, significantly different perspectives on key issues or problems (Jackson et al., 1991). Underlying differences in the schemas, or the conscious and unconscious preconceptions and beliefs that organise people's thinking can create serious coordination difficulties for groups.

Understanding the concepts of diversity and the perceptions surrounding diversity, aids towards understanding current models of diversity management and also contributes towards developing a model for effective management and valuing of diversity.

Research questions one and two, are proposed in order to understand the thinking/perceptions surrounding diversity across the dimensions of age, race and gender. These questions are relevant to those individuals with diversity exposure and also those who have no exposure.

RESEARCH QUESTION ONE

Are there any significant differences in opinion across race, age, and gender categories with regard to diversity at Mintek?

RESEARCH QUESTION TWO

How does the thinking around diversity vary across the dimensions of race, gender and age, in relation to exposure to diversity at Mintek?

CHAPTER THREE

MANAGING DIVERSITY WITH THE INTENTION OF CREATING A CONCEPTUAL MODEL FOR APPLICATION

Leedy and Ormrod (2001) believe that a literature review is critical when doing qualitative research within the case study[D] method. This is due to the integrated role of the researcher in the data collection process and therefore the need for the researcher to be well versed in the related literature to ensure that the researcher can separate out important information for observations and discussion.

This chapter focuses on past and recent literature, reviewing issues of managing diversity, ranging from defining the concept to creating a conceptual model for application.

3.1   DEFINITION

Managing diversity can be defined as a *"planned, systematic and comprehensive managerial process for developing an organisational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organisation, and where no-one is excluded on the basis of factors unrelated to productivity"* (Thomas, 1996).

Daniel (1994) describes diversity management as a process that develops an environment that:

➢ Fosters awareness, value and acceptance of individual differences

➢ Gives employees opportunities and judges them fairly on their talents and contributions

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[D] Qualitative research in which in-depth data are gathered relative to a single individual, program or event, for the purpose of learning more about an unknown or poorly understood situation (Leedy and Ormrod, 2002)

➢ Attempts to address expectations and to remove or reduce biases and stereotypical behaviour

Arrendondo (1996) conceptualises diversity management as *"a strategic organisational approach to workforce diversity development, organisational culture change and empowerment of the workforce."*

Ivancevich and Gilbert (2000) define diversity management as *"the systematic and planned commitment by organisation to recruit, retain, reward and promote a heterogeneous mix of employees."*

Diversity management represents a shift away from the activities and assumptions of AA which focus on recruitment and upward mobility of the minority to management practices that are inclusive, reflecting the workforce diversity and its potential. Diversity management is an ideal pragmatic approach, in which participants anticipate and plan for change, do not fear human differences or perceive them as a threat and view the workplace as a forum for individuals' growth and change in skills and performance with direct cost benefits to the organization (Thomas, 1997).

Managing diversity targets all employees and assumes that multicultural norms can prevail in an organisational culture where consensus exists around performance criteria, and not around individual style which has any bearing upon job output. Thomas (1996) suggests that managing diversity ensure the natural upward mobility of employees by creating an organisational environment where all employees can progress without hindrance from factors unrelated to job performance. It promotes the development of a 'psychological contract'[E] between the organisation and its employees and thereby ensures the full utilisation of the workforce for competitive advantage.

[E] Unwritten set of expectations operating at all times between every member of an organization and the various managers and others in that organization (Schein, 1980)

Thomas (1990) states that, *"managing diversity does not mean controlling or containing diversity, it means enabling every member of your workforce to perform to his or her potential. It means getting from employees, first, everything we have the right to expect, and, second – if we do it well – everything they have to give."*

A management style that effectively manages diversity encourages employees to use their own distinct styles rather than expecting employees to conform to certain corporate norms or behaviours (Brown, 1992; Jamieson & O'Mara, 1991; Thomas, 1990, 1991). Thomas (1991) emphasised that managing diversity examined and suggested changes to the existing organisation's processes and systems in order to insure that they worked equally or "naturally" for all. *"Managing diversity is not a program…It calls for more than changing individual behaviours. It requires a fundamental change in the corporation's way of life. Implementing it takes many years."*

3.2   THOUGHT PROCESS BEHIND "MANAGING DIVERSITY"

The increasing interest in managing diversity advocates recognition and valuing of differences in workplace practices in relation to, for example, all ethnic groups. The approach moves away from the notion of collective work groups towards a basis of welcoming individual differences (Iles & Salaman, 1995). Individuals are appreciated for their diverse abilities and skills and less attention is paid to minimizing the consequences of their perceived and visible differences (Kandola & Fullerton, 1994). Hicks-Clarke and Iles (2000) argue that organisational climates in which human resource diversity is valued and in which employees from diverse backgrounds feel welcomed and included, foster a positive climate of diversity.

Organisations should base managing diverse groups on a business case (Ross & Schneider, 1992) and deliberate human resource policies of inclusion. The business case's emphasis is on a proper utilization of the skills and potentials of all employees, regardless of race, ethnicity, age and gender, which links issues of managing diversity to strategic human resource management (Storey, 1995). These developments have lessons for developing countries with diverse populations. Discrimination and ethnic manipulation might not benefit their organisation and, for that matter, their economies.

It is important that managers learn to value differences and to manage such difference, as it is an essential element in an organisation's culture and values. The whole area of diversity initiatives focuses on the notion of celebrating differences. Organisations in Africa should manage their resources by moving towards 'cultures of inclusion', recognising that various organisational practices might lead to certain groups feeling left out or unwelcome or undervalue (Cox, 1992). Kandola and Fullerton (1994) differentiate between managing diversity and equal opportunities. The focus of managing diversity is that all individuals in an organisation maximise potential, regardless of any groups they may belong to. The concept focuses on culture change and learning, rather than promoting fairness and avoiding discrimination, which is the main focus of equal opportunities. They propose that, whereas equal opportunities are externally initiated, legally driven and focus on numbers and problems, diversity management is internally initiated, business needs driven and focuses on qualitative and opportunity outcomes. While equal opportunities are reactive, focusing on a set of differences, diversity approaches tend to be proactive, focusing on all differences. In this type of organisation everybody feels valued, talents are fully utilized and organisational goals are met.

Many organisations in South Africa have embarked upon experiential programmes aimed at "understanding differences', 'valuing differences', and

'appreciating diversity' (Thomas, 1996). While many programmes that exist are genuinely committed to educating employees about understanding themselves and others different to themselves, most programmes are "quick-fix" solutions with short-term sustainability.

Correctly structured and viable programmes of "understanding differences" must be an integral part of a more holistic process. Programmes of AA and programmes of understanding differences, are not sufficient as standalone programs (Thomas, 1996).

Thomas (1996) identified and characterised a "typical" situation in South African organisations using the revolving door syndrome (Figure 1) which is summarised as follows:

FIGURE 1 - REVOLVING DOOR SYNDROME
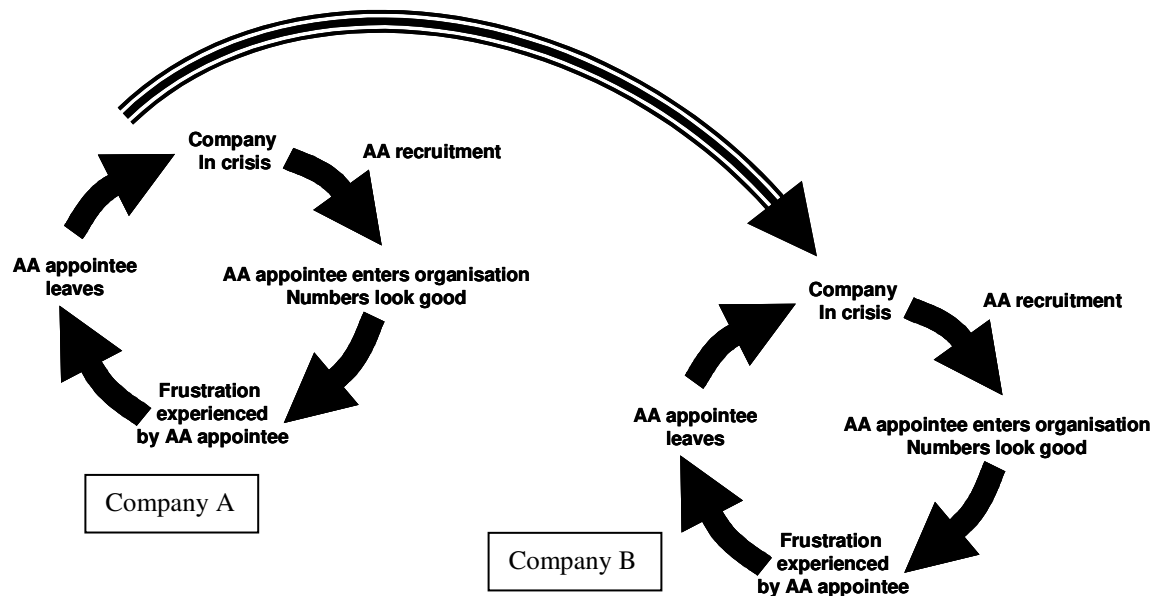
- An organisation, which, historically, has done nothing to address workplace inequalities, experiences a crisis (fear of future AA legislation, trade union pressure etc.)

- Problem is recognised and an AA recruitment drive occurs at senior levels. The numbers seem good.

- AA appointees enter the organisation with high expectations and desire to achieve.

- The organisation culture and related systems, historically created by white managers, are not conducive to the development of new recruits – they feel excluded, become dissappointed and eventually leave. Top management confirms their prejudices that black employees and women cannot make the grade in the corporate environment.

- Organisation enters phase of dormancy and this only changes when a new crisis emerges.

Many organisations believe that once employees have been through diversity "training" all of their problems will be solved. Apart from needing to practice what we have learned, as good managers of diversity we also need support from our organisations to ensure that people are developed and have the opportunity to grow in their jobs.

Thomas (1995) identified the following eight basic responses of how managers respond to diversity:

➢ **Exclude** – they aim to minimize diversity by keeping diverse elements out or by expelling them once they have been included. An example cited as the selection criteria used by a corporation in screening candidates for employment. While these criteria can be used to identify candidates with high potential for success, they in effect also control the amount of diversity within a corporation. Recruiting only electrical engineers produces much less diversity than simply requiring an engineering degree.

➢ **Deny** – This enables individuals to ignore diversity dimensions. They look at a red jellybean and see only a jelly bean. Examples would be managerial aspirations to be color-blind, gender-blind, or school-blind. Entities that celebrate being different are reluctant to allow denial.

➢ **Suppress** – Managers encourage entities that are different to suppress their differences. For example, holders of non-mainstream political or religious views may be encouraged not to express their philosophies for the sake of maintaining good team spirit or minimizing conflict.

➢ **Segregate** – This includes practices such as clustering members of racial or ethnic groups in certain departments, isolating or piloting a change in a corner of the corporation, or isolating an acquisition as a subsidiary.

➢ **Assimilate –** Managers attempt to transform the element with differences into clones of the dominant group. For example, when a corporation makes an acquisition, its managers often move to make the acquired company like the parent company, thereby minimizing differences between the two entities.

➢ **Tolerate –** The thinking here is " we don't bother them, they don't bother us" attitude. Each acknowledges the right of the other to exist or to be included, but takes steps to minimize interaction.

➢ **Build Relationships** – By focusing on similarities, the hope is to avoid challenges associated with differences. This applies to the governing principle *" if we can just talk and learn more about each other, despite our differences, we will find similarities that can be grounds for a mutually beneficial relationship."*

➢ **Foster mutual adaptation** – the parties involved accept and understand differences and diversity, recognizing full well that those realities may call for adaptation on the part of all components of the whole.

If an organisation overcomes resistance to change in the area of accepting diversity, it may be positioned well to handle other types of change (Illes & Mayers, 1997). Organisations may increase their numbers of women and

racioethnic minorities to better match the demographic characteristics of their significant customers in order to achieve a competitive edge in the market (Cox, 1994). As firms reach out to a broader customer base, they need employees who understand particular customer preferences and requirements (Morrison, 1992). Results from a controlled experimental brainstorming study (McLeod et. al, 1996) showed that the ideas produced by culturally diverse groups were judged to be of a higher quality than the ideas produced by homogenous groups.

3.3   WHY SHOULD WE MANAGE DIVERSITY?

Human and Bowmaker-Falconer (1992) question the current human resource preoccupation with managing diversity as a *"way of avoiding the real issues in empowerment, and risk entrenching existing stereotypes."*

Thomas (1996) states that, *"effectively addressing the management of employee diversity will never be sustainable or have any impact upon organisational performance if it is done for anything other than sound business reasons."* She proposed the following generic reasons, why organisations should embark on programs of diversity management.

• Being able to tap into a range of skills which the organisation never had before;

• Attracting and retaining the best talent;

• Promoting greater productivity as a result of employee job satisfaction;

• Developing enhanced creativity and problem solving and the accompanying timeous responses to diverse customers and markets;

• Utilising all people to the maximum and creating improved relations and communication between organised labour and management.

• Affording fresh perspectives to market penetration and expanding existing and developing new markets.

South Africa is an example of a country undergoing rapid socio-economic and political transformation, where government is taking a proactive role in improving diversity in organisations (Human, 2005). In addition to passing various pieces of legislation (such as laws governing employment equity and skills development), government has also agreed upon charters for "Black Economic Empowerment"[F] (BEE) with the various business sectors (such as the mining and petroleum and liquid fuels sectors), and made effective transformation an assessable criterion in the awarding of tenders. These "limitations" as defined by the South African government has "forced" many organisations to comply with issues of managing diversity in order to ensure their future sustainability.

Organisations that play the numbers game, with regard to AA and target setting, tend to lose staffs that are not from the dominant group (Human, 2005). In order to retain competent and motivated staff, organisations need to realise that career development opportunities are critical (Human, 2005; Machungwa and Schmidt, 1983).

Cox et al (1991); McLeod and Lobel (1992) and Watson, Kumar, and Michaelsen, (1993) have shown that there may be benefits in terms of the number of alternatives considered in a decision-making task and the degree of cooperation within the group that accrue to groups that are diverse with respect to race or gender. Watson et al (1994) has found that these benefits occur only after the diverse group has been together for a while.

Human (2005) showed that when applying target-setting or affirmative action measures, without the diversity component added not much would be achieved. By linking the two, the following strategic business advantages emerge;

[F] Process by which diversity is managed in the broader context and includes not only EE but also aspects such as contracting to historically disadvantaged businesses, enterprise development, corporate social responsibility and the exploration of new products and markets, (Human, 2005)

- The ability to attract, motivate, develop and retain skilled and committed people from all sectors of society.
- The ability to create a dignified and respectful working environment which is attractive to current and potential stakeholders.
- The potential to become a world player rather than be parochial.

3.4   HOW SHOULD DIVERSITY BE MANAGED?

Thomas and Ely (1996) identified that organisations generally take two paths in managing diversity. In the name of equality and fairness, they encourage women and people of colour to blend in. Or they set them apart in jobs that relate specifically to their backgrounds. These authors rightly suggest that diversity goes far beyond just making the numbers, but should be viewed as the varied perspectives and approaches to work that members of different identity groups bring.

3.4.1 <u>APPROACH BY THOMAS AND ELY</u>

Thomas and Ely (1996) have suggested three perspectives for guiding diversity initiatives.

➢ *Discrimination-and-fairness paradigm*

Here the focus is on equal opportunities, fair treatment, recruitment and legal compliance. The underlying logic is that as prejudice kept members of certain demographic groups out of organisations, as a matter of fairness and to comply with legal mandates, we need to work toward restructuring the makeup of our organisation to let it more closely reflect that of society.

Companies that operate with this paradigm often institute mentoring and career-development programs specifically for women and people of colour and train other employees to respect cultural differences. Under this paradigm, progress in diversity is measured by how well the company achieves its recruitment and retention goals, rather than by the degree to

which conditions in the company allow employees to draw on their personal assets and perspectives to do their work more effectively. Such companies are often bureaucratic in structure, with control processes in place for monitoring, measuring and rewarding individual performance.

In this perspective, typical interventions involved the auditing of sources of direct and indirect discrimination and positive or affirmative intervention action aimed at making good historical imbalances in access to opportunity (Lorbiecki, 2001).

➢ *Access-and –legitimacy paradigm*

This perspective places primary emphasis on acknowledging, accepting, appreciating, understanding and valuing a huge array of differences including able-bodiedness, age, class, culture, ethnicity, experience, gender, race, values and ways of working (Dass and Parker, 1999; Thomas and Ely, 1996).

Predicated on the acceptance and celebration of differences. The underlying logic indicates that, we are living in an increasingly multicultural country, and new ethnic groups are quickly gaining consumer power. Our companies need a demographically more diverse workforce to help us gain access to these differentiated segments. We need employees with multilingual skills in order to understand and serve our customers better and to gain legitimacy with them. Diversity is not just fair; it makes business sense. The main characteristic of organisations adopting this paradigm is that such companies almost always operate in a business environment in which there is increased diversity among customers, clients, or the labor pool – and therefore a clear opportunity or an imminent threat to the company. This paradigm negatively tends to put staff with niche capabilities into differentiated pigeonholes without trying to understand what those capabilities really are and how they could be integrated into the company's mainstream work.

Lorbiecki (2001) indicates that, it emphasises the need to create a culture or climate in which differences can find expression so those organisations can match employees' demographic characteristics to those found in the community.

> *Learning-and-effectiveness paradigm*

This perspective links diversity to work – in a manner that makes diversity a resource for learning and adaptive change. This paradigm is grounded in the notion that cultural identity shapes how people experience, see, and know the world. Hence, cultural differences can be a source of insight and skill that can be brought to bear on the organisations' core tasks. Group members are encouraged to bring all relevant insights and perspectives to bear on their work. During their research Thomas and Ely (2001) found that this paradigm was linked to sustained performance gains. Also, work groups that adopted this paradigm revealed awareness that racism in personal life and work can and do interact. Openly discussing and learning from differences made it possible for the groups to create psychological safety. This perspective is a way of managing the fact of racial discrimination in the larger cultures. This paradigm indicates that for diversity management initiatives to be successful, the work gets diversified not just the employees (Dass & Parker, 1999).

Lorbiecki (2001) concurs that the *"major strength of this approach is that it pays much greater attention to the need to diversify work rather than people, bringing diversity into the core of organisational processes."*

3.4.2 <u>SVEHLA'S APPROACH</u>

Svehla (1994) identified three approaches to diversity management namely, AA, valuing differences and managing diversity.

➢ **Affirmative action** – the goal is to fill positions with potential candidates and to open up the playing field to all applicants, regardless of race, gender, age etc. The emphasis is on quantitative data with progress monitored by statistical reports and analysis mandated by equal employment opportunity laws. AA is a recruitment tool to bring formerly disadvantaged workers into the workplace and help them fit into the corporate culture (Harrington, 1993).

➢ **Valuing differences** – This approach emphasises the appreciation of differences and the creation of an environment in which everyone feels valued and accepted (Svehla, 1994). Thomas (1997) states that *"valuing of differences focuses on a generic approach that aims to bring about greater understanding and acceptance of people who are different, enhancement of interpersonal relationships and minimising of blatant expressions of racism and sexism."* Harrington (1993) indicates that progress on measuring valuing differences is usually measured by employee and management focus groups and surveys to measure the degree of acceptance and understanding of a changing workforce.

➢ **Diversity management** – Svehla (1994) says that diversity management is *"a strategically driven process with the emphasis on building specific skills, creating policies that bring out the best in every employee, and assessing marketing issues as a result of the changing workforce and customer demographics."* Its goal is to create a level playing field through the assessment, identification and modeling of behaviours and policies that are seen as contributing to organisational goals and objectives.

3.4.3 <u>INTEGRATED APPROACH</u>

Wah (1999) identified an integrated approach to diversity that was applied to a company called Allstate. Allstate ensures that the integrated diversity strategy is aimed at retaining the best employees; as a result it builds diversity into its performance model. Every new employee receives diversity training within the first six months of employment. Diversity training focuses on managing

behaviours rather than changing employees' belief system. After the initial training the diversity education team provides additional support to managers on how to sustain a diverse and trustful work environment (Wah, 1999). Diversity needs to be communicated and to sustain it, takes constant monitoring and evaluation. As a result a structured measurement and feedback system is implemented that helps foster diversity beyond the recruitment stage (Wah, 1999).

3.4.4 <u>CARR-RUFFINO'S APPROACH</u>

Carr-Ruffino (1999) concluded that most of the business leaders realised that the legal approach, which relies on meeting equal opportunity and AA requirements, has been an effective tool in opening doors for all, but does not provide sufficient basis for managing diversity, it just ensures equal representation in the workplace. According to Carr-Ruffino (1999), what is emerging is the "action-orientated" approach that values diversity and also works towards creating a corporate culture that reflects the cultures of all employees. This culture has values, heroes, heroines, myths, rituals and customs from all cultures and lifestyles of its employee groups."

Table 4 below presents a picture reflecting the evolution of approaches to workplace diversity.

Table 4 - Evolution of Workplace Diversity

SOURCES	MELTING POT MYTH	EQUAL EMPLOYMENT OPPORTUNITY/ AFFIRMATIVE ACTION	ASSETS	MULTICULTURAL CORPORATE CULTURE
Svehla (1994)		Affirmative action	Valuing differences	Managing diversity
Wah (1999)				Integrated approach
Carr-Ruffino (1999)	Assimilation	Legal	Valuing differences	Managing differences
Thomas & Ely (1996); Lorbiecki (2001)	Resistance	Discrimination and fairness	Access and legitimacy	Managing diversity

In Tjale (2005) - adapted from Carr-Ruffino (1999)

3.4.5 <u>SUMMATION OF APPROACHES</u>

Taking into consideration the various approaches to managing diversity that exist in the literature, including the few presented here, two distinct "approaches" have emerged that provide a summation of the various approaches available.

3.4.5.1 <u>Organisational Development Approach</u>

Multicultural organisational development (MCOD) is a process of change that supports an organisation moving from a monocultural, or exclusive, organisation to a multicultural, or inclusive, organisation. MCOD is an example of an organisational development approach to diversity (Chesler, 1994; Jackson & Holvino, 1988; Katz & Miller, 1988, Miller & Katz, 1995). Organisational development approaches are characteristically managed from the top, cascade down the organisation to other organisational levels, and make use of external consultants as experts who support the organisation throughout the process of

change. From an analysis of the gap between where the organisation is and where it wants to be in the future, specific interventions are then designed to accomplish the identified change goals. Holvino's (1998) model presented in Table 5 provides a useful way for an organisation to frame an initial diagnosis and vision of diversity.

Table 5 – Holvino's Multicultural Organisational Development Model

MONOCULTURAL		TRANSITIONAL		MULTICULTURAL	
Exclusionary	Passive Club	Compliance	Positive Action	Redefining	Multicultural
Actively excludes in its mission and practices those who are not members of the dominant group	Actively or passively excludes those who are not members of the dominant group. Includes other members only if they "fit"	Passively committed to including others without making major changes. Includes only a few members of the other groups.	Committed to making a special effort to include others, especially those in designated target groups. Tolerates the differences that others bring.	Actively works to expand its definition of inclusion and diversity. Tries to examine and change practices that may act as barriers to members of non-dominant groups.	Inclusive and diverse. Actively includes a diversity of groups, styles and perspectives. Continuously learns and acts to make the systemic changes required to value and include all kinds of people.
Values the dominant perspective of one group, culture or style		Seeks to integrate others into systems created under dominant norms		Values and integrates the perspectives of diverse identities, cultures, styles and groups into the organisation's work and systems.	

After Holvino (1998)

Holvino's model suggests that organisations go through six phases when moving from monocultural, an exclusionary organisation where the values of one group, culture or style are dominant, to multicultural, an inclusive organisation where the values of diverse people are valued and contribute to organisational goals and excellence.

In the **exclusive** first phase, organisations base their processes on one cultural group's norms and values and openly advocate for the privileges of that group. In

the second **passive club** stage, organisations are based on one cultural group's informal rules, systems and ways of doing things and only admit those who are similar or closely fit the dominant group.

In the **compliance** stage, organisations are passively committed to include members of non-dominant groups, but don't make any changes in the organisation to include these different groups. In the **positive action** stage, organisations are actively committed to include members of non-dominant groups, making efforts to attract them and be tolerant of the differences they bring.

In the **redefining stage**, organisations try to include all differences and to change the subtle and not so subtle barriers to inclusion in norms, practices, relationships, structures and systems. There may be acceptance of differences but not full "utilisation" as members of both dominant and non-dominant groups are still learning to deal with differences. At the ideal stage, **multicultural**, organisations seek and value all differences, develop the systems and work practices that support members of every group to succeed and contribute fully to the organisation.

The following researchers (Arredondo, 1996; Cross, 1992; Jackson & Hardiman, 1994; Katz & Miller, 1988; Loden, 1996; Miller, 1998; and Thomas, 1992) proposed the following five-step process in the organisational development approach. The steps are:

➢ *Preparing for the initiative* – involves securing leadership support and involvement; developing an initial action plan, developing the strategic organisational imperatives. Communicating the intent of the initiative, allocating resources, assigning responsibilities and framing the initial task are the most important elements of laying the groundwork for a diversity effort.

➢ *Assessing needs through data collection* – Cultural audits, employee surveys and focus groups are typical interventions or activities that help an

organisation gather information about which aspects of diversity should be explored given the strategic imperatives. The purpose of the data analysis and feedback process is to connect interrelated themes into a meaningful picture that suggests important areas of need and change goals. The MCOD model helps define the diversity change goal by providing a framework to interpret the data collected into a picture of the current level of multicultural development.

➢ *Developing a strategic plan* – A well developed strategic plan guides a diversity initiative by: a) informing the organisation about the importance and flow of the change effort; b) defining goals for management and targets of change; c) providing a structure, clarity and accountability for the initiative; and d) linking the effort to the competitive advantage and gains that will be derived from the initiative. Arredondo (1996) states that the strategic plan is *'the document that can reflect the goals and actions that will respond to concerns and recommendations that emerge from needs assessments and other relevant sources."* Loden (1996) suggests that the strategic plan must also take into account knowledge gathered from the behavioural sciences about how innovations are adopted in organisations.

➢ *Implementing the plan of interventions* – The type of interventions, activities and programs to be selected, the timelines and sequence of events, who will participate, what their roles will be, in which locations and at what organisational levels different interventions will take place are the essence of the implementation plan. Regardless of the specifics, the key enablers of a strategic plan are communication, credibility and accountability (Arredondo, 1996). Thus, the key aspect of implementing a strategic plan is defining communication and rollout strategies, assigning responsibilities to credible members of the organisation, and identifying clear targets of change and measures of success for different organisational members and divisions. The need exists to emphasise the importance of visible leadership from the top, engagement of middle managers responsible for operations, and involvement of "everyday" leaders – "seed carriers" – who will lead the effort through

everyday activities and work practices (Senge, 1990; Meyerson & Scully, 1999).

➢ *Monitoring and evaluating* – Monitoring refers to being sure that what is planned is being accomplished. Monitoring the representation, advancement and retention of diverse groups is the most common method of assessing diversity efforts. Evaluating refers to determining the impact and results of planned interventions. When goals and expected outcomes have been made clear during the initial planning process and data has been collected that can serve as a base-line to assess change over time, evaluation is easier to implement, because it provides its own measurements of comparison for before and after the interventions. Specific evaluation methods that can be used are: program evaluations, such as evaluation of training or career development programs; organisational surveys to assess workplace climate (Kossek & Zonia, 1993), benchmarking with other organisations for comparison purposes etc. It is important to note that not paying attention to the monitoring and evaluation step in the process of developing a diversity initiative can undo important progress made and sends a message that diversity is not as serious as other organisational goals.

Some advantages identified (Chesler, 1994; Jackson & Holvino, 1988; Katz & Miller, 1988, Miller & Katz, 1995) with the organisational development approach are:

➢ Provides a clear focus to the change effort.

➢ Similar to other planning processes commonly used in organisations and thus more familiar.

➢ Is management driven.

➢ The logical and deliberate pace of change promotes a certain amount of organisational security amidst potentially threatening change.

Some disadvantages of the organisational development approach are:

➢ Unforeseen organisational changes, such as top leadership shifts, restructuring etc. can derail the initiative.

➢ Should not rely heavily on educational programmes, policy changes as a way of changing the organisational culture.

3.4.5.2 <u>Action Research and Collaborative Approaches</u>

Action research is a collaborative approach to organisational changes that focuses on joint inquiry and learning between internal and external change agents (Greenwood & Levin, 1998; Rapoport, 1970; Whyte, 1991).

Rapoport (1970) provides the following definition:

"Action research aims to contribute to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework."

Action research usually proceeds with the following seven phases (Merill-Sands et al. (1999a, 1999b); Greenwood & Levin, 1998; Whyte, 1991).

➢ *Entry and set-up* – the inquiry and change goals are agreed upon and internal and external research collaborators develop an initial design and "contract" to collect information.

➢ *Data collection and inquiry* – information is collected through interviews, focus groups, surveys and other mechanisms

➢ *Analysis* – the data are assembled, summarised and organised according to identifiable patterns.

➢ *Feedback and action planning* – the analysis of data is shared with the organisation in order to develop a joint interpretation, identify change goals and develop action plans.

➢ *Implementation and experimentation* – actions agreed upon are implemented and organisational experiments to support the change goals are conducted.

> *Monitoring and evaluation* – data are collected to assess the impact of the change initiatives and experiments.
> *Learning, adaptation and experimentation* – this process initiates another cycle of action research, engaging the organisation in a continuous and iterative process of inquiry and change.

Because collaborative approaches to change are more fluid and are planned in distinct cycles of inquiry, analysis and implementation, Holvino (2000) suggests that an action research approach to diversity may be more appropriate than long-term and more traditional organisational development approaches. This is more so for social change organisations where more stakeholders expect to participate in key organisational decisions, where human and financial resources are scarcer, and where changes in the external environment such as donors' priorities or national politics are less predictable and more frequent (Holvino, 2000).

Although less is published on action research and collaborative inquiry approaches to diversity initiatives, Cumming & Holvino (1997) and Merrill-Sands, Fletcher, and Acosta, (1999a) and Merrill-Sands, Fletcher, Acosta, Andrews, Harvey, (1999b), provide two concrete examples (see example one and two) from the practice of collaborative action research with a multicultural board development intervention and a gender-equity initiative.

EXAMPLE ONE (Cumming and Holvino, 1997)

BEC: An example of collaborative inquiry with a social change organisation	
BEC is a small organisation whose mission is to advocate on a variety of social issues that affect a very diverse community with a high population of immigrant in the heart of a major USA city. A multicultural board made of representatives of the key groups in the community and an executive director, a white bilingual male, manage the affairs of the organisation with a skeleton staff of part-time staff and community volunteers. Consultants were enlisted to assist the board of directors in becoming more sensitive and effective at managing the cultural, language and class differences among its members. The monthly board meetings were conducted in English and simultaneously translated into three other languages – Portuguese, Spanish and Khmer. The board was having trouble working effectively, yet recognised the importance of learning from, and finding better ways of working with, their very rich and representative social differences. A collaborative inquiry approach was agreed upon. Videotape was made at a regular board meeting. After the meeting, board members attending the meeting were asked to identify at least one problematic moment they had observed in the meeting and to assess the effectiveness of the meeting using a short evaluation form. A problematic moment is a moment when the group has the opportunity to creatively struggle with its differences and solve a particular problem.	An edited 15-minute version of the videotape was produced containing four problematic moments, which were identified in the course of the two-hour meeting. The tape was shown to the board during a one-day retreat. Analysis of each moment helped the members assess strengths and areas of improvement in the way the board managed itself and its differences. Based on the assessment and discussions, the group drew up action plans designed to improve the board's work and multicultural relations. As a result of the analysis of the problematic moments, the following sustainable improvements were brought to the operation of BEC's board. • Responsibilities and roles were clarified and an internal board structure was set-up consisting of: a community outreach committee; a program/staff committee; and a financial/fund raising committee. • A glossary of multicultural terms used frequently by board members was produced. Interpreters now sit behind, not next to, people receiving interpretation. • The board members worked on improving their meeting skills and developed multicultural norms for their meetings. The board now meets every month to discuss 5 to 6 issues instead of every two months with 10 to 12 issues. • Experience board members began mentoring new board members on key issues affecting the community.

EXAMPLE TWO – [Merill-Sands et al. (1999a, 199b)]

Action research project on gender equity and organisational effectiveness at the Centro International de Mejoramiento de Maiz y Trigo (CIMMYT)

CIMMYT, an international agricultural research center headquartered in Mexico, had a strong norm in its organisational culture that valued individual achievement and tangible products, such as new plant varieties. This norm resulted in the undervaluing of "support" work done by scientists in disciplines such as biotechnology, pathology, economics, as well as by administrative staff and technicians. This had direct gender consequences, since higher percentages of women were in these roles. It also had consequences for effectiveness, since CIMMYT was seeking to strengthen systems-orientated research, move to a project-based team approach, as well as reinforce its capacity in biotechnology.

This was one of the issues revealed through a three-year action research project undertaken by the Center to improve gender equity. CIMMYT chose the action research approach because it was interested in exploring the more subtle aspects of how gender inequities are manifest in organisational structures, systems, work practices and cultural norms. Moreover, the approach explicitly linked gender equity with organisational effectiveness concerns and this served to galvanize broad support and energy to undertake change.

A team of action researchers designed the project in collaboration with a Task Force comprised of staff from diverse parts of the organisation. The research team interviewed more than seventy staff from various backgrounds, workgroups and levels. The researchers then developed a cultural analysis. The analysis focused on deep-seated norms in CIMMYT's culture that had been beneficial to CIMMYT in the past but were now hindering its ability to move towards its new strategic objectives and to develop a more gender equitable work environment.

Examples of the types of norms identified include the undervaluing of "support" cited above, and the persistent valuing of hierarchy as the best way to get things done despite the organisation's commitment to move to a team-based structure.

The researchers presented their analysis to the entire staff and conducted several days of workshops. Staff had the opportunity to work with the analysis, develop it further, and identify critical leverage points for change. This collaborative process unleashed a tremendous amount of energy as staff engaged in designing change projects and action steps. A participatory method was used to set priorities among the many change proposals generated.

CIMMYT decided to focus energy and resources on six change experiments. Some of these, such as strengthening communications between senior management and staff, addressed long-standing problems in fresh ways. Others, such as developing a 360-degree performance appraisal system to give better recognition to collaborative and facilitative work behaviours, were new proposals to address newly understood issues. All the change experiments we redesigned to "interrupt" the negative effects for equity and effectiveness of the norms surfaced through the analysis.

In the end, four of the six proposals were implemented, monitored, adapted and evaluated. Important changes were incorporated into core work and management processes at the Center. While the process was not easy nor straightforward, follow-up evaluations indicate that the changes have indeed helped CIMMYT to reposition itself strategically, become more effective, and develop a work environment that better supports the productivity, job satisfaction, and career opportunities of women, as well as men, and of diverse staff in general.

Some advantages of the action research and collaborative inquiry are as follows: (Cumming & Holvino, 1997)

➢ Involves many stakeholders in the stages of the change effort, thus generating energy and commitment
➢ Develop internal capacity by increasing knowledge and skills of internal change agents
➢ Promote organisational dialogues, which help identify and surface deep norms affecting equity and effectiveness and the practices that reinforce them
➢ Generate less resistance than top-down approaches because they tend to involve those likely to be affected by the changes
➢ Provide access to important information rapidly

Some disadvantages of the action research and collaborative inquiry are as follows: (Cumming & Holvino, 1997)

➢ It may be difficult to get leadership commitment and resources because specific outcomes are not predictable or set at the beginning of the initiative
➢ The participatory process may generate too many agenda items and create unrealistic expectations about change throughout the organisation
➢ The unbounded nature of the process requires on-going negotiation
➢ Lack of grounding in the culture of the organisation and an established long-term relationship with the organisation and its leadership may hinder the on-going viability of the initiative.

3.5   IMPACT OF DIVERSITY ON ORGANISATIONAL EFFECTIVENESS

Organisations in Europe and the US have recognised the impact of, for example, their populations in the form of ethnic minorities, women and disabilities. Consequently, they have put in place policies that protect such diversity or have adopted the managing diversity discourse (Dass & Parker, 1999; Cassell, 1996; Lawrence, 2000; Woodhams & Danieli, 2000. There is recognition that managing diversity as one of the approaches that further equal opportunities might be a mechanism for improving organisational effectiveness (Cassell & Biswas, 2000).

Cassell and Biswas (2000) point out that successful management of diversity is a key element for those interested in the practical application of strategic human resource management. Further, an organisation that manages diversity effectively might gain a strategic or competitive advantage.

The results of research on heterogeneity in-groups suggest that diversity offer both a great opportunity for organisations as well as an enormous challenge. On the one hand, some research suggests that more diverse groups have the potential to consider a greater range of perspectives and to generate more high quality solutions than less diverse groups (Hoffman & Maier, 1961; McLeod & Lobel, 1992; Watson, Kumar & Michaelsen, 1993; McLeod et al, 1996; Nyambegera, 2002). On the other hand, the greater the amount of diversity in a group or an organisational subunit, the less integrated the group is likely to be (O'Reilly, Caldwell & Barnett, 1989) and the higher the level of dissatisfaction and turnover (Jackson et al., 1991; Wagner, Pfeffer, & O'Reilly, 1984). Diversity thus appears to be a double-edged sword, increasing the opportunity for creativity as well as the likelihood that group members will be dissatisfied and fail to identify with the group. Organisational performance is seen to depend more on effective utilisation of human capital rather than on physical capital (Reich, 1991). This is because technological and other material resources, in spite of their importance, are generated by the industrious and creative efforts of people.

3.5.1 <u>POSITIVE EFFECTS OF MANAGING DIVERSITY</u>

A properly managed diversity program in an organisation could have the following positive outcomes:

3.5.1.1 <u>Costs</u>

Companies that manage a diverse workforce save money in defending grievances, complaints and lawsuits regarding discrimination and sexual harassment cases. Cost implications in managing diversity also occur in benefits and work schedules. A study showed that in a company that initiated an in-house child care facility, worker attitudes improved on six measures including

organisational commitment and job satisfaction. In addition, turnover declined by sixty-three percent (Youngblood and Chambers-Cook, 1984).

Greater use of flexitime work scheduling is another type of organisational accommodation to diversity. A recent study field experiment assessing the impact of flexitime use on absenteeism and worker performance found that both short- and long-term absence declined significantly. Three out of four worker efficiency measures also increase significantly (Kim & Campagna, 1981).

Cost savings of organisational changes should be judged against the investment, however, as shown above, data strongly suggests that managing diversity efforts have reduced absenteeism and turnover costs.

Research evidence relevant to cost implications of managing diversity on some dimensions other than benefit and work-schedule changes comes from a UCLA study of the productivity of culturally heterogeneous and culturally homogenous work teams. Among the heterogeneous teams some were more and some were less productive than the homogenous teams (Adler, 1986). The research suggests that if work teams "manage" the diversity well, they can make diversity an asset to performance. For example, all members should have ample opportunity to contribute and potential communications, group cohesiveness, and interpersonal conflict issues need to be successfully addressed. Alternatively, if diversity is ignored or mishandled, it may detract from performance (Cox & Blake, 1991).

3.5.1.2 Recruiting and retention of key staff

Attracting and retaining key employees from different demographic groups is the second "inevitability" –related competitiveness issue. As women and racioethnic minorities' increase in proportional representation in the labor pool, organisations must compete to hire and retain workers from these groups. Cox (2001) states that *"those organisations that are effective at attracting, retaining and using people from only one or two social-cultural groups will be at a disadvantage*

compared to those that are equally effective with people from a variety of backgrounds." Carr-Ruffino (1999) states that *"in order to retain qualified employees, they want their individual and groups needs recognised and met. They want control over their own destiny, to have a say in decisions that affect them, and more flexibility in terms of employment and rewards."* People are less likely to stay with employers who don't meet their needs.

Sustaining competitive advantage depends on optimizing valuable human resources. Companies that are better able to recruit, develop, retain and promote diverse employees have an edge. Talented people will be attracted to corporations that value their capabilities and will be more willing to invest themselves in productive activity if they believe they are treated fairly and that career opportunities are available.

3.5.1.3 Marketing

Markets are becoming as diverse as the workforce is. A representational workforce in several ways facilitates selling goods and services. A well-managed diverse workforce can facilitate selling goods and services to a diverse market in the following ways:

➢ The public relations value of being identified as an organisation that manages diversity well. Just as people, especially women and minorities may prefer to work for an employer that value diversity, they may also prefer to buy from such an organisation.

➢ Marketing efforts may gain from the experiences and perspective of a diverse workforce, which can be valuable in building sales. This can assist organisations in understanding cultural effects on buying decisions and in mapping strategies to act on them. For example, in the Chinese culture, values such as a tradition of thrift, and teenagers' deference to their parent's wishes in making purchases, have been identified as affecting consumer behaviour (Redding, 1991).

➢ Broadly representative employees can help create strategies to enhance customer relations when working with clients from diverse cultural

backgrounds (Carr-Ruffino, 1999; Cox, 2001). In some cases, people from a minority culture are more likely to give patronage to a representative of their own group. For at least some products or services, a multicultural salesforce may facilitate sales to members of minority culture groups.

3.5.1.4 <u>Creativity and Innovation</u>

Kanter's (1983) study of innovation in organisations revealed that the most innovative companies deliberately establish heterogeneous teams to "create a marketplace of ideas, recognising that a multiplicity of points of view need to be brought to bear on a problem." Kanter also specifically noted that companies high on innovation had done a better job than most on eradicating racism, sexism and classism and, tended to employ more women and racioethnic minorities than less innovative companies.

In diverse groups creativity increases, as the people in the groups have a broader range of ideas to choose from. This enhances organisational activities, such as process improvement, advertising, product design and quality improvements (Carr-Ruffino, 1999; Cox, 2001; Vernon, Bergman, Bowler, Engel, Zelno, Rentsch & Woehr, 2003).

Attitudes, cognitive functioning, and beliefs are not randomly distributed in the population, but tend to vary systematically with demographic variables such as age, race and gender. Therefore, an expected consequence of increased cultural diversity in organisations is the presence of different perspectives for the performance of creative tasks. In addition, employees who feel valued and supported by their organisations tend to be more innovative (Jackson, May & Whitney, 1995).

An experiment compared the creativity of teams that were homogenous on a series of attitude measures against teams with heterogeneous attitudes. Problem solution creativity was judged on originality and practicality. Results indicated that as long as the team members had similar ability levels, the heterogeneous teams

were more creative than the homogenous ones' (Nemeth, 1986; Triandis, Hall & Ewen, 1965). If people from different gender, nationality, and racioethnic groups hold different attitudes and perspectives on issues, then cultural diversity should increase team creativity and innovation.

3.5.1.5 Flexibility of Organisation

Cox (2001) advocates that in organisations where there is diversity, their ability to adapt and accommodate diversity should lead to greater organisational flexibility.

Cox and Blake (1991) identified two primary ways that managing diversity contributes to organisational flexibility.

➢ Managing cultural diversity may enhance organisational flexibility by enabling the broadening of policies and procedures, and operating methods become less standardised. The organisation becomes more fluid and adaptable. Importantly it is noted that if the organisation is successful in overcoming resistance to change in the difficult area of accepting diversity, it should be well positioned to handle resistance to other types of change.

➢ Studies on bilingual versus monolingual sub-populations from several nations show that compared to monolinguals, bilinguals have higher levels of divergent thinking and of cognitive flexibility (Lambert, 1977). Since the incidence of bilinguism is much greater among minority culture groups than the majority-white Anglo group, this research strongly supports the notion that cognitive flexibility is enhanced by the inclusion of these groups in predominantly Anglo workforces.

3.5.2 **NEGATIVE EFFECTS OF MANAGING DIVERSITY**

Even though, managing diversity is undertaken with only good intentions, some of the "unintended" negative effects have been identified and documented (Hansen, 2003) as well. Cox (2001) maintains that diversity management creates unnecessary costs for organisations. Hansen (2003) states that diversity management programmes are more successful with respect to gender rather

than racial and ethnic issues. Some negative aspects of diversity management on organisations is presented below:

3.5.2.1 Employment Costs

There is a belief that disabled employee' physical limitations cause them to miss work more than non-disabled workers, produce poorer quality work and drive up the costs of healthcare premiums (Thomas et al., 2004). These researchers also indicate that, employers have previously resisted hiring persons with disabilities partly because of the perception that these disabled individuals pose safety risks, increase health costs, have higher absence and lower productivity than non-disabled workers.

3.5.2.2 Older Workers

The cost associated with hiring and training older workers will outweigh the benefits of their employment (Thomas et al., 2004). They argue that, older people are perceived as producing lower quality work and they will not be in their jobs long enough to have any impact on the organisation.

3.5.2.3 Lack of commitment from women

Women are perceived as an economic risk as they are ill more often than men are and tend to quit their jobs once they marry or have children. It is believed that women face more work-family conflict than men do (Thomas et al., 2004). Women of childbearing age are more often regarded as more likely to leave their jobs than their male counterparts.

3.5.2.4 Employees feel devalued

This happens when people equate employment equity with affirmative action. Affirmative action is considered to have racist assumptions. It creates the impression that individuals are hired or promoted based on quotas or as a result of other AA policies, the individuals are perceived to be token appointments, and are not hired or promoted on performance or ability alone (Von Bergen, Soper &

Foster, 2002). These researchers found that women who believe that they were hired on gender rather than ability tend to devalue their own performance, and choose less demanding tasks and devalue other women in the organisation.

Researchers (Jones et al., 2000) have questioned whether the managing diversity discourse as emerged in the US, can be applied in the sub-Saharan African context? Africa is culturally diverse, not simply among black Africans and other minorities like Europeans and Asians but also among the various ethnic groups as well as between rural and urban Africans (Trompenaars & Hampden-Turner, 2000). Organisations in diverse communities could attempt a recipe of both equal opportunities and the new concept of managing diversity to increase organisational effectiveness and edge out a strategic advantage. Trompenaars and Hampden-Turner, (2000) acknowledge the ethnic diversity apparent in a country like South Africa that has a triple heritage and argue that all have a role to play which might lead to the evolution of a unique new "rainbow management" style generating a South African economic miracle.

Further, studies in South Africa have shown that an effective management culture is independent of ethnic group, pointing to the role of other factors. Molebatsi (1995) argues that dictates on social norms both within corporations and outside work life are extremely Eurocentric[G] and insensitive to what is African. He goes on to say " as we redefine our society, we are going to get it wrong because of our willingness to accept the terms of others for our redefinition." We have to accept that there will be a clash of cultural norms and need to facilitate learning, accommodation and flexibility on both sides. This doesn't mean that the so-called Western management strategies, theories and proven methods are redundant, but we need to be prepared to learn and soak up ideas about ourselves in South Africa and from others. But we also have *"to engage in a systematic process to find appropriate African practice"* (Molebatsi, 1995).

[G] Strong western and eastern influences (Molebatsi, 1995)

Having identified the positive and negative effects of managing diversity in organisations, it is now important to identify the "key success factors" in order to be able to measure the applicability of the chosen diversity programme within the relevant organization.

3.5.3.   <u>INDICATORS OF PROGRESS IN ORGANISATIONS MANAGING DIVERSITY</u>

To guide and instill momentum into the change effort, it is important to identify success indicators and develop realistic, but not complacent, measures of progress (Merrill-Sands & Holvino, 2000). This is essential for working with diversity in a way that responds to the organisational vision and to the social and cultural realities of the specific organisational context.

Research question three focuses on establishing whether, managing diversity will impact how effectively Mintek performs.

RESEARCH QUESTION THREE

Will managing diversity have any impact on organisational effectiveness at Mintek? Can measures be put in place?

Moorehead (1999) developed the following framework (Table 6) that displays indicators of diversity progress that can be adapted to specific organisational and national realities.

Table 6– Indicators of Progress in Effectively Managing Diversity

THE ORGANISATION IS WORKING CREATIVELY WITH DIVERSITY WHEN THE FOLLOWING ARE IN EFFECT.	
➢ Diversity strategies are integral to organisational strategies and objectives. ➢ Diversity is viewed as contributing to organisational effectiveness. ➢ Diversity is recognised as a long-term organisational investment that naturally involves complexity and constructive conflict. ➢ Managers take ownership for the strategy by setting visible goals and by serving as positive role models. ➢ People of diverse backgrounds work at all levels and departments of the organisation. ➢ Diversity is an explicit goal in recruitment strategies. ➢ There is equity in employment actions and systems ➢ Diversity is integral to the organisation's operating principles and values and these are recognised as driving organisational behaviour. ➢ Diversity objectives are set and met, from the top to the bottom of the organisation. ➢ Organisational issues and personnel grievances are resolved effectively, with active, appropriate input/participation from all levels. ➢ Employee issues are raised and heard with respect and honesty, and are resolved in an effective, timely manner.	➢ Information flows unencumbered to those who need it to work effectively. ➢ Expertise is trapped in strategic decision-making no matter where it resides in the organisation. ➢ Individuals hold themselves accountable for their actions. ➢ Managers are trained, assessed, held accountable and rewarded for managing people of diverse backgrounds effectively. ➢ Managers are rewarded for integrating diversity objectives and practices within their work initiatives and programs. ➢ The organisation is viewed by its employees, clients, and other stakeholders as an ethical player in its professional area and in the community where it is located. ➢ The organisation is viewed as a benchmark for best practices in diversity, by employees and by the public. ➢ The organisation's products and outputs reflect a broad and diverse client base and partner network. ➢ The organisation continually assesses and learns about the dynamics of diversity and their impact on the people and the work of the organisations.

Source: (Merrill-Sands and Holvino, 2000) adapted after Moorehead (1999)

3.6   DIVERSITY INTERVENTIONS

3.6.1   <u>STRUCTURAL, CULTURAL AND BEHAVIOURAL INTERVENTIONS</u>

Ragins (1995) identified three different types of change interventions that need to be addressed when undertaking diversity initiatives. These were identified as structural, cultural and behavioural. The key characteristic noted, is the synergy that needs to exist amongst all three types. For example, structural changes such as equitable performance and advancement systems may remove "glass ceiling barriers" to the participation of women in organisations, but if the culture of the organisation does not support the advancement of women and the individual behaviour of managers who promote them, the overall goal for change of gender equity will not be achieved (Acker, 1990; Kolb, & Merrill-Sands, 1998; Merrill-Sands, 1998; Meyerson & Fletcher, 2000; Thomas & Ely, 1996).

While these concepts for change are interrelated in a complex and mutually reinforcing way, one of the key challenges of a diversity initiative is to include the right mix of interventions that will maximise change by supporting or reinforcing each other (Ragins, 1995).

➢ *Structural interventions* – these addresses changes in the groupings of positions and departments in an organisation and in the formal systems that guide and control the work of the organisation. These changes require interventions which target the policies, practices and structures that support or hinder the goals of diversity such as recruitment practices, equal pay and benefits, work-family balance policies and achievement of proportional heterogeneity in positions across rank, departments and specialisation.

Cox (1993) proposed that structural integration of 'minority' group members in key positions, vertically and horizontally across the organisational hierarchy, is an important component of working with diversity effectively. Beside

providing easy access to decision-making and organisational power, structural integration may help reduce stereotypes and prejudice, provide important role models for the incorporation of other groups into the organisation, and diminish the dynamics of tokenism that frequently reduces the effectiveness of employees from non-dominant groups (Kanter, 1977; Ely, 1994).

Recruitment, advancement and retention programs usually accompany structural integration goals (Joshi & Merrill-Sands, 1998; Scherr & Merrill-Sands, 1999). These can include advising and mentoring, recruiting from new pools of talent, and setting up career development programs and career paths. These can also include changes in recruitment practice and reviewing jobs and job descriptions to focus on requirements as opposed to preferences (Joshi & Merrill-Sands, 1998; Scherr & Merrill-Sands, 1999). Other important processes and policies that should be looked at includes, flexible work schedules, part-time scheduling, compressed work week, job sharing and job rotation, pay equity policies, counseling services etc.

- ➢ *Cultural interventions* – these target the informal norms or "mental models"[H], that support or hinder the goals of diversity and that have differential impact on different groups in the organisation. Cultural change interventions address changes that alter the basic assumptions, values, beliefs and ideologies that define the organisation's view of itself, its effectiveness, and its environment.

  Many attempts have been made to study and characterise organisational cultures according to major traits exhibited such as power culture, a role culture, a support culture and an achievement culture (Harrison and Stokes, 1992. Cox (1991) suggests that the change goal is to develop a pluralistic[I]

[H] Mental models are "deeply ingrained images and assumptions…which we carry in our minds of ourselves, other people, institutions…like panes of glass, framing and subtly distorting our vision, mental models determine what we see and how we act. (Senge et al, 1994)

[I] Cultures that avoid assimilation and support the interdependence and preservation of sub-cultures in the organization (Cox, 1993).

culture *"characterised by tolerance for ambiguity, an acceptance of a wide range of work styles and behaviours, and the encouragement of diversity in thought, practice, and action."* The best way to achieve organisational culture change is to identify the informal practices and beliefs that make up the culture of the organisation; analyse the consequences of those beliefs and ways of being and doing, especially how they may impact different groups of employees; and then design and introduce small experiments to change the everyday practice that make up the organisational culture and which sustain the deep structure of beliefs that underlie it (Kolb & Merrill-Sands, 1999; Merrill-Sands & Fletcher, 2000; Rao et al, 1999a).

Various researchers (Kolb & Merrill-Sands, 1999; Merrill-Sands & Fletcher, 1998; Merrill-Sands et al, 1999b) have suggested that action research methods can be very effective for understanding an organisation's culture and the impact of specific cultural norms and assumptions on both diverse groups of people as well as on the organisation's performance. When applying an organisation development approach to diversity, a cultural audit[J] is frequently utilised. The purpose of a diversity cultural audit is to identify key elements or characteristics of the organisational culture and how these influence the treatment and success opportunities of members of different groups.

➢ *Behavioural interventions* – address changes in behaviours, attitudes and perceptions among individuals, between individuals, and among and between work groups that support or hinder the goals of diversity, especially those among peers and those of managers and organisational leaders. These behaviours include stereotyping, disrespectful interpersonal interactions, and

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[J]A cultural audit is a series of data collection activities to understand the cultural paradigms operating in an organisation. It usually involves studying the socialization of new members, analysing responses to critical incidents in the organisation's history, analysing artifacts, symbols, rites and rituals, beliefs, values etc. and jointly exploring the meaning of these and their impact on organisational climate and effectiveness (Chung, 1997).

group attitudes reflected in language use and humor, which whether subtle, intentional or not, have the effect of creating a hostile or undermining climate for minority group members (Merrill-Sands & Holvino, 2000). These behaviours are labeled as "micro-inequities" because they support exclusion and differential treatment towards some people in practices such as restricted information and feedback from supervisors and coworkers, inequitable delegation of tasks, and exclusion from informal social networks and peer support (Ragins, 1995; Cole & Singer, 1991).

A common intervention to address individual and interpersonal behaviour is education and training. While many organisations and consultants equate diversity with training programs, it should be emphasised that training is just one of the interventions that focus on changing individual behaviour and is limited to that level of change (Merrill-Sands & Holvino, 2000). For example, training cannot change organisational culture, except indirectly when a critical mass of people go through intense and successful training programs and become internal change agents that pressure the organisation to implement structural and culture changes (Merrill-Sands & Holvino, 2000).

Ellis and Sonnenfeld (1994) identify some of the advantages of training such as raising awareness about indirect discrimination and conferred privilege, providing voice to those who have been historically underrepresented, substituting knowledge and facts for myths and stereotypes about coworkers, and sending a message that diversity is an important initiative throughout the organisation.

Ill-designed and inappropriately conducted training may do considerable harm to diversity efforts if they tend to create additional stereotypes if the content is too simplistic, or they can alienate dominant groups if the process of training

is perceived as favoring some groups at the expense of others (Merrill-Sands & Holvino, 2000).

One important note of caution with behavioural change interventions is that they may rely too much on "fixing the people" (Smith et al., 1989) or "equipping the minorities" (Kolb et al., 1998) ignoring the systemic structural and cultural factors that influence individual and group behaviour.

3.6.2 <u>**BEST PRACTICES**</u>

The field of diversity management continues to evolve, and as organisational leaders report, it has a broad future as long as human differences intersect with business goals.

Effective diversity efforts require a multilevel approach that includes structural, cultural and behavioral change and a variety of specific interventions that reinforce and augment each other.

Morrison (1993) summarised the ten most important diversity interventions identified in her benchmarking research with corporations in the United States. They are assigned in the order of importance:

➢ Personal involvement of the top management and organisational leaders;
➢ Recruitment of diverse staff in managerial and non-managerial positions;
➢ Internal advocacy and change agent groups;
➢ Emphasis on collection and utilisation of statistics and diversity organisational profiles;
➢ Inclusion of diversity in performance appraisal and advancement decisions;
➢ Inclusion of diversity in leadership development and succession planning;
➢ Diversity training programs;
➢ Support networks and internal affiliation groups;
➢ Work-family policies;
➢ Career development and advancement.

Arredondo (1996) proposed the following guidelines of best practices for diversity management:

➢ Develop business rationale for diversity.

➢ Educate senior managers so that they can develop and support the business rationale.

➢ Customize your diversity management approach so that it will not create culture chock but rather is respectful of the organisational cultural norms.

➢ Commitment should come in the form of leadership, participation of representative workforce, and dedicated human and financial resources.

➢ Individuals charged with responsibility for diversity management must be knowledgeable, credible, and well grounded personally and professionally.

➢ Building knowledge through audits, benchmarking, and other sources is essential to the development of a relevant strategic plan.

➢ Diversity-driven goals and strategies can be centralised or driven through business units and departments.

➢ All strategies should be evaluated intermittently.

➢ Training and education must be linked to business goals and practices.

➢ Some type of formal evaluation to measure impact and institutionalisation should take place at the end of the second year of an initiative.

➢ Modification of strategic goals and strategies is inevitable.

➢ Changes must be made in systems, policies, and procedures that impact the workforce.

➢ Visibility must be given to the initiative within and outside of the organisation to reinforce credibility.

Reichenberg (2001) identified eight areas of best practice in terms of diversity management.

• Diversity is a process that is an integrated, ongoing and measurable strategy.

- A central body outlines the requirements and then each department develops its' own plans tailored to its specific needs.
- Diversity training is provided throughout the organisation, and diversity is incorporated into mentoring, leadership training and performance measurement systems.
- Continuous audits of workforce composition monitor progress.
- Affirmative action, as a component of diversity management, compels the formulation of goals and efforts to meet them
- A review committee establishes policies, provides advice, reviews and approves plans, and monitors progress.
- Recruitment, development and retention strategies are linked to organisational performance
- Measurable criteria are used to evaluate success at individual and departmental levels (Reichenberg, 2001).

Thomas, RR (1990) provided the following ten guidelines to effective diversity management.

- *Clarify your Motivation* – Many executives are unclear about why they want to learn to manage diversity. Some common reasons include, legal compliance, community relations, social and moral responsibility to employ minorities and women. Others want to placate an internal group or pacify an outside organisation. Even though these are not "bad" reasons, considering the nature and scope of the challenges that organisations face today, it would seem that business reasons are the most dominant in wanting to manage the diversity in your organisations.
- *Clarify your Vision* – The vision to hold in your imagination and to try and communicate to all managers and employees is an image of fully tapping the human resource potential of every member of the work force. This vision

sidesteps the question of equality, ignores the tensions of co-existence, plays down the uncomfortable realities of difference, and focuses instead on individual enablement. It assumes a diverse work force that includes them and us. It says, *"Let's create an environment where everyone will do their best work."*

- *Expand your focus* – Managers usually see affirmative action and equal employment opportunity as centering on minorities and women, with very little to offer white males. The ideal diversity includes not only race, gender, creed, and ethnicity but also age, background, education, function, and personality differences. The objective not to assimilate minorities and women into dominant white male culture but to create a dominant heterogeneous culture.

While organisation-wide interventions such as training programs and support networks are an important part of a diversity change initiative, diversity initiatives must also include interventions that address the needs and opportunities of work within specific work units; for example, conducting a multicultural team-building intervention with a virtual project team. It is often in the smaller work units that experiments can be designed and tested. Innovations can then be dispersed throughout the organization (Merrill-Sands et al., 1999a; Meyerson & Fletcher, 2000.

3.6.3 <u>PROPOSED "MODELS" FOR MANAGING DIVERSITY</u>

3.6.3.1 <u>A Change Model for Diversity</u>

Cox (2001) was of the opinion that an effective change effort should include all elements depicted in Figure 2. He further intimated that change effort cycles through all these elements and is continually assessed and refined over time in a process of continued loop learning.

- ➢ *Leadership* – Cox (2001) stated that leadership is regarded as central to any change effort, without it the organisation lacks direction. Leadership is

regarded as *"behaviour that establishes direction or a goal for change (a vision), provides a sense of urgency and the importance of the vision facilitates the motivation of others and cultivates necessary conditions for the achievement of the vision."* (Cox, 2001)

➢ *Research and measurement* – In the context of organisational change, measurement means the use of research to keep record of the progress of a change initiative. Cox (2001) regards research as a purposeful collection of data by which we can answer questions about some environmental element or phenomenon. Cox's model suggests that successful organisational change work must be well informed by relevant data, with results being systematically measured at intervals during the process.

➢ *Education* – Education helps people to learn new information and skills in order to survive in the changing world of work (Cox, 2001). Any change effort brings with it an element of learning.

➢ *Alignment of management systems* – Cox (2001) describes management systems as "any organisational policy, practice, rule or procedure." This also addressed the major human resources activities like recruitment, promotion and development. All these systems must be aligned with the goals of leveraging diversity. In order to achieve this alignment of systems there is a need for a fairly deep understanding of diversity and its effects.

➢ *Follow up* – This component involves implementing action, establishing accountability for results and capturing and recycling the learning so that the action steps become more precise. This component is linked more to the research component (Cox, 2001). The model proposed by Cox (2001) could be used in organisations that intend implementing diversity management strategies. Cox's model indicates that it all starts with the leadership of the organisation for the diversity initiative to work. Then the focus has to be on assessment of the current state of the organisation, an intervention involving education about the change-taking place becomes necessary. Following this

intervention there needs to be an alignment of systems to the intervention and finally a follow up or monitoring system needs to be in place to monitor the change.

FIGURE 2 – CHANGE MODEL FOR DIVERSITY

LEADERSHIP
- ♦ Management philosophy
- ♦ Vision
- ♦ Organisation design
- ♦ Personal involvement
- ♦ Communication strategy
- ♦ Strategic integration

FOLLOW UP
- ♦ Accountability
- ♦ Continuous improvement
- ♦ Reporting process for performance results
- ♦ Knowledge management program

RESEARCH INSTRUMENT
- ♦ Preliminary diagnostics
- ♦ Comprehensive culture assessment
- ♦ Baseline data
- ♦ Benchmarking
- ♦ Measurement plan

ALIGNMENT OF MANAGEMENT SYSTEMS
- ♦ Work schedules and physical environment
- ♦ Orientation
- ♦ Recruitment
- ♦ Performance appraisal
- ♦ Compensation and benefits
- ♦ Training and development
- ♦ Promotion

EDUCATION
- ♦ On managing change
- ♦ Development of In-house expertise
- ♦ Modification of existing training
- ♦ Address all three phases of the learning process

Source: Tjale (2005) - Adapted from Cox (2001)

3.6.3.2 <u>Diversity management using an integrated model</u>

The model developed by Gilbert, Stead and Ivancevich (1999) is an integrative model that integrates components of existing models with interview data and anecdotes from actual business practice. This model is presented in Figure 3.

The above model suggests that specific factors are responsible for positive diversity results. This model suggests that Chief Executive Officer (CEO) initiation and continuation leads to transformation of the human resource function, positive individual level outcomes for minority and majority individuals, and positive attitudes towards diversity. Benefits of effectively managed diversity, in turn, affect important organisational outcomes.

➢ *CEO initiation and continuation* – Gilbert et al. (1999) regard organisations that view-valuing differences as a total cultural change rather than an isolated component of organisational policy designed to satisfy governmental mandates as diversity leaders in the industry. CEO's of these organisations believe that diversity management makes sense both from a perspective of justice and a perspective of improving bottom line. An example would be the diversity initiatives at JC Penny and Xerox. The transformational leadership skill of both these CEO's acted as catalysts to organisation change. Both companies incorporated diversity related goals into their mission statements and strategic plans. While these CEO's were proactive towards diversity, other CEO's who now advocate valuing diversity as a corporate goal, came to that realisation as a result of legal battles (Gilbert et al., 1999).

FIGURE 3 – AN INTEGRATIVE MODEL FOR EFFECTIVE DIVERSITY MANAGEMENT

TRANSFORMATION OF HR FUNCTION

- Career planning
- Mentoring
- Recruitment
- Compensation
- Accountability through appraisals
- Education/Awareness
- Family friendly policies
- Diversity councils

ORGANISATIONAL OUTCOMES

- Profit
- Market share
- Stock price

INITIATION AND CONTINUATION

- CEO continuing involvement
- Moral persuasion
- Mission statement and strategic plan

ORGANISATIONAL BENEFITS

- Better decision making
- Representation of qualified minorities
- Retention of qualified minorities
- Business with diverse & multicultural customer base
- Product line development

INDIVIDUAL LEVEL OUTCOMES

- Penetration of glass ceiling
- Integration
- Organisational attachment
- Psychological dissonance

PUBLIC RECOGNITION

- OFCC award
- Glass ceiling commission award
- Regional and local awards

ATTITUDES TOWARDS DIVERSITY

- Acceptance
- Appreciation of differences
- Multiculturalism

Source: Gilbert, Stead and Ivancevich (1999)

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➢ *Transformation of the human resource function* – Gilbert et al. (1999) model, indicates that structural organisational changes are inevitable with diversity management, especially with regard to the human resource function. One or two-day diversity training programmes are insufficient to create the culture change necessary for minorities to be fully integrated in the workplace (Gilbert et al., 1999). Under the umbrella of diversity management, the entire personnel systems are modified to promote employee inclusion (Gilbert et al., 1999).

➢ *Individual level outcomes and attitudes toward diversity* – One of the reasons for diversity management is the integration of employees within the workplace. Jackson and Ruderman (1995) argue that integration is based on valuing differences, as opposed to assimilation, which results from organisational compliance. They further suggest that assimilation of diverse employees may actually be dysfunctional, resulting in an inability to attract and retain qualified people. Taking care of all people in a way that values them as individuals and values the special contributions that they make is integral to engaging all people as valued and contributing members of the business team.

➢ *Organisational outcomes and public recognition* – The visionary stance of CEO's committed to diversity has manifested itself in award winning programs and in national recognition of diversity leaders. Xerox was the first recipient of the Glass Ceiling Commission award for diversity and excellence in American Executive Management. Pfeffer (1995) indicated that it might have been too early to assess long term benefits of these awards and honors, as widespread positive public recognition will likely be associated with increased sales, and a perception that winners have obtained a source of competitive advantage.

➢ *Ethical outcomes* – Both the corporate mission statement and the code of ethics can be a valuable source for building an ethics screen, management needs to make a conscious effort to use ethical decision making, as words without action will not bring about diversity management (Gilbert et al., 1999).

3.6.3.3 <u>A proactive approach to managing diversity</u>

The model (Figure 4) proposed by (Motwani, Harper, Subramanian & Douglas, 1992) explain how a manager can successfully implement a program of recruiting and managing a diversified workforce.

In the first phase of the model, the manager should develop a complete understanding of the labour resources available in the labour market and what exists in the organisation. The second phase focuses on understanding the short-term and long-term operational goals of the company and what types of jobs and skills will be required in the future to achieve organisational goals. The third phase is involved with setting both short-term and long-term goals to achieve a more responsive environment to the changes that are taking place. In the short-term, cultural awareness and AA goals should be aimed for, together with a drive to recruit women and minorities. In the long-term, the culture of the organisation must be changed to appreciate differences.

The fourth phase focuses on specific assignment of responsibilities, setting targets and deadlines etc. The last phase of this model involves an evaluation of the human resources department's management of the overall diversity management programme. The department must redesign its' programme for effectiveness (Motwani, Harper, Subramanian & Douglas, 1992).

FIGURE 4 – MODEL FOR MANAGING CULTURAL DIVERSITY

| STEP 1 Assessment: labor Force Awareness | → | External – National, state and local demographic status. Organisational – Demographic history, status and projections. Individual employees – Job status, skills |

| STEP 2 Strategic Planning | → | Identify short and long term goals. Review human resources requirements of these business goals. Identify human resources deficiencies. Establish goals to overcome deficiencies |

| STEP 3 Programming | → | Initiate cultural awareness – focus groups, role-playing. Set short-term goals – Affirmative action. Set long-term goals – organisational cultural changes |

| STEP 4 Implementation | → | Make specific assignments of objectives. Set deadlines and review progress. Make managers accountable – "no excuses". Tie goals to performance evaluation of managers |

| STEP 5 Evaluation: Review Progress | → | Evaluate success or failure of corporate programme annually. Reward success and remedy problems, which caused failures |

Source: Motwani, Harper, Subramanian and Douglas (1992)

3.6.3.4 Model for cultural diversity

Rijamampianina and Maxwell (2002) developed a model (Figure 5) for managing culturally diverse organisations. While this model intimates that managers have attempted to initiate organisational changes in the structures and policies of the organisation, it suggests that it can be more effective if the managers focused on the organic processes.

This model focuses on four interrelated organisational activities i.e. interaction, motivational, visioning and learning.

➢ *Interaction process* – this refers to the process by which employees have their views of the world, by which they generate an understanding of their colleague's assumptions, attitudes and values and their mental model. This sharing tends to generate mutual respect, constructive conflict and trust.

➢ *Motivational process* – Employees are affected by various internal and external motivating forces, which cause them to act and think as they do, under various circumstances. In multicultural organisations, people's motivational patterns differ more than in monolithic situations.

➢ *Visioning process* – this assists all employees in defining and redefining the essential purpose of the organisation in such a way that it generates a level of understanding of the vision and a level of commitment in pursuing the vision. The visioning process can only be effective if the motivation and interaction processes are effective.

➢ *Learning process* – refers specifically to the learning related to the empowerment of employees in a manner critical to their success in meeting the challenges they face at work. The learning can be formal or informal, specific to a work task or more generic to the work environment.

FIGURE 5 – MODEL FOR MANAGING CULTURAL DIVERSITY
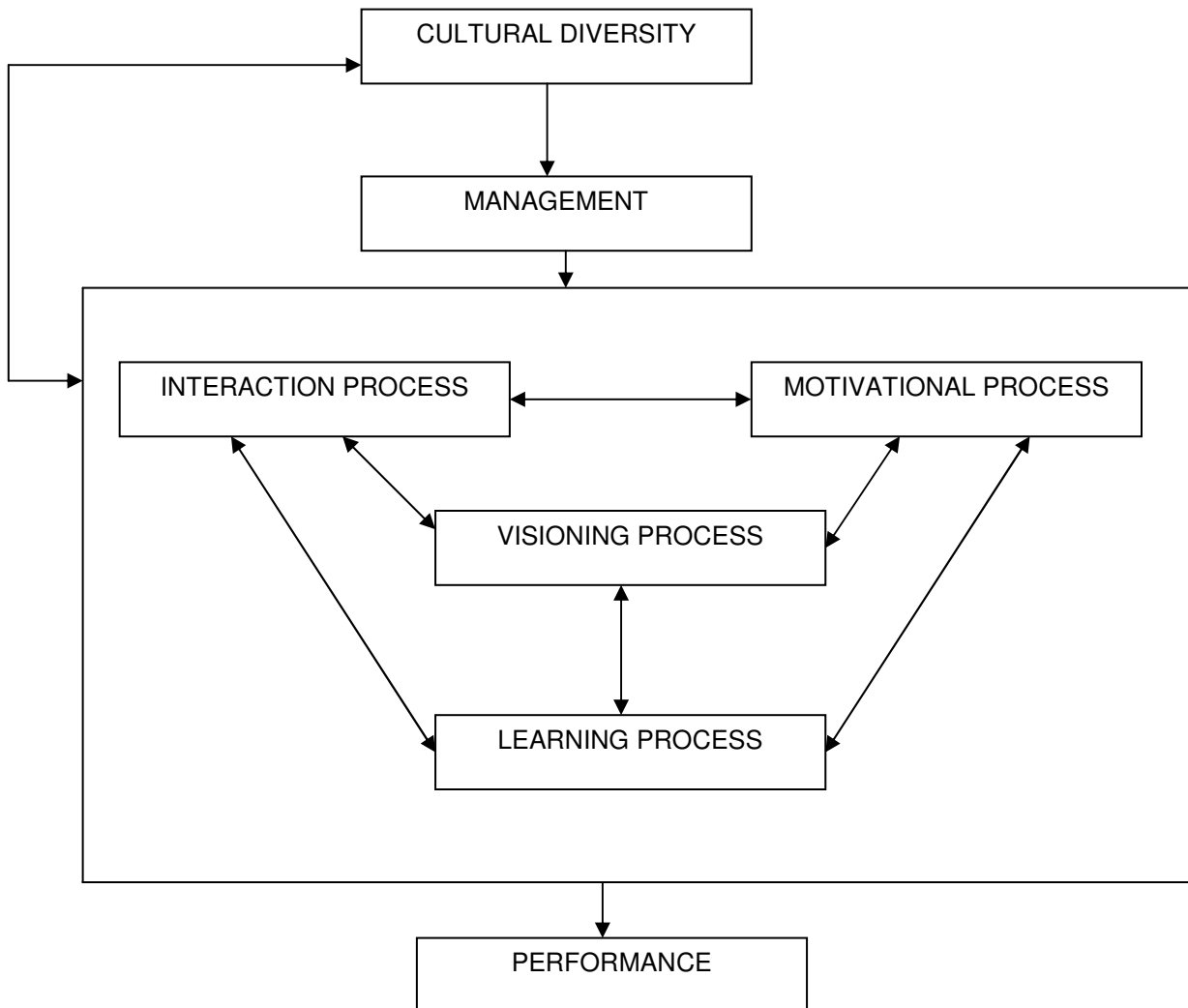
Source: Rijamampianina and Maxwell (2002)

Rijamampianina and Maxwell (2002) indicate that the four processes are interrelated and successful management of these process leads to high levels of organisational performance. In order to achieve high performance in any organisation, managers need to create organisations that (Rijamampianina & Maxwell, 2002):

➢ Share business successes and failures with employees (motivational process)

➢ Welcome and encourage the sharing of mental models (interaction process)

➢ Support the vision creation with employees (visioning process)

➢ Encourage core competence development.

The four models presented here denote that, the model by Motwani, Harper, Subramanian and Douglas (1992), emphasises the role of the manager in managing diversity, and the human resources division carries all the responsibility for the success of the programme. Models by Cox (2001), Gilbert, Stead and Ivancevich (1999) and Rijamapianina and Maxwell (2002) denote that in recent year's organisations attempting to manage diversity recognises the importance of leadership in the whole endeavour. Hence leadership initiates diversity management programmes and their consistent support programme is emphasised.

Research question four was proposed to fill any gaps that maybe prevalent in the diversity program implemented at Mintek.

RESEARCH QUESTION FOUR

Which aspects of the current diversity program at Mintek need to be adjusted/amended to improve organisational effectiveness?

3.6.4 <u>A PROPOSED CONCEPTUAL MODEL</u>

Recent years have seen South Africa being exposed to intense influence from both globalisation[K] and internationalisation[L]. Considering that South Africa is a complex mix of several cultures and subcultures, for historical reasons, there are numerous challenges presented by cultural diversity, including language, religion, race and gender issues.

The effect of applying affirmative action and employment equity within South African organisations has resulted in changes in workplace dynamics and people behaviours. The result of these changes has been the creation of both more culturally diverse management teams and more culturally diverse workforces (Khoza, 1994; Manning, 1997; Mgigi, 1997; Jacobson, 1999; Klein, 1999; Van de Westhuizen, 1999; Bennet, 2001, Elliot, 2001; Shapiro, 2001).

In light of this, to be able to manage the highly diverse South African workforce, managers need to understand cultural diversity and need to tailor make their management behaviour to suit the different contexts and people they are managing (Khoza, 1994, Avolio, 1995; Madi, 1995; Human, 1996a; Manning, 1997; Mbigi, 2000; Thomas & Bendixen, 2000; Ocholla, 2002; Booysen, Nkomo & Beaty, 2002; Booysen, 2005).

In South African organisations, there are, apart from the two apparently dominant cultures (Black and White), also Asians and Coloreds. In addition, other minority cultural subgroupings are sufficiently significant to be noted, such as English, Afrikaans, Portuguese, German and others in the White group, and among the Blacks and Asians, the different ethnic groupings. This diversity is further overlaid

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[K] Refers to the merging of historically distinct and separate national markets into one huge global marketplace (Hill, 2005)
[L] Refers to the fact that commercial organisations in Western and Eastern countries, may invest in business opportunities in Africa (Jackson, 2004)

by differences in gender, religion, language, politics, sexual orientation etc., all of which naturally influence cultural expression (Muendane, 1995; Booysen & Beaty, 1997; Mabaso, 1998; Prime, 1999; Mbigi, 2000; Bhorat, 2001; Booysen, 1999; Booysen, 2001; Ocholla, 2002; Booysen, Nkomo & Beaty, 2002; Booysen, 2005; Human, 2005).

The following researchers, Human (1991; 1996a; 1996b; 2005), Kemp (1994), Grobler (1996), Prime (1999), Mbigi (2000), Thomas and Bendixen (2000) and Booysen, Nkomo and Beaty (2002) have pointed out that if a workforce is diverse, cultural diversity needs to be managed specifically in order for organisations to function optimally. Bearing this in mind and taking into consideration all viewpoints on managing diversity, in particular, cultural diversity, a conceptual model (Figure 6) is proposed for managing diversity within Mintek (a science council in South Africa).

The researcher strongly believes that "multiculturalism" of the South African organisation warrants an approach to diversity that is initiated by firstly "understanding" the culture that presently exists and then planning a process based on those results.

The model proposed (Figure 6) comprises four phases and three outcome levels. This model has been devised and is based on what the previous four models (Cox, 2001; Gilbert, Stead & Ivancevich, 1999; Motwani, Harper, Subramanian & Douglas, 1992; Rijamampianina & Maxwell, 2002) considered as being relevant towards effectively managing and valuing diversity. This model is focused very seriously on the "African" context of organisations and their management.

3.6.4.1 Phase 1 – Cultural Audit

As Thomas (1992) aptly put it, *"you can't grow peaches on an oak tree…To grow peaches the roots must be peach friendly."* Therefore, in order to train employees to accept and respect diversity, these efforts will have greater impact within an organisation whose culture is diversity friendly (Chung, 1997).

Multiculturalism is a philosophy that applauds and values human diversity. Consequently, by creating an organisational culture that nourishes diversity, according to Loden and Rosener (1991), *"one creates an environment built in the values of fairness, diversity, mutual respect, cooperation, and understanding; where goals, rewards, performance standards, operating norms, and a common vision of the future guide the efforts of all employees."*

For those organisations committed to creating an organisational culture that nourishes diversity, the first step is to assess the existing organisation culture to determine its' flexibility to diversity efforts. The practical approach to compiling this information is to conduct an audit of the organisational culture.

With this information, you will become aware of the existence of, or lack thereof, of cultural elements of the organisation – philosophies, values, practices, norms and so on that may impede the existence of diversity. Plans can then be initiated to adjust/amend this impervious subsystems (Chung, 1997).

Drennan (1992) has indicated that utilizing the organization's human resources to conduct the cultural audit can prove to be an enlightening experience for the company. It makes clear to all organization members the importance of awareness at every level of the organization. It can also stimulate member's commitment to diversity as they become integral to a critical organisational project aimed at creating a culture in which diversity flourishes.

The audit should employ a combination of both qualitative and quantitative investigative instruments by way of an exploratory interview and a questionnaire. Secondary data i.e. company reports, newsletters, formal policies, financial reports etc. can also be used as a source of data for analysis of the culture of the organization. Using the methods of exploratory interview, questionnaires and content analysis (secondary data sources) in conjunction with each other allows for triangulation, a research methodology that most researchers strongly advocate for assessing culture in organisations (Mohan, 1993).

On completion of the cultural audit, the organization should be adequately knowledgeable about the propensity of the organisational culture to support any diversity initiative and what factors would be contributory towards its' successful implementation.

FIGURE 6 - PROPOSED CONCEPTUAL MODEL

CULTURAL AUDIT
- Questionnaires, focus groups and interviews
- Analysis of demographics over the years
- Organisational climate

PHASE 1

PHASE 2

LEADERSHIP
- Diversity vision and mission
- Strategic plan and objectives
- Communication strategy
- CEO commitment

HUMAN RESOURCES
- Review policies and processes
- Career planning
- Performance management system
- Mentoring
- Compensation systems
- Training and development

EDUCATION AND AWARENESS
- On managing change
- In-house expertise in change and diversity management
- Evaluation and modification of current training
- Focus groups, role-playing

PHASE 3

OUTCOMES ON INDIVIDUAL/TEAM/ORGANISATION LEVELS
- Integration competency
- Psychological contracts
- Commitment to organisation
- Personal development – glass ceiling penetration

OUTCOME 1

PHASE 4

MONITORING AND EVALUATION
- Continuous improvements
- Knowledge management

OUTCOME 2

ORGANISATIONAL BENEFITS
- Improved retention and recruitment of women and minorities
- Multicultural organisational climate that fosters inclusivity
- Better decision making and product/service orientation
- Maintain relations with diverse customer base

PERFORMANCE
- Profit
- Market share
- Achieving targets

OUTCOME 3

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3.6.4.2 Phase 2 – Leadership and Human Resources

Once the cultural audit is complete, the organization is well positioned to formulate the strategic plan for the diversity initiative. It is also suggested that the alignment of human resource policies and procedures should also be undertaken at the same time.

In terms of leadership, the general consensus among researchers is that leadership commitment is key to the success of diversity drives. Employees tend to be more open to transformation, if they can see the commitment from the top. It is proposed that, deciding on the leadership direction after completion of the cultural audit would be more effective in obtaining buy-in from top management, as the facts would be clear about how the organization is currently positioned with regard to diversity and its' management. Informed decisions can be formulated and implemented across the organization. The formulation and communication of the diversity strategy should be "driven" from the top in an open, transparent manner, across the organization.

With regard to human resources, all systems must be aligned with the goals of leveraging diversity. To be able to achieve this, there needs to be a good understanding of the culturalism within the organization and what needs to be adjusted/amended to achieve the levels of diversity being aimed for. Under the umbrella of diversity management, the entire human resource system will need to be evaluated and modified to promote employee inclusion (e.g. compensation, performance systems, mentoring, and succession planning etc. (Gilbert et al., 1999).

3.6.4.3 Phase 3 - Education and Awareness

Once the diversity strategy has been formulated and leader buy-in has been established and all human resource systems have been accordingly aligned, it is now necessary to prepare employees for the transformation that will be taking place. This should be achieved through education and awareness campaigns

aimed at diversity and the challenges that the organization faces. This process can be formal or informal, task related or more generic to the organization, verbal or based on written communication etc.

Both leadership and human resources should feed into the learning process to ensure that the specific tasks and objectives identified and set will be adequately achieved. Educating people assist them in learning new skills and provide them with information in order to survive in the changing work environment (Cox, 2001). Education and training must be designed to address behavioural change with specific attention to workplace goals. Training and education programs must be designed in the context of the particular workplace. The methodology used in one setting may be counterculture (and counterproductive) in another (Arredondo, 1996).

The format of the programs can vary from executive presentations to multiple-day training programs, retreats, panel discussions, large-group lectures etc. There exist numerous approaches to bring awareness, knowledge and skills into an organization or business, but it is important to align these programs with the organisational objectives and strategy for diversity.

3.6.4.4 Phase 4 – Monitoring and Evaluation

If an organization has spent time and money implementing a number of diversity strategies, it is only logical to examine what has changed, which strategies are working and which are not, and what can be learned from the process thus far. Evaluations can help an organization (a) identify enablers and barriers to overall success, (b) provide feedback about how to make strategies more effective, (c) inform planners of how different constituencies are responding to and participating in change-oriented endeavors designed to have a positive impact on personal empowerment and performance, and (d) discover possibilities for replication of the work being carried out by the initiative (Arredondo, 1996).

In the proposed model, there is a continuous link between the education and awareness in phase 3 to the monitoring and evaluation in phase 4. This is simply because, an evaluation can bring the process full circle, in that it affirms that the diversity management approach being implemented is facilitating the types of changes that are congruent with the organization's objectives and business rationale (Arredondo, 1996). It can also stop the entire process and require a restart to better alignment of objectives and initiatives. By having a continuous link with education and awareness, we ensure that any changes in strategic direction or objective attainment, in the realm of diversity, are immediately identified and the process of filtering to all parties concerned is in motion.

Evaluations should focus on measuring the indices of change and integration of new practices that benefit a diverse workforce. An evaluation should provide both subjective and objective feedback. Evaluations should be applied at all levels and can take the form of formative evaluations (at particular points in the initiative), summative evaluations (assessing the end product) or intervention-specific evaluations (occur at the end of a particular activity designed to promote change (Arredondo, 1996).

The planning for the monitoring and evaluation stage should be done at the initial stages of the project. The advantages of this is that there is, improved diversity direction; planning based on clear goals and measurable objectives; useful feedback from and to executive management throughout the duration of the project rather than just at the end; and measurement of change over the entire life of the initiative (Arredondo, 1996).

The proposed model presented in Figure 6 has also included the outcomes from the different phases. This is important in trying to understand how the diversity initiative affects the organization and its' employees.

3.6.4.5 Outcome 1 – Individual/Team/Organisational Level

The main purpose/intent with diversity management is to create and foster enhanced employee integration. According to Jackson and Ruderman (1995), integration will be sought, as employees are less willing to assimilate into a dominant organisational culture.

In the model, this outcome is directly linked to education and awareness. By improving the education and training of employees, there will probably be a higher intent towards integration across all functional levels, as there is clearer understanding and synergy amongst all about the direction the organization is heading for.

Dedicated education and awareness campaigns also contribute towards fostering a sense of trust and commitment among employees across organisational levels. This contributes to retaining talented and key individuals.

3.6.4.6 Outcome 2 – Organisational Benefits

A successful diversity initiative, which culminates in positive outcomes on individual, team and organisational level, will contribute positively (Gilbert et al, 1999) to the following:
➢ Improved retention and recruitment of women and minorities
➢ Multicultural organisational climate that fosters inclusivity
➢ Better decision making and product/service orientation
➢ Maintain relations with diverse customer base

3.6.4.7 Outcome 3 – Performance

It is natural to assume that if an organization possesses a culture of inclusivity where diversity is fostered and effectively managed, the implications for its' performance should be positive. This positivity should extend to improved market share, market positioning, profit-gained etc.

The proposed model advocates that a diversity initiative following this process will ultimately be positive for all stakeholders and contribute towards the sustainable advantage of the organization.

The proposed conceptual model is prepared as a generic solution that can be applied in any SA science council, bearing in mind the internal and external environments of the selected organization would need to be thoroughly understood in order to adjust the proposed model for applicability in that organization.

The following research questions should address the main problem and the subsequent sub-problems.

RESEARCH QUESTION ONE

Are there any significant differences in opinion across race, age, and gender categories with regard to diversity at Mintek?

RESEARCH QUESTION TWO

How does the thinking around diversity vary across the dimensions of race, gender and age, in relation to exposure to diversity at Mintek?

RESEARCH QUESTION THREE

Will managing diversity have any impact on organisational effectiveness at Mintek? Can measures be put in place?

RESEARCH QUESTION FOUR

Which aspects of the current diversity program at Mintek need to be adjusted/amended to improve organisational effectiveness?

An in-depth understanding of the perceptions and feelings surrounding diversity at Mintek is required in-order to adjust the proposed conceptual model (if required) to be effective within this organization. A comprehensive research and

evaluation of current processes is required in order to understand how the diversity programme should be structured for maximum advantage.

This chapter completes the literature review of the various issues surrounding diversity and the management thereof. The next chapter discusses the research methodologies and approach to the study.

CHAPTER FOUR
RESEARCH METHODOLOGY

This is a description of the methodology that was followed. The research design, case site and sample of interviews are discussed. This is followed by descriptions of the processes that were used in data collection, analysis and interpretation. The chapter is concluded with a discussion on validity and reliability of the chosen research method.

4.1   RESEARCH DESIGN

Research design is the process of organising the collection, analysis and interpretation of information (Mouton and Marais, 1988).

4.1.1   SAMPLE AND DATA COLLECTION PROCESS AND METHODS

The target population represents a heterogeneous group of individuals that range in racial categories, gender and age groups. The unit of analysis is individuals who have been differentiated on the variables of race, gender and age.

Various sources of data was used: questionnaires, interviews, focus groups, and appropriate, relevant documentation (Yin, 1994).

The sample design will be convenient and purposive and random. For the qualitative part of the survey, the researcher purposefully chose respondents, who have the necessary experience and qualifications and who were instrumental in the research topic (participated in the interviews and focus group). For the quantitative portion of the survey, a random selection process was utilised such that each member of the population had an equal chance of being selected.

Gay and Airasian (2003) (cited in Leedy & Ormrod, 2005) give a guideline regarding sample size. If the population size is around 500, 50% of the

population should be sampled and if the population size is around 1000, 20% of should be sampled.   Thus for the purposes of this research 50% of the population should be sampled, which would equate to 250 employees in the organisation. For the interview sessions, four key individuals were identified and interviewed. For the focus group session, 8 members of Mintek's Diversity Forum were available for participation.

Four hundred and fifty questionnaires were transmitted via e-mail to all permanent employees at Mintek. A cover letter accompanied each questionnaire where the objectives of the study, and guidelines for answering the questionnaire were provided. A secure channel, via the company intranet, was created for the anonymous return of completed questionnaires. It was hoped that the creation of a secure channel for participants to submit their responses would encourage more participation in the survey.

With regard to the responses to the questionnaires, a 33% response rate was received. Of the 147 completed questionnaires received, two were omitted because they were only partially completed. This equates to a final response rate of 32%.

Using the process of how the current diversity program at Mintek was devised, the following sampling framework has been selected.

The sampling framework of this study will include the following:
- All those individuals that were key in identifying and structuring the diversity program that this organisation is currently running, both internal and external
- Members of Mintek's Diversity Forum
- All permanent employees within the organisation

4.1.1.1 <u>Developing an interview schedule</u>

The interview was based on a semi-structured interview schedule, which was used during interviews to assist in the reliability of data collection and to ensure that the questions are answered as comprehensively as possible to ensure a thorough analysis. Note that the interview schedule did not contain any structured, closed questions, since the interview needs to remain flexible to allow for any relevant information to emerge. The type of questions was similar to determine patterning in the responses. As the interviews proceed, it is envisaged that the interview schedule may be adapted and aligned to the type of responses received from the population sampled.

The interview schedule prepared (Annexure 1) is directed specifically to those individuals in Mintek who are considered as the "change initiators." These people are largely responsible for the transformation process and are seen as the "drivers" of the diversity initiative.

The interviews were conducted at the interviewees' respective offices to ensure that any documentation that may be required by the interviewee during the interview is on-hand. Each interview took approximately one hour. At the start of the interview, the interviewee was told that the objective of the research is to determine why and how the diversity programme was launched. To avoid any responses that may be based on what is viewed by the interviewee as appropriate or desirable rather than what the interviewee truly believes to be the case, the interviewee was assured that pseudonyms would be used to disguise their responses.

4.1.1.2 <u>Focus Group</u>

A single focus group session was held with members of Mintek's Diversity Forum. Due to time constraints, it seemed appropriate to interview these "key" personnel in a single session, which would also, aid in more informative discussions as compared to individual sessions.

The unstructured interview schedule prepared for the focus group is presented in Annexure 2. The interview schedule is short with few questions thus enabling each person in the group the opportunity to answer each question.

Although open-ended guiding questions were used, the interview was directed into areas of interest that came up during the interview. Although this assists greatly in exploring the research topic, the lack of a fully structured interview schedule might have drawbacks (Leedy & Ormrod, 2005):

➤ It might be difficult to analyse some of the interview data, especially when synthesising across interviewees.

➤ The research process might be influenced by the researcher's personal view in certain areas.

Both interviews and focus groups allow a direct/personal level of communication with the relevant people and allow for better clarity and insight into areas being studied. While the main advantage of focus groups is that interaction amongst many participants are likely to yield more informative discussions, the main disadvantage could be that different information from different people make it difficult to make comparisons among the interviewees (Creswell, 1998).

The interview and focus group schedules could also have the disadvantage in that they may restrict information forthcoming from the discussions (Mouton & Marais, 1991)

4.1.1.3 A General Questionnaire

A general questionnaire (Annexure 3) was also prepared and sent to all permanent employees in Mintek. The participants in this survey are regarded as the "change recipients" and subsequently it is important to understand the trends that they may exist in their responses.

The questions formulated in the questionnaire was focussed on understanding the perspectives of Mintek employees from two angles:

- A general perspective of all Mintek employees on their views of diversity in the organization

- A more specific perspective obtained from those individuals who had undergone the diversity training at Mintek

The questions posed in Section One of the questionnaire, was to get a general understanding of how the employees of Mintek perceived diversity and also how they perceived the handling of diversity at Mintek. This section of the questionnaire was used to answer Research Question One of this study.

Section Three of the questionnaire was directed at those individuals only, who had participated in the Valuing Diversity workshops that were held at Mintek in 2004/2005. The questions in this section asked specific questions about the workshops and the impact/s thereof. The responses to these questions were used to answer Research Question Two.

4.1.1.4 Other data sources – Secondary Data

The data obtained from interviews, focus group and questionnaires, was complemented by secondary data such as annual reports, newspaper articles, brochures, memoranda, organisation charts and reviews about Mintek and its' functioning will also be used as a source of data.

4.1.2 **TRIANGULATION**

All these sources of data collection allowed for triangulation. Triangulation arises from the need to confirm the validity of the research process (Stake, 1995). It allows for the use of data from multiple sources, each of which may possess different types of errors or weaknesses, to ensure that a more objective understanding of the data can be obtained across the different sources and

therefore to assist in data convergence (Yin, 1994). Rowley (2002) argues that one of the great strengths of case studies (when compared to other research methods) is that it allows for evidence to be collected from multiple sources. Data source triangulation – a phrase used by Denzin (1984) – was employed in this case, where data that conflicts across the various data sources will need to be further examined before forming part of the data analysis phase. Therefore, a process where the additional information was gathered from additional company documents and relevant newspaper articles about the diversity programme, to lead towards triangulation followed the interview process.

4.2   RESEARCH METHOD AND UNDERLYING CHARACTERISTICS

According to Leedy and Ormrod (2001) case study type of research study lends itself well to qualitative research. A combination of qualitative and quantitative data analysis techniques was employed during the course of this study. The focus however, has been on qualitative methods.

Since a specific site was studied in-depth, the case study method was used (Perry, 2001). Leedy and Ormrod (2001) suggest that all forms of qualitative research have two things in common: the focus is on phenomena that occur in natural settings and the phenomena are studied in all their complexity and multiple facets. Qualitative research therefore lends itself well to the case study method used here.

4.2.1 <u>QUALITATIVE RESEARCH</u>

According to Leedy and Ormrod (2001:101), qualitative research often starts off with general research questions rather than specific hypotheses and is followed by the collection of an "extensive amount of verbal data from a small number of participants". The subsequent organisation of data into a coherent format and the portrayal of the situation through the use of verbal descriptions are then used to state tentative answers to the research problems. The same process will be followed for this research. The proposed research performed during this study

will have many of the typical characteristics of qualitative research identified by Leedy & Ormrod (2001).

FIGURE 7 – PROPOSED RESEARCH METHOD
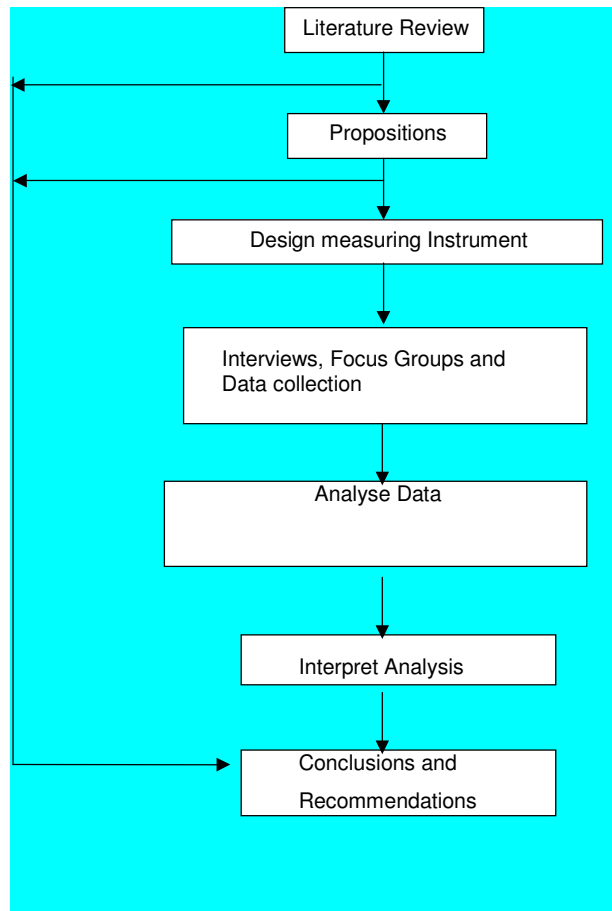
Some of the characteristics are:

➢ *Theory-building* - The current research will be building on existing theory as it will explore, describe, explain and interpret, why and how the diversity programme was launched. No confirmation or validation of previous diversity programs will be undertaken. The purpose of the research is to add to the current theory, rather than test current theory.

➢ *Emerging design* - Considering the possibility that numerous variables that the researcher may not have been aware of at the start of the study, may emerge during the course of the study, the research will be conducted with a

flexible and emergent mindset as interpretations will be made within the context of the case study.

➢ *Researcher role* - Research instruments for data collection include questionnaires, unstructured interviews and focus groups. This does however mean that the research process might be influenced by the researcher's personal view. The role of the researcher as an instrument in qualitative research can therefore not be ignored, in that the researcher's ability to interpret the collected data is critical to the understanding of the case study. The potential subjectivity will be attempted to be mitigated by not leading the interviewee, regularly confirming with the interviewee what is meant by specific statements.

4.2.2 CASE STUDY METHOD

Yin (1994) suggests that case research is especially appropriate to a practical situation of a current business phenomenon within its real-life, dynamic context, especially when the boundaries between the phenomenon and its context are not clear-cut and various sources of data are used. According to Benbasat., Goldstein, and Mead, (1987) the case study method lends itself well to developing an understanding of how context and innovations interact as part of managerial and organisational issues and is therefore well-suited to the capturing of knowledge from individuals and then developing theories from that. Benbasat et al (1987) further suggests that use of ideographic methodology in case studies because it allows for the understanding of a specific phenomenon in its context, the examination of a single situation. In this case a specific case site will be studied with a view to understanding it better and therefore to add to theory building.

4.2.3 CASE SITE

The case site will be Mintek, a research and development science council in Randburg, which focuses on the mining industry. For more than 65 years, Mintek was governed by 100% white management and only recently in the past five

years has the percentage of black managers totaled almost 75%. There are currently approximately 500 permanent staff and 500 contractors employed by Mintek.

Mintek has only initiated a diversity program in the last three years, the results of which are being evaluated in this study. The pressures for the "diversity drive" came from the major shareholder (i.e. The Department of Minerals and Energy), but also came from the realisation that to be able to compete on a global level, organisational effectiveness through effective management of diversity is an imperative.

Formal approval has been granted to conduct this case research at this site.

4.3 SPECIFIC QUALITATIVE/STATISTICAL METHODS TO BE USED IN DATA ANALYSIS

Since qualitative data will be collected, considerable use will be made of inductive reasoning during data analysis and interpretation.

4.3.1 DATA ANALYSIS

Data analysis in this research method does not follow the typically linear phases where analysis only starts once data collection has been completed: because of the nature of the research (case study) data analysis and interpretation will tend to take place to a certain extent during data collection already (Miles & Huberman, 1994 and Leedy & Ormrod, 2001), although care will be taken not to confuse observations with interpretations.

The data derived from the qualitative research will be analysed by a process of "data coding." This involves counting the number of times a key topic/issue is mentioned. The number of times a key topic/issue is mentioned can be recorded

according to (a) absolute frequency *(the number of times it is mentioned by any person)*, (b) frequency by individual persons *(the average number of times it is mentioned by particular persons)*, (c) frequency of individual focus group *(average number of times the topic is mentioned by a group)*. These data can then be used to suggest a taxonomic structure (Lee, 1999).

The data is then subjected to a process of data reduction, by a mode of analysis referred to as "meaning condensation." This refers to the researcher, extracting, abridging or abstracting the most important themes from the data. Meaning condensation can be seen as analogous to a statistical factor analysis, where the "latent roots" or underlying causal constructs from a correlation matrix are identified and extracted (Lee, 1999). While meaning condensation reduces data to important themes, meaning categorisation distributes statements from the interview data into quantifiable categories. These categories can be binary, such as "it occurs"/"it does not occur", or they can be ordinal, such as a rating of from 1 to 5 indicating an increasing magnitude for "it." The "it" in question could be a job attitude, work behaviour, organisational characteristic or any other managerial phenomena (Lee, 1999). The outcome of these categorisations can be analysed qualitatively or quantitatively.

Rowley (2002) suggests that, although there are no recipes for the analysis of case study results, good case study analyses adhere to certain principles. These principles are as follows:
➢ Ensure usage of all relevant data;
➢ Consider all major rival interpretations (as obtained through literature, as well as during interviews and secondary data);
➢ Address the most significant aspect of the case study (the 'why and how' of diversity programmes); and
➢ Draw on the researcher's prior knowledge of the subject obtained during the literature review, but in an objective manner.

The collected data stored in the case study database will be subjected to a selection of various analyses (Miles & Huberman, 1994; Stake, 1995; Creswell, 1998). Note that, due to the emergent nature of this type of research, all or only some of these analyses might be used and can only be finalised once data collection is underway.

➢ Data presentation and analysis for comparing categorical variables, e.g. gender and exposure to diversity will include contingency tables to describe associations. The associations maybe tested using chi-squares or the correlation analysed using Pearson Product-Moment Correlation.

➢ T-test results between males and females, their view on diversity

➢ One-way ANOVA results between race groups, their view on diversity. Post-hoc tests were conducted using the Scheffe test.

➢ Non-parametric correlation between age groups using the Spearman rank order correlation test, their view on diversity

Data presentation and analysis for comparing categorical variables, e.g. gender and turnover, will include contingency tables to describe associations.

Since the research is conducted in the interpretive paradigm, some of the interpretations will occur during the data collection phase, while many of the interpretations will occur during the data analysis phase. The various data analyses will form the foundation for interpretation based on the collected facts identified patterns in the data, individual reflections of the researcher and potential connections to the 'bigger picture'.

4.4   VALIDITY AND RELIABILITY

Validity is concerned with whether the instrument (in this case interviews) "measures what it is supposed to measure" (Leedy & Ormrod, 2001) and whether it will lead to valid conclusions about diversity programmes. Since qualitative research in the interpretative paradigm is conducted, there is some obvious validity concerns.

Taking into account the two types of validity i.e. external and internal. External validity refers to generalisability, i.e. the implications of this research for other companies in other settings and at other times. Even though this study is adding to current theory, it is also hoped that some model will emerge that could address this same issue in other science councils. Yin (1994) suggests that external validity might be established for even only a small domain to which the findings can be generalised.

With the internal validity, the most appropriate for this study is the "construct" validity. Rowley (2002) explains construct validity as reducing subjectivity by linking the questions posed during data collection to the original research problems/questions. Yin (1994) suggests a design test for construct validity as the establishment of correct operational measures. Examples of such measures would be the establishment of chains of evidence and by using multiple sources of data during data collection (i.e. triangulation). These issues will be adhered to in the research process and for that reason construct validity was achieved as far, as is possible within this research approach.

Reliability is defined, as the extent to which similar research conducted in future will result in similar outcomes (Leedy & Ormrod, 2001). Since a semi-structured interview guide will be utilised, reliability will be ensured where possible. However, given that the research is conducted in the interpretive paradigm, the role and interpretations of the researcher will play a significant part in the final interpretations and even the initial observations. Similar research by another researcher might therefore not lead to exactly the same results.

CHAPTER FIVE

COMPANY ANALYSIS

Data analysis and interpretation forms a crucial part of the research process (Leedy & Ormrod, 2001). Since qualitative data will be collected, considerable use will be made of inductive reasoning during data analysis and interpretation.

This chapter starts with an analysis of the company (Mintek), to contextualise the study and provides background information about what the current diversity structure is and what systems are being implemented.
The relevance of this study for Mintek will emerge during data interpretation and integration with theory.

5.1   COMPANY ANALYSIS

5.1.1   <u>INTRODUCTION</u>

Mintek has an excellent international reputation as a world class organisation in minerals research. Stakeholders believe Mintek's particular value lies in the development stage of the research and development (R & D) process (Review of Mintek, 2004). Since 1998, Mintek has had to transform itself dramatically on two levels;

♦ Move from being a primarily state-funded organisation to one that is predominantly commercial. Mintek currently receives about 70% of its' financial support from commercial ventures and the balance from the State.

♦ Move from being predominantly a "white" managed organisation to one that now comprises mainly "black" management. In South Africa, the science councils were amongst the first to be "transformed" to align itself with the "new" South Africa.

Mintek is acknowledged by all stakeholders to be a significant asset to the South African mining industry with its specific value being a source of practical mineral processing expertise spanning the spectrum from major mining companies

looking for focused and specialised solutions to medium and small scale enterprises seeking a total technical and economic solution. Its distinctive feature is that it has worldclass pilot plant facilities supported by a strong research capability.

5.1.2 **BACKGROUND TO MINTEK**

The Mining, Minerals and Metals Sector, particularly in South Africa, is a major driver in creating a strong economy through:

➢ Generation of foreign exchange capital from mineral and metal product exports;

➢ Creation of employment for thousands of workers;

➢ Payment of royalties and taxes into the public purse;

➢ Development of markets for input industries that support local and global mining activities with equipment, supplies, and/or services.

In order for a country's mining industry to thrive and survive, it must be supported by a strong national R & D effort that aims to:

➢ Improve the efficiency of current processes and the exploitation of current ore reserves;

➢ Develop new processes and methods to deal with marginal or difficult-to-treat ores; and,

➢ Develop value-added elements to the supply chain of major commodities that increases the return to the country where the resource is being exploited.

While many of the large international mining houses have research divisions that support their current and future mining activities, this R & D work focuses on each company's resources and policies which likely make-up only a portion of the national inventories and requirements. Thus, it is entirely appropriate and necessary that government plays a strong role in meeting the research needs of the nation. Mintek is the arm of the government that fulfils this function with respect to mining and minerals development in South Africa.

5.1.3 MINTEK'S BUSINESS STRATEGY

5.1.3.1 Mintek's Vision and Mission

The vision of Mintek is as follows:

Our vision is to be the global leader in mineral and metallurgical R & D and technology transfer

Mintek is currently held in high regard on a global scale. If the institution does not take a global perspective, it will lose the international recognition that assists South Africa in realizing its aspirations for wealth generation from its Mining industry.

The mission of Mintek is as follows:

Our mission is to serve South Africa by promoting technology, industrial growth and human development

5.1.3.2 Mintek's strategic objectives

Mintek entered into a compact with the Department of Minerals and Energy in 2001, the elements of which are (Review of Mintek, 2004):

➢ To add value to South Africa's mineral resources;
➢ To expand the country's mineral technology industries;
➢ To develop the minerals industries in the SADV and throughout South Africa;
➢ To support the growth of SSMEs in the minerals sector; and,
➢ To transform Mintek's business practices and staff profile.

While the first four elements are easily recognised as central to the work that Mintek has been performing, the fifth element is a new component that constrains the others in terms of overall direction of the projects undertaken as well as the people who will carry out this work.

It is this fifth element of Mintek's objectives that we are interested in, and what initiatives are in place to ensure the efficient management of this objective.

5.1.3.3 Mintek's Core Competencies

Mintek has well-established and reputable core competencies in the following areas of applied research:
- Pyrometallurgy (DC Arc Processing)
- Mineral Processing (all aspect from comminution through to dewatering)
- Physical Metallurgy (development of new alloy systems)
- Bio-Processing; and,
- Process Measurement and Control.

In addition, it has highly valued core competencies in delivering specific services in the areas of:
- Analytical services; and,
- Mineralogical analyses.

All of the above core competencies support Mintek as it delivers the following essential services:
- To undertake large-scale pilot plant campaigns, and
- To transfer technology from a research to an industrial environment.

The business categories with respect to improving, adding, and/or maintaining core competencies must account for the national and international competition for world class researchers. As the numbers of highly qualified personnel among the disadvantaged groups continue to grow, there will be ever-increasing pressure on these individuals to move into higher-paying jobs within the mainstream business of the industry.

5.1.4 TRANSFORMATION AT MINTEK

Mintek has engaged quickly and constructively with the rapid changes that have occurred in South Africa over the past decade. In a short period of time, it has undertaken internal demographic changes to reflect national policy. In a short period of four years, the percentage of disadvantaged persons has risen to 77% (2006 figures) across the organisation and to 54% (2004 figures) amongst its technical and scientific personnel. Considering that the start point in this latter group was 0% in 1999, this change is remarkable and it has placed Mintek in a leading role among the science councils. While much of this change has caused some upheaval with respect to mandatory retirement age and the leap-frogging of qualified non-disadvantaged group (DG) personnel, the overall target of 80% will be done through the process of attrition and replacement.

During this same period, it has also changed dramatically from a primarily state-funded organisation to one that is mainly commercial. Mintek currently receives about 70% of its' financial support from commercial ventures and the balance from the state.

The demographic profile of Mintek from 2003 to 2006 is presented in Table 7. Figures 8 – 10 provide a graphic summary of current demographics.

Table 7 – Demographic Profile of Mintek (Mintek Annual Reviews, 2003-2006)

	*DG % in Category			
	2003	2004	2005	2006
OCCUPATIONAL CATEGORY				
Executive and divisional managers	25	47	57	63
Professionals	50.5	47	56	58.5
Technicians and associate professionals	82.5	72.7	76	78.7
Clerks	90	97.2	98	97.3
Craft and related trades	78.3	63.6	68	68.8
Plant / Machine operators	95.5	100	99	100
Elementary occupations	100	100	100	100
TOTAL PERMANENT	70.3	74	76	77.9

*DG – Designated group

FIGURE 8 – CURRENT RACE DEMOGRAPHICS
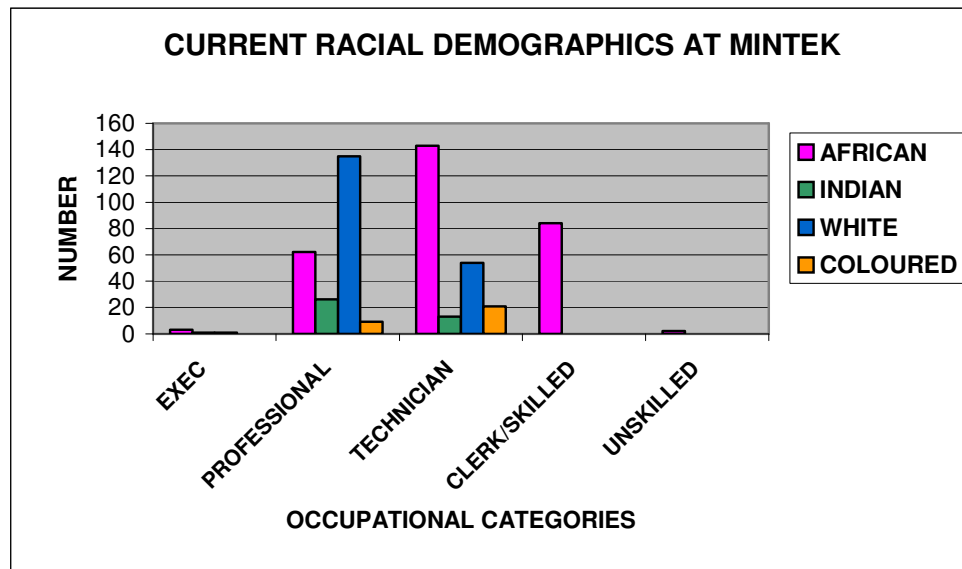
FIGURE 9 – CURRENT GENDER DEMOGRAPHICS

CURRENT GENDER DEMOGRAPHICS AT MINTEK
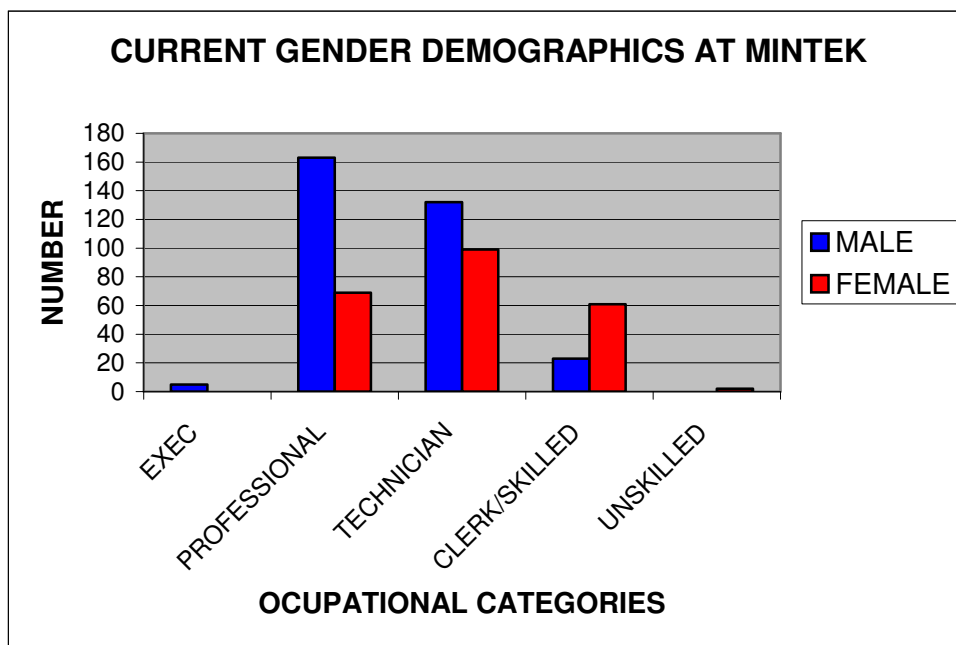
FIGURE 10 – CURRENT AGE DEMOGRAPHICS

CURRENT AGE DEMOGRAPHICS AT MINTEK
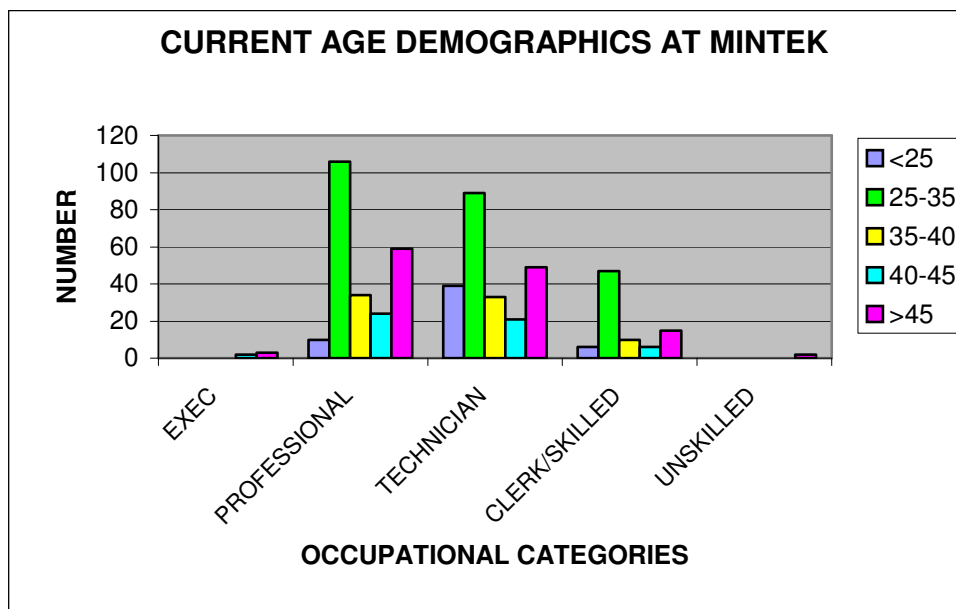
There has been a steady increase in the DG% across all occupational categories over the past four years. What this indicates is that Mintek is effectively achieving its' employment equity targets as planned.

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In South Africa, the science councils were amongst the first to be "transformed" to align itself with the "new" South Africa. Understandably, during apartheid, these institutions comprised dominantly white employees, however, after the democratisation of South Africa, the demographics of this science council was drastically altered to reflect the "new" South Africa. The transition from a predominantly "white" managed organisation to one that now comprises mainly "black" management has had various negative repercussions. The culmination of these repercussions being, poor organisational effectiveness and efficiency.

What now needs careful attention is being able to manage this multicultural workforce for maximum benefit to all stakeholders.

5.1.4.1 <u>Background to the current Diversity Structure</u>

In 2005, Executive Management at Mintek, realised that they need to balance the need for transformation, motivated by; a) Shareholder pressure – The DME is the main shareholder of Mintek, b) Legality - It is a legal imperative according to the Employment Equity Act.

In addition, top management recognised the need to attract and retain highly skilled individuals to ensure sustainability with the competitive, mining industry.

Executive management decided to source an experienced service provider to assist with the behavioural component of the transformation process towards implementing a diversity management programme. The transactional and procedural aspects of transformation were left to the Mintek Human Resources Division under the leadership of the General Manager – HR. The process for the diversity initiative proceeded as follows:

➢ A "champion" for the diversity process was appointed. This person is a member of the Executive Committee.

- ➢ The outside consultants devised a business case for the development of an appropriate diversity program. This business case was developed after the consultants spent some time at the Mintek site and after discussions with top management. The extent of the discussions or the outcomes of the company analysis are unknown to the researcher.
- ➢ Diversity training (2 days) was started at the executive level, then with other levels of management, before being cascaded down to employee level.
- ➢ At the Executive level, the focus was on managing diversity for a competitive advantage. All managers were exposed to this training. The researcher was unable to obtain the specifics of this training.
- ➢ For the lower levels, the diversity training was more an awareness campaign as opposed to focussed training on salient issues around diversity. The valuing diversity workshops were directed towards understanding the essence and value of differences by overcoming internalised barriers for personal and professional growth. The two-day course was a first day of understanding diversity i.e. creating the learning environment and understanding the differences, and the second day looking at diversity dynamics in the workplace and the explanation of observable behaviours and realities.
- ➢ To re-inforce the "buy-in" from executive management, top management opened all training sessions directed at lower employee levels.
- ➢ Following all the training, a Mintek Diversity Forum was set up and trained (4 days) to facilitate and maintain the diversity process.
- ➢ According to the external consultants, the company has completed the first stage of the programme, i.e. Diversity awareness and education. The next phase should focus on skill development.

An evaluation of the diversity training undergone by Mintek employees raises some salient points. It would appear that Mintek have taken a "good" first step, but the journey has just begun. While the program followed by Mintek is conducive to what most other organisations have applied, the factor that

influences the outcome, would be the quality of training. Quality of a diversity program can be addressed with the following aspects.

♦ The training that has been undergone can only be viewed as an "introduction" to the entire process. Taking into consideration the fact that the organization being transformed is more than 70 years old, is historically a white-male dominant environment and is also undergoing radical changes in the way "it does business," it would be "foolish" to assume that one program on diversity would be sufficient to achieve the demographic and business objectives that have been set. The diversity topic is too charged for a single "blitz" to be effective. The workshops and planned follow-up sessions should enable participants to vent frustrations and leaders to address both misperceptions of inequity as well as legitimate concerns about persistent injustice (Ellis & Sonnenfeld, 1994). An orchestrated series of seminars/workshops on diversity will also enable material to be thoughtfully digested and pertinent questions can be addressed in follow-up sessions.

♦ The discussion leaders need to be carefully selected. The leaders chosen must have an understanding of cultural barriers and must have a line of credibility. Leaders must be nonpunitive and be able to draw out all parties (Ellis & Sonnenfeld, 1994). Leaders must be firm and able to dissolve biases and mistrust that may linger due to stronger tones' of others.

♦ Each diversity program should be tailored to fit the organization's corporate culture. Various aspects of Mintek's career system i.e. recruitment, retention, reward and remuneration etc. must show support for the diversity initiative.

♦ There should be a mix of participants so that individual participants do not feel that they have to assume token roles as unwilling representatives of their race, gender etc.

♦ Careful monitoring of the program is required. This ensures that any gaps are immediately identified and dealt with.

While top management may argue that the Mintek Diversity Forum has been created and must now drive the initiative, the diversity forum themselves feel powerless and the lack of top management commitment makes achieving diversity targets much more difficult. The diversity forum mandate indicates that the diversity forum exists as an "advisory" body to assist management in dealing with and overcoming barriers to employment equity. It is still top management who calls the final shots on all aspects of diversity.

There is still a lot of work to be done in promoting and re-inforcing the positive aspects of working in an environment that values differences. Most important at this stage, would be to create or re-inforce an organisational culture that all Mintek employees can identify with and relate to.

With regard to where Mintek currently sits, in terms of diversity, it is still very fragmented. As the discussion above has indicated, just having the right process in place is not sufficient, the quality of the program is also imperative to ensure success.

The intention with this study is to analyse this current diversity structure by evaluating results and data obtained from the field study (i.e. interviews, questionnaires and focus groups). The next chapter focuses on this analysis.

CHAPTER SIX

RESULTS AND DATA ANALYSIS

The results obtained from individual interviews, the focus group, questionnaires and secondary data will be analysed and interpreted in this chapter.

Descriptive analyses were conducted in order to describe the sample in terms of the relevant biographical aspects. Content analysis (Strauss & Corbin, 1990) was done on the focus group and individual interviews to identify themes from the data. Frequency analysis was also done on the Likert scale based questions. Triangulation of all primary results was undertaken to establish clarity and verify results obtained.

Results have been divided into qualitative results and quantitative results. The process of triangulation will substantiate both qualitative and quantitative results.

6.1   QUALITATIVE DATA

In the following section, data from the individual interviews and the focus group is discussed and triangulated in the summary.

6.1.1   <u>INTERVIEWS WITH CHANGE IMPLEMENTERS</u>

Informal interviews (Annexure 1) were undertaken with four key individuals who were considered instrumental in the initiation and implementation of the diversity program at Mintek. Three of the four people interviewed represented Executive Management, while the fourth person represented the Human Resources Department at Mintek.

Table 8, provides a summary of the responses received from each interviewee. The tabulation of the results enabled easy identification of common themes that emerged during the interview process.

The following themes regarding diversity management emerged from the data:

♦ The need for diversity is a legal compliance

♦ Leave it to the experts

♦ Structure of diversity programs is important

♦ Commitment from top management

6.1.1.1 The Need for Diversity is a Legal Compliance

The common theme emerging from the responses to the question of, "Why did Mintek implement the diversity program?" is the need for legal compliance. It would appear that, initiating and managing a diversity strategy, was not an in-house generated concept, but was "enforced" by shareholders who wanted to align the demographics of Mintek with South African demographics. Once EE became a legal imperative, this was the main driving force. *"We received a directive from the Board, we had to comply"*, quoted by one of the Executive managers. Even though some of the respondents mention the business imperative of having and managing a diverse workforce, this motivation is only second to the need to meet legal compliance. *"We firstly had to ensure that we met the targets as set by the Government, but we also need to address the shortage of skills and ensure that underutilisation of resources is at a minimum,"* quoted by the General Manager (Technology).

6.1.1.2 Leave it to the experts

In response to the question of how the diversity program was structured, all respondents were in general agreement that they themselves are not diversity specialists, as such, they cannot devise or do not have the capability to devise a workable diversity program. Based on this fact, expert consultants were hired to develop the program and subsequently drive it. *"We are not transformation experts, and were very comfortable to hire external consultants to drive this initiative for us,"* quoted by the General Manager (Sustainable Development).

"External consultants will be a neutral source and more objective in putting together an effective program."

6.1.1.3 Structure of diversity programs is important

When interviewees were questioned about the effectiveness of the diversity program that Mintek implemented, a range of responses were received. No obvious themes could be established from these responses. As no measures have been put in place to track the levels of effectiveness, no confident responses could be derived from this question. Some of the issues emerging was the poor levels of communications about what was happening with the diversity initiative amongst upper management; the levels of autonomy that the Diversity Forum has and should have; the irrelevance of structure; the relevance of structure. No common theme could be established. Some of the responses received included, *" I don't know if it is effective or not, no-one is communicating about what is happening with diversity!", "Well we are seen to be doing something, how do we measure the effectiveness?", " The Diversity Forum should be given more autonomy and authority."*

A sense of disinterest and boredom is noted from some of these responses. It would seem that Executive management, are not really interested in measuring or monitoring the levels of effectiveness of the diversity program.

6.1.1.4 Commitment from Top Management

When interviewees were questioned about the commitment from top management, almost all respondents agreed that the commitment from Top management is there and genuine. Majority seems to agree that diversity is strategic to Mintek. Some responses received were, *"Diversity is not for window-dressing, it is strategic to Mintek on all levels", "Absolutely! We are very committed to diversity at Mintek, it is strategic to the organization."*

One manager however felt that, the only reason there "seems" to be commitment from top management, is because it is a legal imperative to get the numbers right. *"There is not full commitment from all individuals at top management, and diversity is not a strategic driver in this organization." "Diversity management appears to be a window-dressing in this organization."*

Table 8 – Results from Individual interview process

INTERVIEWEE	QUESTION 1	QUESTION 2	QUESTION 3	QUESTION 4	QUESTION 5
1	• It was a Board decision • Directive received from shareholders • Not implemented to directly affect profitability	• Organization hired external consultants ("experts") and left the process and structure to them	• Difficult to comment • Legal compliance • No clear understanding from Top management about desired outcomes	• Legally prescribed • Not much support from Top management • Structure not an issue, commitment from Top management more important	• Not full co-operation and support from Top management • Current set-up not part of strategic initiative as a result, it just exists and has little influence or impact
2	• Government directive and legal compliance • Business imperative to address skills shortage and underutilised resources • Social responsibility for upliftment • To affect positive turnover	• External consultants hired and left to decide • Current Top management not specialists in this field, so no obvious routes to follow was provided by Top management • Management was comfortable to leave to the experts to arrange and follow through	• Left to "experts" (consultants) to decide • Top management was however consulted on all aspects before roll out began.	• Don't know, poor feedback and lack of efficient communication channels to relay information	• Yes, levels of commitment vary amongst Top management due to varying responsibilities • Not a window dressing • Strategic to Mintek on all levels
3	• Legal compliance • Undertook a climate survey, identified diversity as a gap and decided to address the gap.	• Left to external consultants	• Consultant presented a generic which as then "tweaked" to suit the organization environment	• Yes, structure very important but commitment from Top management more important	• Very committed • Diversity is strategic to the organisation
4	• Legal compliance • Business imperative to	• External consultants viewed as experts,	• Left to external consultants to decide based	• Current structure does not give much autonomy to	• Yes, absolute commitment from Top

	improve utilisation of all resources	neutral source to establish needs of organization in terns of diversity	on needs analysis	the Diversity Forum to do what is necessary to bring about the necessary change. • Currently Diversity Forum is just a vehicle for awareness, it needs more authority and power to be effective.	management • Strategic to the organisation

6.1.2 <u>FOCUS GROUP WITH DIVERSITY FORUM</u>

A focus group was conducted amongst members of the Diversity Forum (DF) from Mintek. The demographics of the focus group are presented in the table below. (Table 9). The population is clearly not representative of the entire organization, yet the analysis conducted provided some interesting output upon which certain generalizations could be made. Schedule of questions posed is included as Annexure 2.

Table 9: Focus group population

Race	Male	Female	Total
Black	1	1	1
White	1	2	3
Coloured	0	1	1
Indian	1	1	2
		Sample size	8

Demographics of focus group
The sample was selected with the end in view of obtaining the following variables:
- *Ethnic group*
- *Sex*
- *Age*
- *Tenure within the group*
- *Position within the hierarchy*
- *Education level*

The diversity of the sample was a necessary prerequisite to obtain a wide view of what diversity structures meant to the respondents posed through the following questions:

6.1.2.1 Methodology

Based on the literature review, four relevant questions (see Annexure 2) were posed with the intention to promote open discussion (with the explicit intention of avoiding leading questions and promoting spontaneity). Qualitative questioning techniques as opposed to quantitative techniques were considered apt.

6.1.2.2 Results

The themes emerging from the data derived from the focus group discussions are as follows:

6.1.2.2.1 "Blind leading the blind"

When members of the DF were questioned about the how the present structure of diversity at Mintek influenced their role, the general feeling is that they did not have sufficient autonomy to effect any positive processes. This aligns with what top management ascribed to, in terms of, hiring external experts, as they were not averse in all aspects of diversity. Diversity members said, *"At this point, the DF appears just to be trying to create awareness without any proper measures in place to establish the effectiveness."* No one in the DF really feels that they have accomplished much and want more specifics about what is expected and what the deliverables should be. While they felt that it was good that employees drive the diversity initiative for the organization, no specific outcomes had been delineated and proper guidance from top management is lacking. Members quoted that, *"The current set-up is too flexible and more involvement from top management would be effective."*

Some members of the DF put in more effort than others resulting in undue pressure on some individuals. Certain members quoted that, *" some of us are more committed than others and this placed undue demand on us."*

6.1.2.2.2 Buy-in from rest of Mintek

When the DF members were questioned about the effectiveness of the current structure, the general feeling is that current structure, which is very much focussed on the diversity forum, is positive as it allows a more personable relation with the company employees. *"The employees will feel more comfortable allaying their thoughts and feelings to their peers as compared to managers",* is the general feeling. Within the current Diversity forum, it has been assimilated so that all occupational categories within the organization are represented. Obviously, also representatives from all race groups, ages and genders have been accounted for in terms of representation. It was recognised by all DF members that we have no measures of effectiveness in place, however it is felt that if Mintekkers talked more around diversity issues and proactively seeked to understand diversity issues better, then a level of positive effectiveness can be assumed. One of the DF members was quoted as saying, *"By chatting to us, as we represent the DF at Mintek, that means that people are interested in the diversity of the organization and want to harness it for positive results all around."*

6.1.2.2.3 Top management commitment

With regard to levels of top management commitment, it was unanimous amongst DF members that the commitment from Top management was seriously lacking. DF members quoted that, *"There is not enough involvement and initiative from top management for us to believe that they are committed."* Members felt that diversity is just a window dressing and management has not really proven their commitment to the cause. *"If Top management consider diversity strategic to Mintek, it is not properly communicated or transparent enough."* Members felt

that management committed monetary and felt that this is sufficient, however the general feeling is that managers need to do more with regard to promoting diversity and re-inforcing the positive aspects of having a diverse work culture. There is a direct contradiction here the response of top management indicated their absolute commitment, while the diversity forum is not convinced.

Members felt that the diversity drive at Mintek was purely for show, and no intentions of retaining loyal, high caliber staff or improving turnover was considered in the beginning. If the purpose of the diversity program was for strategic reasons, there is no evidence to suggest this or it has not been properly communicated to all employees.

6.1.2.2.4 Diversity dimensions

When DF members were questioned about which aspects of diversity influence an organization the most, all members agreed that the influence of the various diversity aspects varied amongst the different divisions in Mintek. Members felt, *"There is no one division in Mintek that is not considered to be diverse, as such, there is no one aspect/dimension of diversity that can measured for effectiveness."* Each division had a diversity culture that was influenced by race, gender, ethnicity, etc*. "You cannot measure one dimension only to understand the effects."* Not all divisions responded or were affected in a similar fashion to the different diversity dimensions.

The key aspect here is that, consideration of only one dimension in the current Mintek environment is impossible, due to the highly diverse working population.

6.1.3   <u>INTEGRATION OF INDIVIDUAL INTERVIEWS AND THE FOCUS GROUP RESULTS</u>

In comparing the results of the individual interviews with the "change initiators" and the focus group discussion with the Diversity Forum, the following key points were noted:

♦ **Structure of Diversity Program** – while top management felt that the structure of the program is important, no real effort on their part is noted to ensure that there are measurable objectives in place to establish the effectiveness of the structure. The DF felt that they did not have sufficient autonomy to effect changes and they also felt that top management is not showing any "real" interest in ensuring that the structure is effective.

♦ **Commitment from Top Management** – discrepancies with regard to this aspect exists amongst the top managers themselves and the DF. Majority of the top managers have indicated their commitment to diversity at Mintek, however, there is also feeling amongst the top managers that the commitment is "false" and all they are really interested in is getting the numbers right and achieving the legal compliance. The DF feel strongly that there is a general lack of commitment from top managers and even though they may refute this, none of their actions suggests otherwise. This is in direct contrast to the positive response received from top management.

♦ **Legal Compliance** - The need for legal compliance it appears outweighs the need to achieve upward mobility, healthy integration among the workforce and ultimately lead to greater organisational performance within Mintek. Even though top managers confess to the fact that diversity is strategic to Mintek, "number crunching" is all that appears to be happening at this stage. The general lack of talent management and poor development of black staff and lack of black mentors and role models corroborate this.

♦ **Lack of expertise** – both members of top management and members of the DF recognised the lack of expertise prevalent internally, with regard to handling issues on diversity. While the top managers chose to "leave it to the experts" as they claim to have no capability in this area, the DF felt that the objectives on diversity have not been clearly defined, nor the path to getting there. So either, the so-called "experts" are not really proficient on issues of

diversity or they do not really understand the cultural identity of Mintek sufficiently well to be able to devise a workable program.

♦ **Ambivalence on diversity** – Looking at the responses received from individual interviews and the focus group, what seems obvious is the discrepancies around diversity. Understandably, the complex diversity that exists at Mintek results in highly mixed views on the relationships among social and cultural diversity. This could stem from different understanding and assimilation of what diversity is and what it represents.

6.2   QUANTITATIVE ANALYSIS

6.2.1   <u>DEMOGRAPHICS OF RESPONDENTS</u>

A general questionnaire (Annexure 3) was also prepared and sent to all permanent employees in Mintek. The number of participants that responded was 145, which represented a 32% response rate. The participants in this survey are regarded as the "change recipients" and subsequently it is important to understand the trends that they may exist in their responses.

The questions posed in Section One of the questionnaire, was to get a general understanding of how the employees of Mintek perceived diversity and also how they perceived the handling of diversity at Mintek. This section of the questionnaire was used to answer Research Question One of this study.

Section Three of the questionnaire was directed at those individuals only, who had participated in the Valuing Diversity workshops that were held at Mintek in 2004/2005. The questions in this section asked specific questions about the workshops and the impact/s thereof. The responses to these questions were used to answer Research Question Two.

Figures 11 to 14 provide the descriptive statistics of the participants in the survey.

FIGURE 11: AGE STATISTICS OF PARTICIPANTS
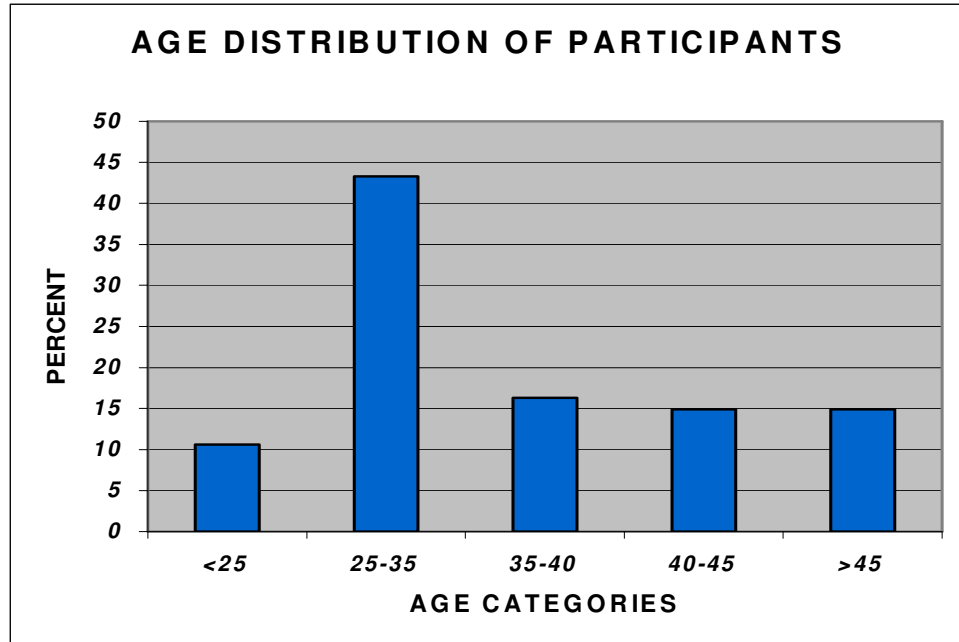
FIGURE 12: RACE STATISTICS OF PARTICIPANTS
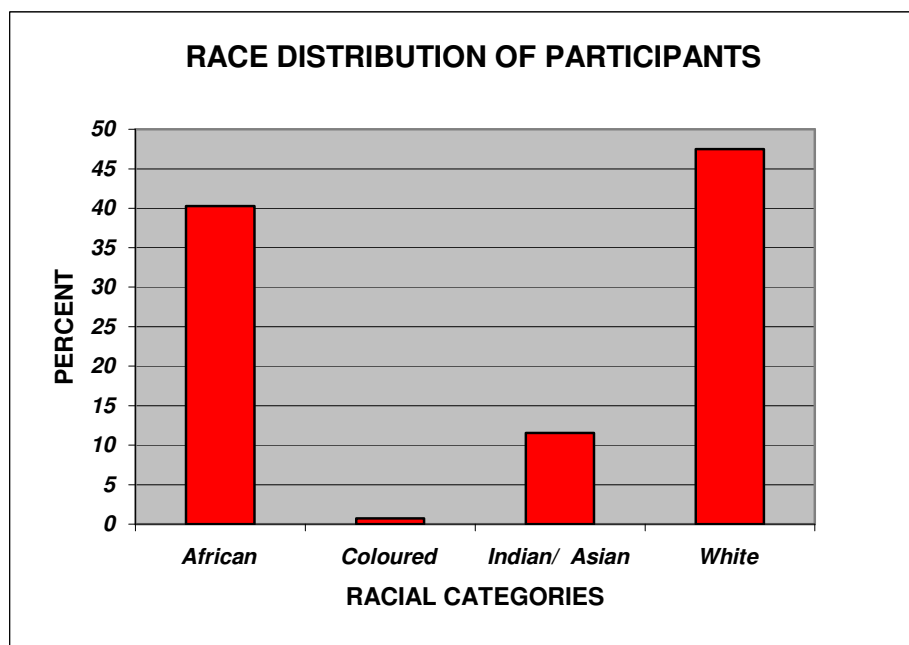
FIGURE 13: GENDER STATISTICS OF PARTICIPANTS

GENDER DISTRIBUTION OF PARTICIPANTS
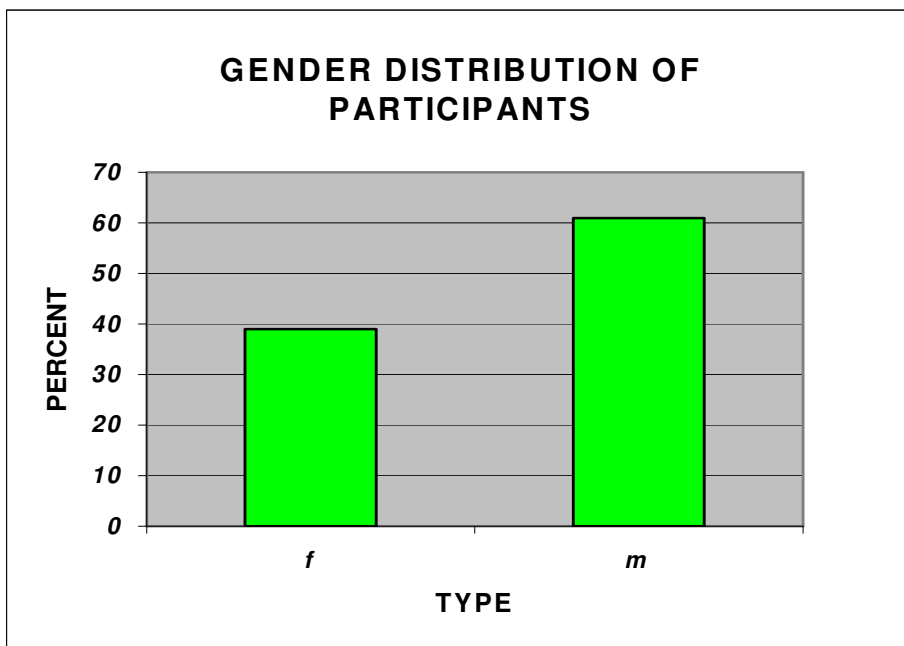
FIGURE 14: OCCUPATIONAL CATEGORIES OF PARTICIPANTS

OCCUPATIONAL DISTRIBUTION OF PARTICIPANTS
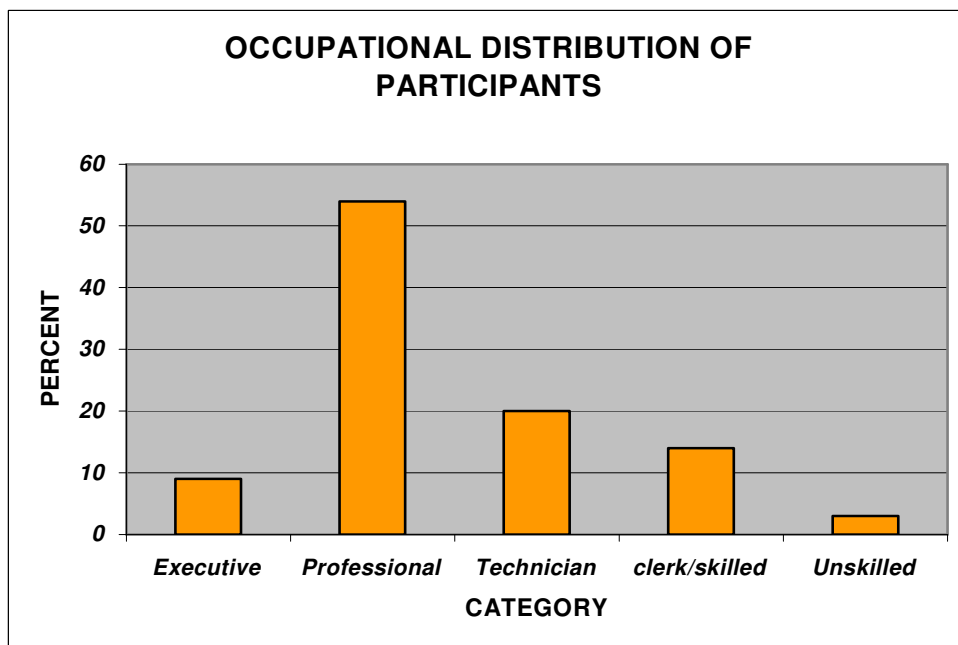
Analysis of the demographic statistics of participants, indicate the following:

- The highest percentage of participants (~45%) was derived from the 25-35yr age group and the lowest % (~11) from the <25yr age group.

- The dominant racial category of participants are white (~48%) with the lowest levels derived from coloureds (~2%).

- Males are dominant at ~62%.

- In terms of occupational category, professionals participated the most (~53%) with the least participation from the unskilled group.

6.2.2. **ANALYSES OF STATEMENTS**

A summary of results obtained from the general questionnaire to all Mintek employees is presented in Tables 10 to 13. More comprehensive results are presented in Annexures 4 to 11

The first half of the survey asked all respondents to indicate their thoughts on race and gender relations in Mintek. The results of this analysis are presented in Tables 9 to 12. The questions probed whether the respondents believe leaders of the corporation support cultural diversity, whether they believe cultural diversity among employees will enhance the firm's competitiveness, whether too much or too little attention is given to the needs of women and minorities in the firm, and whether they believe racism or sexism occurs in Mintek. These questions have been analysed on four levels i.e. exposure to diversity, racial categories, age and gender.

Table 10 – Percentage of respondents who agree with the following statements based on exposure to managing diversity

	STATEMENT	EXPOSURE	NO EXPOSURE
Q6	Too much attention is focused on helping minorities get ahead in the organization	47%	52%
Q9	Mintek is concerned about my growth as an individual employee	42%	41%
Q10	People are treated with respect at Mintek regardless of their race	22%	31%
Q11	People are treated with respect at Mintek regardless of their gender	12%	33%
Q15	By valuing diversity, our organization will enhance its competitiveness	6%	6%
Q16	It's important to accommodate cultural differences at Mintek	4%	3%
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	9%	13%
Q20	People in my group make me feel like I belong	11%	38%

Looking at the results presented in Table 10, statement Q6 shows that respondents in the exposure group were less likely to agree that minorities receive too much attention in Mintek, while statement Q9 indicates that they were more likely to believe that Mintek is concerned with their individual growth. With regard to statements Q10 and Q11, the respondents with exposure were less likely to agree that Mintek treats employees with respect regardless of race or sex. Both respondent categories are equal in their opinion regarding statement Q15. Valuing diversity will enhance company competitiveness. Respondents exposed to diversity were more likely to agree with statement Q16 about the importance of accommodating cultural differences. Statement Q20 indicates that respondents to diversity are less likely to have a sense of belonging in their groups compared to the respondents with no exposure.

Table 11 – Percentage of respondents who agree with the following statements according to race, age and gender categories

	STATEMENT	RACE				AGE[#]					GENDER	
		AFRICAN	WHITE	INDIAN	COLOURED	<25	25-35	36-40	40-45	>45	FEMALE	MALE
Q6	Too much attention is focused on helping minorities get ahead in the organization	66%	36%	44%	0%	47%	45%	50%	50%	53%	48%	48%
Q9	Mintek is concerned about my growth as an individual employee	58%	28%	31%	100%	60%	37%	46%	48%	30%	43%	41%
Q10	People are treated with respect at Mintek regardless of their race	49%	5%	13%	0%	36%	31%	13%	24%	10%	24%	25%
Q11	People are treated with respect at Mintek regardless of their gender	33%	9%	6%	0%	27%	15%	17%	24%	10%	18%	17%
Q15	By valuing diversity, our organization will enhance its competitiveness	7%	6%	6%	0%	0%	7%	4%	19%	10%	5%	9%
Q16	It's important to accommodate cultural differences at Mintek	6%	3%	6%	0%	0%	5%	4%	10%	5%	4%	5%
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	11%	11%	6%	0%	0%	8%	9%	25%	5%	15%	7%
Q20	People in my group make me feel like I belong	38%	2%	0%	0%	27%	18%	18%	20%	5%	16%	17%

Comparing the statements across racial categories, it would appear that the African respondents in the organization are the most likely to agree with all statements. The group least likely to agree with the statements are the Coloured respondents, but this response should be viewed with caution considering the low level of participation in this survey, that was received from this racial category.

Comparing the statements across age groups yielded the following:

- The >45 respondents felt that too much attention is spent on helping minorities get ahead in Mintek (Q6)

- The <25 are most likely to agree that Mintek is concerned with their individual growth (Q7)

[#] There is an error on the general questionnaire (Annexure 3) where age categories 25-35 and 35-40 have been included. In Table 11, it has been changed to 36-40, however there is a possibility of overlaps in results.

- The <25 are most likely to agree that people at Mintek are treated with respect irrespective of race and gender (Q10 & Q11)

- The 40-45 group are most likely to agree with statements, Q15, Q16 and Q18, that valuing diversity will enhance competitiveness, that cultural differences should be accommodated and people should be sensitive to each others' culture.

- The <25 group are most likely to agree that they feel a sense of belonging within their groups (Q20)

Comparing the statements across gender groups yielded the following:

- Both categories were equally agreed that too much attention is focused on minorities

- Females were more likely to agree that Mintek is genuinely concerned with their growth

- With regard to being treated with respect, regardless of race or gender, both groups showed similar levels of agreement

- While the males tended to be more agreeable about the importance of valuing diversity for organizational effectiveness and the importance of accommodating cultural differences, the females are most likely to agree that we should be sensitive to cultural differences.

- Both groups perceived an equal level of belonging.

The second half of the survey asked only those respondents who had attended the firm's Valuing Diversity workshop questions pertaining to the benefits of the program: whether it was worthwhile; whether they would recommend it; whether it improved their ability to communicate with employees of differing cultural backgrounds; whether there are negative aspects to the seminar and whether they believed certain racial and/or gender groups lost, gained, or retained the same level of stature in the firm as a result of the workshops. The results of this analysis are presented in Tables 12 and 13.

Table 12 – Percentage response of those participants who had diversity training, to some of the statements posed

	STATEMENT	AGREE	DISAGREE
Q26	Was a worthwhile use of my time	16%	84%
Q27	Is one I would recommend to people I work with	16%	84%
Q28	Should be offered more often at Mintek	21%	79%
Q29	Was relevant to challenges we face at Mintek	15%	85%
Q30	Increased my awareness of racial issues that may exist at Mintek	11%	89%
Q31	Increased my awareness of gender issues that may exist at Mintek	18%	82%
Q32	Increased my awareness of age issues that may exist at Mintek	19%	81%
Q33	Increased my awareness of the benefits of having different viewpoints in the workplace	15%	85%
Q38	Convinced me that valuing diversity within our organization is critical to our success	20%	80%
Q39	Inspired me to learn more about how to understand and work with culturally diverse employees	14%	86%
Q42	Improved relations among workers in my department	23%	77%
Q43	Improved personnel hiring and promotion practices	36%	64%
Q44	Had a negative impact on some employees at Mintek	36%	64%

The results in Table 12 indicate that for almost all the statements posed, respondents were more likely to disagree with the statements. The highest percent score would be statement Q44, were the respondents were most likely to agree that the Valuing Diversity seminar had a negative impact on some employees at Mintek.

Table 13 – Percentage of respondents who agree with the following statements according to the race, age and gender categories

	STATEMENT	RACE				AGE					GENDER	
		AFRICAN	WHITE	INDIAN	COLOURED$	<25	25-35	36-40	40-45	>45	FEMALE	MALE
26	Was a worthwhile use of my time	10%	10%	25%	100%	17%	19%	12%	12%	13%	22%	13%
27	Is one I would recommend to people I work with	10%	13%	25%	100%	17%	16%	12%	17%	20%	26%	12%
28	Should be offered more often at Mintek	13%	21%	25%	100%	17%	19%	11%	28%	33%	26%	20%
29	Was relevant to challenges we face at Mintek	9.5%	14.5%	25%	100%	0%	13%	11%	22%	20%	19%	14%
30	Increased my awareness of racial issues that may exist at Mintek	3%	8%	25%	100%	0%	9%	11%	11%	14%	15%	9%
31	Increased my awareness of gender issues that may exist at Mintek	10%	17%	38%	100%	0%	22%	17%	22%	14%	22%	17%
32	Increased my awareness of age issues that may exist at Mintek	10%	17%	38%	100%	0%	22%	17%	24%	20%	19%	20%
33	Increased my awareness of the benefits of having different viewpoints in the workplace	3%	13%	25%	100%	0%	16%	11%	17%	13%	19%	12%
38	Convinced me that valuing diversity within our organization is critical to our success	13%	19%	25%	100%	0%	16%	56%	33%	40%	15%	23%
39	Inspired me to learn more about how to understand and work with culturally diverse	9%	10%	25%	100%	17%	13%	0%	17%	27%	15%	14%

$ NB: As a result of the poor participation from this category (results obtained represent only 1 respondent), the results will not form part of the analysis for this category.

	employees										
42	Improved relations among workers in my department	25%	15%	38%	100%	50%	19%	6%	35%	27%	22%	23%
43	Improved personnel hiring and promotion practices	36%	28%	43%	100%	33%	36%	17%	39%	47%	36%	33%
44	Had a negative impact on some employees at Mintek	32%	42%	38%	100%	50%	32%	22%	53%	33%	44%	33%

Comparison of responses across racial categories indicated the following:

• The White respondents are most likely to agree about the relevance and worthiness of the workshop to current challenges at Mintek.

• The Indians are most agreeable to the improved personnel hiring and promotion practices that are current.

• The White respondents are most likely to agree that the workshop had a negative impact on employees at Mintek.

Comparison of responses across age groups indicated the following:

• The <25 group are more likely to disagree that their awareness of racial, gender, age and different viewpoints increased as a result of attending the Diversity workshops. The >45 group however, are more likely to agree with these statements. The >45 also agreed that these are relevant to the challenges faced by Mintek.

• The >45 group are most likely to agree that the workshop convinced them on the critical success of valuing diversity and inspired them to accept and understand those different to oneself.

• All categories feel that the workshop has had a negative impact on employees at Mintek.

Comparison of responses across gender indicated the following:

• Females are more likely to agree with the statements quoting the workshop being a worthwhile use of time, and should be offered more often.

- With regard to the remaining statements, no huge differences in levels of agreement were identified.

- Females are more likely to agree however, that the workshop had a negative impact on employees at Mintek.

6.2.3 <u>T-TEST</u>

In determining whether there was a difference between the views of male and females on diversity management, a t-test was used for this analysis. A t-test is used to determine whether a statistically significant difference exists between two means, in this case, between males and females.

In interpreting the t-test results, the mean between these two groups, the significance levels and the t-statistic were analysed. The level of significance was set at 0.05.

The significant results of the mean difference between males and females regarding their views on diversity management are depicted in Table 14.

In Table 14, the only significant differences in opinion between males and females were for questions 4, 7 and 21. With respect to all the other questions, no practical significant difference in the views of males and females was observed. The full set of results is presented in Annexures 12 & 13.

Females generally felt that the leaders of Mintek should do more to ensure that females get top positions in the organization (q4). The female mean value for this question was 3.96 compared to the 3.28 mean value for the males. The other issue is that the males' felt that too much attention is paid on seeing that female get ahead in Mintek (q7). The males rated a mean of 2.68 compared to the 2.29 mean for the females. So while the females perceive that "not enough" is being done towards their upliftment, the males feel that "too much" is currently being done to "fasttrack" females.

Overall it would seem that females are more conducive to supporting diversity than their male counterparts as evidenced in question 21, where the females scored higher (mean = 0.3) compared to the males (mean = 0.17), on the issue

of proactively seeking relationships with members of different race, age and gender groups (q21).

In comparing responses across gender, of those individuals that had been on diversity training, no significant differences on any of the questions posed were established.

T-test results therefore have shown that when it comes to diversity and diversity management at Mintek, both males and females are generally of similar opinions.

Table 14 – Group Statistic and Independent T-Test

No	Statement	q50	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for equality of variances		t-value
							F	Sig.	
q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	m	89	3.28	1.108	0.117	0.117	0.733	0.001*
		f	55	3.96	1.154	0.156			
q7	Too much attention is focused on helping women get ahead in the organization	m	88	2.68	0.965	0.103	3.462	0.065	0.026*
		f	56	2.29	1.124	0.15			
		f	56	3.32	0.993	0.133			
q21	I seek out relationships with members of different race, gender, and age groups at Mintek	m	89	0.17	0.376	0.04	13.67	0	0.07
		f	56	0.3	0.464	0.062			

6.2.4 **ONE-WAY ANOVA**

In analysing the views of the respondents based on the different racial groups, one-way ANOVA's were conducted. Post-hoc tests were conducted using the Scheffe test. These are multicomparison tests that pinpoint exactly between which groups the differences exist. The significance level was set at 0.05.

Table 15, presents only those statements that showed insignificant results for the first part of the questionnaire. Table 15b presents only the significant results for the second part of the questionnaire. A full set of all results is presented in Annexures 14 to 17.

There is a definite difference between the views of the different races on the questions posed. All groups have varying views about the commitment from the various levels of management; about how females and minorities should be treated at Mintek; about how people are treated based on their age, gender and race and about the levels of belonging they feel within their groups. It would appear that the only issues that all four race groups agree on is:

♦ Too much attention is focused on helping women get ahead in the organization (q7)

♦ By valuing diversity the organization will enhance its' competitiveness (q15)

♦ In daily interactions in my group, we should be more sensitive to cultural differences (q18)

According to Table 15b, with this series of questions, a lot more consensus's across group (those individuals exposed to diversity training) is noted. Overall, all groups agreed that it was a worthwhile exercise, should be offered more often, helped improve their ability to communicate, improved relations amongst their groups and inspired them about understanding differences. All four groups also agreed that it had a negative impact on certain people and tended to re-inforce stereotypes about ethnic groups and gender.

It is only for questions 29, 30, 31 and 32 that the opinions of the different race groups vary. These refer to:

♦ Was relevant to the challenges we face at Mintek (q29)

♦ Increased my awareness of racial issues that may exist at Mintek (q30)

♦ Increased my awareness of gender issues that may exist at Mintek (q31)

♦ Increased my awareness of age issues that may exist at Mintek (q32)

Using the Scheffe test to establish multiple comparisons (Annexure 15 & 17), what is obvious is that the most significant differences is noted between the

African and White racial groups. Even though the differences between the groups were small, it appears that White employees had the most positive views about diversity management in the organization with their responses to most statements being more positive.

Table 15 – One Way Anova across race

	Statement		Sum of Squares	df	Mean Square	F	Sig.
q7	Too much attention is focused on helping women get ahead in the organization	Between Groups	4.305	2	2.152	2.044	0.134
		Within Groups	142.166	135	1.053		
		Total	146.471	137			
q15	By valuing diversity, our organization will enhance its competitiveness	Between Groups	3.605	2	1.803	2.398	0.095
		Within Groups	101.475	135	0.752		
		Total	105.08	137			
		Total	132.73	136			
q18	In daily interactions in my group, we should be more sensitive to cultural differences	Between Groups	0.661	2	0.331	0.224	0.799
		Within Groups	194.554	132	1.474		
		Total	195.215	134			

Table 15b – One Way Anova across Race

	Statement		Sum of Squares	df	Mean Square	F	Sig.
q29	Was relevant to challenges we face at Mintek	Between Groups	7.317	2	3.658	3.621	0.031*
		Within Groups	86.885	86	1.01		
		Total	94.202	88			
q30	Increased my awareness of racial issues that may exist at Mintek	Between Groups	7.551	2	3.775	4.218	0.018*
		Within Groups	76.074	85	0.895		
		Total	83.625	87			
q31	Increased my awareness of gender issues that may exist at Mintek	Between Groups	10.755	2	5.378	5.032	0.009*
		Within Groups	90.836	85	1.069		
		Total	101.591	87			
q32	Increased my awareness of age issues that may exist at Mintek	Between Groups	7.257	2	3.628	3.405	0.038*
		Within Groups	90.562	85	1.065		
		Total	97.818	87			

6.2.5 NON-PARAMETRIC CORRELATION

In order to be able to compare across age categories, the Spearman rank order correlation (Spearman's rho) test was applied. Results are presented in Tables 16 and 16b. Both the strength of perception across age categories and the direction can be measured using this technique. Only significant values have been included in the tables. A full set of results is available as Annexures 18 and 19.

Table 16 – Non parametric correlation of age groups

	Q1	In my opinion, the following groups or Individuals support employee diversity at Mintek		age_rec
	q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	Correlation Coefficient	.221(**)
			Sig. (2-tailed)	0.009
			N	138
	q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	Correlation Coefficient	-.282(**)
			Sig. (2-tailed)	0.001
			N	140
	q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	Correlation Coefficient	-.210(*)
			Sig. (2-tailed)	0.013
			N	138
	q14	Members of different race, gender and age groups work well together at Mintek	Correlation Coefficient	.188(*)
			Sig. (2-tailed)	0.026
			N	141
	q21	I seek out relationships with members of different race, gender, and age groups at Mintek	Correlation Coefficient	-.194(*)
			Sig. (2-tailed)	0.021
			N	141
** Correlation is significant at the 0.01 level (2-tailed).				
* Correlation is significant at the 0.05 level (2-tailed).				

Table 16b – Non parametric correlation of age groups

				age_rec
	q28	Should be offered more often at Mintek	Correlation Coefficient	-.212(*)
			Sig. (2-tailed)	0.044
			N	90
	q30	Increased my awareness of racial issues that may exist at Mintek	Correlation Coefficient	-.214(*)
			Sig. (2-tailed)	0.044
			N	89
			N	89
	q32	Increased my awareness of age issues that may exist at Mintek	Correlation Coefficient	-.256(*)
			Sig. (2-tailed)	0.016
			N	89
	q39	Inspired me to learn more about how to understand and work with culturally diverse employees	Correlation Coefficient	-0.101
			Sig. (2-tailed)	0.344
			N	90
	q40	Helped me to improve my ability to communicate with people I consider different from myself	Correlation Coefficient	-0.145
			Sig. (2-tailed)	0.176
			N	89
	q41	Helped me to improve my ability to work on projects with people I consider different from myself	Correlation Coefficient	-.235(*)
			Sig. (2-tailed)	0.027
			N	89
			Sig. (2-tailed)	0.568
			N	86
* Correlation is significant at the 0.05 level (2-tailed).				

Looking at Table 16, the correlation was only significant for five of the statements posed:

♦ Looking at the statement, "Overall, the top managers of Mintek believe that valuing diversity makes good business sense," Spearman's rho was significant in that results indicated that the older the participants got, the more they agreed with this statement.

♦ For the statement, "The leaders of Mintek should do more to ensure that women reach top positions in the company", results indicated that as the participant age increased, the more they tended to disagree with this statement.

♦ The statement, "The leaders of Mintek should do more to ensure that minorities reach top positions in the company", once again results showed that the older the participants got, the more they disagreed with this statement.

♦ Looking at the statement, "Members of different race, gender and age groups work well together at Mintek", and Spearman's rho correlation for this statement shows that the older the participants get, the more they agree with this statement.

♦ Finally, for the statement, "I seek out relationships with members of different race, gender, and age groups at Mintek" results show that as the age of participants' increase, they disagreed more with this statement.

Analysis of correlation results for participants who had been exposed to diversity training in the workplace (Table 16b) showed significant results for the following statements:

♦ For the statement, "Should be offered more often at Mintek", results showed that, as the participant age increased, they tended to disagree more with the statement.

♦ "Increased my awareness of racial issues at Mintek", results showed again that the older participants tended to disagree with this statement.

♦ Looking at the statement, "Increased my awareness of age issues at Mintek", correlation shows that the older the participants the more they disagree with the statement.

♦ Finally, "Helped me to improve my ability to work on projects with people I consider different from myself", this again showed that the younger participants agreed more with this statement compared to the older participants.

6.3 COMPARISON OF QUALITATIVE AND QUANTITATIVE RESULTS

For the purpose of this study, the qualitative results was used to establish the perceptions and thinking behind the structure of the diversity program that had been initiated and to try and establish possible reasons for it's success or failure.

The quantitative data was used to understand the perceptions of the various diversity dimensions (race, age and gender) of individuals at Mintek, around issues of diversity and compare the responses of those who have been exposed to diversity training at Mintek to those who have not.

Based on this, not many links/themes could be established between the qualitative and quantitative results, so they are discussed separately. For the qualitative summary of results refer to section 6.1.3.

A summary of the quantitative results is presented here. Results have been subdivided according to participants not exposed to diversity training and participants exposed to diversity training.

6.3.1 <u>PARTICIPANTS NOT EXPOSED TO DIVERSITY TRAINING</u>

There appears to be a definite difference in perceptions between those individuals who had been exposed to training in diversity and those who had not. The key points identified are:

♦ Participants who had no exposure to diversity training appeared a lot more positive about diversity at Mintek than those who had been exposed did.

♦ Those not exposed tended to feel that Mintek treated people with respect regardless of race, gender or age. They felt welcome in their work groups and senses of alienation were minimal.

♦ Participants in the <25 age group and the females seem most positive about diversity at Mintek.

6.3.2 <u>PARTICIPANTS EXPOSED TO DIVERSITY TRAINING</u>

♦ Overall, those participants in the diversity training, were quite negative about the training and its' effect on them. Less than 20% of participants felt that it was worthwhile or even relevant to challenges at Mintek. Less than 15% of participants felt inspired and saw the benefits of having different viewpoints in the organization. The statement that scored the highest percentage of agreement was that, diversity had a negative impact on some employees.

♦ There was no consensus among groups with regard to the effect and influence that the workshop had on them, however they all agreed that the workshop has had a negative effect on some employees. No specifics were given as to which groups were influenced negatively, even though this information was requested.

♦ Generally all race groups tended to agree on the following points:
   ✓ Too much focus is on getting females ahead in the organization
   ✓ Valuing diversity will contribute to enhancing competitiveness
   ✓ We should all be more sensitive to others' differences

♦ With regard to comparing across groups, the most significant differences were noted in responses received from African and White participants. This is not surprising, as these are the dominant race groups at Mintek.

♦ Whites appear most positive about the relevance and worthiness of the workshop. Whites were the most positive on many of the statements posed.

♦ The older participants (>45 age group) felt that the workshops were most relevant to challenges faced at Mintek.

♦ Even though the older participants recognised the value of diversity, they felt that too much is being done for women and minorities at Mintek. They also do not proactively seek out relationships with different race, age and gender groups.

♦ Females believed that the workshops were valuable and should be offered more. Females feel that Mintek should do more to "fast-track" females into management positions.

This chapter discussed the results and the analysis thereof. Chapter 7 will focus on integrating the results with literature and research in order to answer the four research questions posed.

CHAPTER SEVEN

INTEGRATION AND INTERPRETATION OF RESULTS

This research aims to integrate the theory developed over the years with specific analysis of a current science council in South Africa (Mintek), in order to formulate a "business" model for effective structuring of diversity programmes at science councils, to ensure maximum organisational effectiveness.

By a process of triangulation, data derived from interviews, focus group and questionnaires, was assimilated and results obtained compared. This information was also backed up using secondary data. This chapter serves to integrate key data results and compare to current literature, ultimately to be able to answer the four research questions forming part of this study.

7.1   LEGAL COMPLIANCE

The goal of AA and EE is to help create a diverse workforce; diversity management is needed in order to achieve upward mobility, healthy integration among the workforce and ultimately lead to greater organisational performance (Thomas & Robertshaw, 1999).

According to Yakura (1996), in contrast to AA and EE, diversity management bears less legal and moral connotations and is regarded as a business initiative addressing diversity in the workplace. Results derived from this survey have indicated that legal compliance appears to have been the driving force behind the implementation of a diversity initiative at Mintek. Understandably, since the legislation of the EE bill, organisations, in particular, government organisations have had to comply with goals set and timetables agreed on in order to submit to the statutory equal opportunities directorate. It would seem however, that at Mintek, this compliance is mistaken as representing what diversity is. The concept that diversity goes beyond just getting the numbers right, but must also

be very focussed on ensuring that there is human development along the way, seems to be missing at Mintek.

There are potentially two obvious reasons for this; Mintek management are not adequately educated about '***what***' diversity is and what it represents, or that, Mintek being a South African parastatal, is being newly subjected to aspects of diversity and is still in the '***early***' stages of development, implementation and application, and subsequently have still to develop the capabilities of addressing the other issues that ensure success in diversity.

Looking at the first reason, some would argue that since Mintek hired external specialists in diversity, they have no excuse for not knowing all the angles associated with initiating a diversity program. Of course, there is the possibility that Mintek management are of the feeling that getting the numbers right is adequate towards showing that, *"We are doing something!"*

The second reason seems more plausible, and acceptable, where Mintek management are working on a trial and error basis and trying to learn from their mistakes as they go along with the intention to address these mistakes in the long run.

Kandola and Fullerton (1994) indicate that the focus of managing diversity is that all individuals in an organization maximise potential, regardless of groups they belong to. The concept focuses on culture change and learning, rather than promoting fairness and avoiding discrimination, which is the main source of equal opportunities. They propose that, whereas equal opportunities are externally initiated, legally driven and focus on numbers and problems, diversity management is internally initiated, business needs driven and focuses on qualitative and opportunity outcomes.

7.2   TOP MANAGEMENT COMMITMENT

It seems that management at Mintek pays only lip service to diversity, with no real commitment. Schein (1990) and Bartlett and Ghoshal (2002) emphasised the importance of top management commitment to change and the importance of a corporate culture that is amenable to change in any change management initiative.

Followers at Mintek are not convinced that leadership at Mintek is committed to the diversity cause, and as such, they themselves are skeptical about the diversity process. While top managers have indicated that they are fully committed, the feeling on the ground is that there is no alignment with what is relayed by leaders and what is actually done to achieve the diversity targets.

Booysen, Nkomo and Beaty (2002), Ngambi (2002) and Thomas (2002, 2004) have all indicated the importance of leadership commitment and buy-in, in diversity in South Africa in particular.

7.3   PERCEPTIONS BASED ON RACE, AGE AND GENDER

Various researchers (Mbigi, 2000; Thomas & Bendixen, 2000; and Booysen, Nkomo & Beaty, 2002) have implicated that if a workforce is diverse, the management and cultural diversity is imperative for organisations to function effectively.

Due to the high levels of cultural diversity existing at Mintek, it is imperative that the perceptions of the employees irrespective of race, age or gender, is considered and accounted for.

Greenhaus et al., (1990) found that blacks tended to be less satisfied with their careers than whites, perceived themselves to be less accepted by their

organisations, and felt that they had less discretion than whites in the same organization. Results of the Mintek survey appear to be aligned with this thinking. In terms of the racial dimension, results of the survey have shown that whites appear the most positive about diversity management at Mintek. Even though the white males felt that Mintek is doing too much in promoting females into management positions, the white workforce in general seemed most positive about the diversity initiative that Mintek is trying to drive. Whites viewed the valuing diversity workshops as very relevant and applicable to the challenges faced by Mintek. The acceptance of diversity from the white group, males in particular, maybe due to a genuine interest in accepting differences, or an attempt at "appearing" to be interested to ensure some level of job security. No clarity on the reason/s could be established from the survey. This result tends to contradict the findings of Cox (1991b) and Alderfer (1991) who showed that white men are more likely to hold negative attitudes toward diversity efforts, because such efforts to change the status quo might be viewed as resulting in a decrease in their positions of power and receipt of rewards.

Generally, females are more positive than their male counterparts about diversity management at Mintek. Even though females feel that Mintek management is not doing enough to promote females into top management positions, the overall feel is that diversity is important and happening at Mintek. Cox and Blake (1991) indicated that the insights and cultural sensitivity that women employees bring to a marketing effort improve an organization ability to reach different market segments. Looking at Mintek demographics, males are dominant at executive manager, professional and technician occupational categories, while females dominate the clerk/skilled category. Obviously a lot of work is still needed at Mintek to get females into top-level positions. As argued by Ely (1994) that differences in the representation of women at the top altered the perceptions of lower level women about the likelihood of advancement in the organization, thereby affecting their behaviour. Kanter (1977) also indicated that the greater

the representation of women in upper levels of organization, the more positive the relations between all women, regardless of level.

At Mintek, the historical and current nature of the male-dominating environment at top levels has probably disillusioned many females about the possibility of getting into top level positions at Mintek and subsequently, high turnover of females occurs as they feel that they will never break threw the "glass-ceiling."

The survey showed that even though the older (>45 years) participants valued the importance of the workshops and agreed with the relevance to challenges faced by Mintek, the older participants were also the most negative about "change" and accepting efforts to promote minorities and females. Waldman and Avolio (1986) suggested that older workers are subject to the processes of stereotyping and undervaluation of ability and tend to have more negative career outcomes than their younger counterparts. Cleveland and Landy (1983) explicitly connected the less favourable career outcomes of older workers with identity-group processes such as stereotyping. With regard to diversity at Mintek, even though it would seem that the older workers, probably due to their levels of maturity, understand the need to be diverse, they themselves don't want to have to make the change. This resistance to change exhibited by the older workers indicates a period of confusion and transition. There is awareness that the old ways are being challenged but there is no clear picture of what they must be replaced with. Lewin's change model (1951) categorised these people into the second stage of the model, which deals with the "change" stage. These older participants are set in their ways and are reluctant to try "new" things even though they may or may not understand the implications.

Refreshingly, all race groups tended to agree that valuing diversity contributes to enhancing competitiveness. Mintek being a research and development organisation, innovation and creativity are vital to ensure sustainability, and heterogeneous groups are positively diverse in their thinking. McLeod and Lobel

(1992) found that even though heterogeneous groups did not necessarily produce more ideas than homogenous groups, the quality of ideas generated in a brainstorming session, is of a much higher quality which contributes towards enhancing competitiveness. Broadly representative employees can help create strategies to enhance customer relations when working with clients from diverse cultural backgrounds (Carr-Ruffino, 1999; Cox, 2001). In some cases, people from a minority culture are more likely to give patronage to a representative of their own group.

All groups appear to have recognised that the ability to become competitive in the global economy will be determined by the capacity to increase the pool of suitably qualified people and the willingness to accept, value and empower the human talent of all Mintek employees.

Even though no consensus could be derived amongst the groups about the effect and influence of the workshops on them, all groups agreed that the workshop has had a negative impact on some employees. It is possible that attempts to enhance appreciation of diversity may inadvertently reinforce stereotypes. In other words, illuminating differences between people may result in further generalisations about members of the opposite sex or other ethnic groups. This could be attributed to the range of levels that people understand the content of the workshops. Some may really understand it, some are awakened by it and some are very uncomfortable and confused by the message.

For example, white males are apt to voice resentment when they perceive that they, as a group and as individuals, are going to be "squeezed" out of the organization to make way for women and minorities. This at Mintek seems like a possibility, considering the highly negative responses received from white males about the promotion and development of females and people of colour. The current study agrees with findings of Kossek and Zonia (1993) which indicated that white men, compared with white women and racioethnic minorities, had less

positive views towards efforts to recruit women and people of colour and were more likely to question the competence of women and people of colour.

Interestingly, the Washington Post (January 1, 1991) aptly put it when it reported, *"Authorities in cross-cultural relations say there is a growing anxiety, even defensiveness and sometimes anger among white men, who are faced with a shifting cultural and racial landscape, especially in the workplace, in which other groups are increasing in number and more aggressively asserting their identities and rights…. Among white males, there is a growing feeling of being threatened by these changes. If women and minorities gain in influence and stature, so this thinking goes, then white men lose."*

7.4   STRUCTURE OF DIVERSITY INITIATIVE

It would appear that Mintek has adopted a "organisational development approach" to diversity. According to various researchers (Jackson & Holvino, 1988; Chesler, 1994 and Miller & Katz, 1995), this type of approach is characterised by; management from the top, cascade down to other levels, and make use of external consultants as experts who support the organization through the process. According to Holvino's model (1998), Mintek could be viewed as being at the tail end of the **compliance stage** (i.e. organization is passively committed to include members of lesser groups, but don't make any real changes in the organization to include these groups), and going into the "**positive action stage"** (i.e. actively committed to include members of lesser groups and making efforts to attract them and be tolerant of the differences).

The 'discrimination-and-fairness paradigm' proposed by Thomas and Ely (1996) where the focus is on equal opportunities, fair treatment, recruitment and legal compliance would also be applicable to the process/thought process followed by Mintek. The focus at Mintek on legal compliance suggests that much effort is spent on achieving recruitment and retention goals. The hierarchical,

bureaucratic corporate structure supports this paradigm and all action seems ultimately at making good historical imbalances in access to opportunity.

The effectiveness or lack thereof of this current approach at Mintek cannot be assessed as no measures have been put in place. Merrill-Sands and Holvino (2000) indicated that to guide and instill momentum into the change effort, it is important to identify success indicators and develop realistic, but not complacent, measures of progress. This is essential for working with diversity in a way that responds to the organisational vision and to the social and cultural realities of the specific organisational context.

7.5   AMBIVALENCE ON DIVERSITY

At this stage, it is difficult to pinpoint the reasons for the discrepancies around diversity that exist at Mintek. One of the key reasons could be due to the "infancy" of the current program. Achieving success at diversity takes a long time and follows a rough path (Thomas, 1996). Mintek's program is only 3 years old, much too young to have achieved any decent level of effectiveness. Porras (1991) contends that the process of diversification has six stages: denial, recognition, acceptance, appreciation, valuing, and utilization. It is believed that Mintek is in the recognition stage. In terms of organisational learning, the institution, like many, is still stuck on the problem of getting individuals to 'value diversity' and has not yet determined ways to 'utilize and exploit it.'

The other potential reason for discrepancies around diversity at Mintek is the poor or lack of understanding of the diversity concept and it's application. Being able to differentiate between the concepts of AA, EE and diversity is important in order to be able to get clarity on what the diversity objectives are. This poor understanding could justify why there is ambivalence around diversity at Mintek.

The differences around diversity at Mintek could be due to the lack of a transformation-accepting organisational culture. The high levels of diversity

prevalent at Mintek leads to a very weak organisational culture where no proper linkages between diversity and its' intentions are established. Some issues that exist include:

♦ The dominance still, of white (in particular, males) individuals in perceived positions of power. Black are still confined to low level, low skilled, low paying positions.

♦ Insufficient/inefficient processes that promulgate the advancement and development of females.

♦ Lack of commitment and obvious inconsistencies in approach to diversity by upper levels of management. Top managers are not "walking the walk or talking the talk" and this results in even lesser commitment from employees in the rest of Mintek. Booysen, Nkomo and Beaty (2002) have argued the importance of leadership commitment and buy-in towards effective diversity initiatives.

This study is concluded in Chapter 8, where the focus is on objectives, limitations and recommendations for improvement, and for future research.

CHAPTER EIGHT

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

8.1   INTRODUCTION

In concluding this study, the researcher discusses the objectives and limitations of the study and makes recommendations for future research.

8.2   CONCLUSIONS

The objective of this research is to evaluate the current structure of diversity programmes in science councils and how such programmes can be enhanced for organisational effectiveness.

In an effort to understand how to achieve this, four specific research questions were formulated;

8.2.1   ARE THERE ANY SIGNIFICANT DIFFERENCES IN OPINION ACROSS RACE, AGE AND GENDER CATEGORIES WITH REGARD TO DIVERSITY

Results of this study seem to corroborate what Greenhaus et al (1990) found, that is, blacks tended to be less satisfied with their careers than whites and perceived themselves to be less accepted by their organisations.

Mintek is historically a, white, male-dominated organization and that culture, currently still prevails. Even though Mintek has been proactively recruiting people of colour, the stigma of white-male dominance still exists. The highly positive attitude and response received from the white population (males in particular) attests to them still feeling secure in their roles and positive about their future with this organization. The blacks on the other hand, are very skeptical about the intentions of top management. The researcher senses that blacks at Mintek fear

that people of colour are assigned to upper levels more as a gesture of "perceived tokenism" than due to their potential or capabilities. Black employees do not feel fully integrated and as such leave the organization. Black employees in high level positions are perceived to have little authority or decision-making autonomy.

Females at Mintek are more positive about diversity in the organisation, but also say that more should be done to promote females into higher levels. As Mintek is regarded as a male-dominated organization, females tend to be disillusioned about progression and potentially breaking through the "glass-ceiling" of the organisation.

Regarding age, the most positive group is the young employees (<25 years old). These groups of people feel positive about the efforts Mintek are making towards improving diversity and they feel valued within their groups. Possible reasons for this could be:

♦ Being a later generation, their exposure to cultural diversity began at school, subsequently, they are more acceptable of other people and their differences. They tend to "carry" less historical baggage, which could influence them.

♦ Poor or lack of proper understanding of diversity and the issues surrounding it.

♦ Having not undergone any form of diversity training also implies that this group of participants was not exposed to the unintended negative impacts of diversity training.

No particular group volunteered information on the effects of the workshops on themselves, however, they all felt that the workshops had a negative impact on certain employees/groups. None would elaborate on which employees or groups were negatively affected, however it is possible that attempts to enhance appreciation of diversity may have inadvertently reinforced stereotypes (Pettigrew, 1986).

8.2.2 **HOW DOES THE THINKING AROUND DIVERSITY VARY ACROSS THE DIMENSIONS OF RACE, GENDER AND AGE, IN RELATION TO EXPOSURE TO DIVERSITY AT MINTEK?**

An evaluation to compare the response of those individuals exposed to diversity training and those who have had no formal diversity training yielded the following:

♦ Overall, all groups who attended the workshop agreed that exposure to diversity training or awareness programs contributed towards uplifting the organisations competitiveness. They also felt that it improved their acceptance of other people's differences and created an environment of inclusivity. From a business imperative, this finding is vital as it suggests that Mintek employees in general, understand and appreciate the "business case" of valuing diversity towards improving and sustaining organisational effectiveness, competitiveness and sustainability.

♦ Results of the study show that most of the individuals who have had no formal diversity training belong to the younger age groups i.e. <25 years and 25-35 years old. These individuals are "new" to Mintek and more importantly, "new" to a working career. Their enthusiasm and naivete could easily mask their viewpoints. Younger participants carry less "cultural" baggage and have not been exposed to the unintended negative aspects of diversity. Their outlook is still "fresh" and unencumbered by other viewpoints. In terms of moulding a culture that would appreciate and value diversity, this group should be the target population.

♦ Africans who've had no exposure to diversity training are the most positive about the organization. This group, similar to the younger participants, is probably still very positive about diversity due to lack of exposure to the unintended negative aspects of diversity. This group was however unclear as to how proper diversity affected organisational competitiveness. This could stem from a lack of or poor understanding of the diversity concepts and surrounding issues.

♦ Females not exposed to diversity are still more positive about the current situation at Mintek in comparison to the males in general. Females generally feel that we all need to be more sensitive towards issues on diversity.

♦ Older participants, even though they showed appreciation for valuing diversity, still appear the most resistant to change. The most obvious reason for this is the reluctance to transform and align with the changes in current society. The old adage, *"You cannot teach an old dog new tricks,"* would apply here. The older generation most likely find difficulty in conceptualising the change and the impact thereof.

8.2.3 WILL MANAGING DIVERSITY HAVE ANY IMPACT ON ORGANISATIONAL EFFECTIVENESS AT MINTEK? CAN MEASURES BE PUT IN PLACE?

Cassell and Biswas (2000) during their research pointed out that successful management of diversity is a key element for those interested in the practical application of strategic human resource management. An organization that manages diversity effectively will gain a strategic or competitive advantage.

Mintek is a research and development organization and relies heavily on high calibre, human capital for its' sustenance. The very core of Mintek is the highly specialised team of scientists and engineers that are employed there.

Understandably, these highly specialised teams comprise high levels of cultural diversity and the effective and efficient management of these teams is imperative for competitive advantage and continued sustainability. Kanter (1983) showed that the most innovative organisations established very heterogeneous teams to "create a marketplace for ideas, recognising that a multiplicity of points of view needs to be brought to bear on a problem."

At Mintek, to be able to effectively manage the diversity of the workforce should have more positive effects than negative effects. Jackson, May and Whitney (1995) showed that employees who feel valued and supported by their organisations tend to be more innovative and creative.

Some of the positive effects envisaged for Mintek, if diversity is properly managed include:

♦ **Cost savings** mainly in the areas of recruitment and retention initiatives. Happier workers are more committed to Mintek and feel less inclined to move to other companies. Carr-Ruffino (1999) indicated that to retain qualified employees, their individual and group needs must be recognised and met.

♦ **Marketing attractiveness** is increased. A representational workforce facilitates selling goods and services as most clients can identify with the service providers. Diverse organisations are generally viewed positively (Cox, 1991).

♦ **Creativity and innovation** will be enhanced. Diverse groups generate diverse ideas to choose from. This would have an overall positive effect on most operational activities e.g. process improvement, product design etc. (Carr-Ruffino, 1999; Cox, 2001).

In terms of being able to measure the impact that managing diversity can have on organization effectiveness, there are both "soft" and "hard" tools/indicators of success. Some of the "soft" indicators, as identified by Moorehead (1999) include but are not restricted to the following, and would be applicable to Mintek:

♦ The even distribution of people of diverse backgrounds at all levels and departments in the organization

♦ Diversity objectives are set and met, from the top to the bottom of the organization

♦ Managers are trained, assessed, held accountable and rewarded for managing people of diverse backgrounds effectively

♦ The organization is viewed as a benchmark for best practices in diversity, by employees and by the public

♦ Information flows unencumbered to those who need it to work effectively

Some of the "hard" measures that Mintek could adopt in order to assess the impact of managing diversity within the organization include:

♦ Evaluation of **costs** associated with recruitment, and retention programs on a yearly basis. A reduction in costs, under normal circumstances, would imply that fewer staff are "turning over" and subsequently less is spent on recruiting new people. A low staff turnover generally implies "happy" employees.

♦ Evaluation of turnover could be linked to **marketing** efforts. Positive turnover suggests effective marketing campaigns, and further evaluation of the "types" of clients that require Mintek services, would indicate whether the diverse workforce attracted a diverse clientele.

♦ An assessment of the number of and **calibre of products** innovated and created by Mintek employees would also indicate to some extent how managing diversity has contributed to organisational effectiveness. Various researchers (Hoffman & Maier, 1961; McLeod & Lobel, 1992; Watson, Kumar & Michaelsen, 1993; McLeod et al, 1996; Nyambegera, 2002) have indicated that heterogeneous groups provide more creative and innovative approaches to projects.

8.2.4 WHICH ASPECTS OF THE CURRENT DIVERSITY PROGRAM AT MINTEK NEED TO BE ADJUSTED/AMENDED TO IMPROVE ORGANISATIONAL EFFECTIVENESS?

Various researchers [(Human (1991; 1996a; 1996b; 2005), Kemp (1994), Grobler (1996), Prime (1999), Mbigi (2000), Thomas & Bendixen (2000) and Booysen, Nkomo & Beaty (2002)] have pointed out that if a workforce is diverse, cultural diversity needs to be managed specifically in order for organisations to function optimally.

Clearly, the driving force for Mintek to work with diversity has been the legal requirements for equal opportunity and appropriate representation of members of groups that have previously suffered discrimination, such as women and people of colour. In addition, Mintek is working with diversity in response to external pressure from its' main shareholder, the DME. Kossek and Lobel (1996) have however shown that, when organisations are responding to external mandates and pressures alone, they tend to focus solely on issues of representation, leading to a concept called "diversity enlargement." This focus on numbers, helps to monitor change, but doesn't necessarily lead to the kind of in-depth inquiry and sustained organisational change required to work with diversity in a comprehensive and meaningful way.

Human (2005) indicated that organisations that play the numbers game tend to lose staff that is not from the dominant group.

The other "gap" identified in Mintek's diversity drive is the 'apparent' lack of commitment from top management. Researchers (Wah, 1999; Holvino, 1998; Human, 2005) have identified that commitment at all levels to the process and to its diverse workforce are vital but it should begin at the highest levels of management. Top management must give enthusiastic and visible support to the concept of diversity.

At Mintek, it seems that leadership only pays lip service to diversity issues with no real commitment. Schein (1990) emphasised the importance of leadership commitment to change. At Mintek, the historically hierarchical, bureaucratic organisational structure that exists, has created an environment where lower level staff, tend to look to top management for direction. Kiggundu (1988) in his research on African managers noted the following*," There is an acute shortage of quality leadership and management in Africa. Prevailing management styles are authoritarian, personalised, politicized and not conducive to management*

development and the emergence of new leadership. Entrepreneurial, creative, and development talents are suppressed in favour of bureaucratic, risk-aversive administration based on absolute obedience." In the case of diversity at Mintek, no visible buy-in from top management tends to dilute the diversity objectives for the remaining employees. The feeling is that, *'Top management don't think that diversity is important, why should we?"*

Hewstone and Brown (1986) advocated that during diversity training, any group differences will be interpreted as implying that one group is inferior to another. They argue that attempts to discuss cultural differences, in order to foster cross-cultural understanding and tolerance, must be done carefully, over time, and on successive occasions. Mintek had applied what Pettigrew (1986) referred to as 'one-shot contact situations' of diversity training.

The Mintek program comprised two-days of 'valuing diversity' that *all* permanent employees *had* to attend. Ellis and Sonnenfeld (1994) showed that since the diversity topic is so "charged", a "one-shot information blizzard" is ineffective as the topic of diversity requires thoughtful, planned discussions rather than jargon-based platitudes. It is also noted that mandatory diversity training could have a negative impact (Alderfer, 1991). Coercing employees to participate in multicultural workshops is an ineffective means of modifying their attitudes and behaviour.

Mintek has adopted the organisational development approach (Holvino, 1988) to handling diversity. Mintek currently sits in the transitional (between compliance and positive action) stage, which deals with trying to integrate others into systems created under dominant norms. The biggest disadvantage of this approach is the leadership influence. Because this approach focuses dominantly on the directives as received from top management, when organisational changes take place, the initiatives tend to be derailed. The new top management coming in, will then reassess the situation based on their perceptions and

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understanding. This results in lack of continuity or sustenance of workable solutions.

As previously discussed in Chapter Five (i.e. Company analysis), while it has been acknowledged that the process followed by Mintek in their diversity drive is comparable to other organisations, an important aspect to consider is the *quality* of the training offered. These quality aspects, as discussed above, must be focussed on:

♦ Visible commitment from top management

♦ Ongoing series on diversity training

♦ Careful selection of trained facilitators

♦ The program must align to the culture of Mintek

♦ There must be a mix of participants and no token roles should be allowed to be assumed

Besides ensuring that the quality of training implemented is of the highest quality, it is imperative that the training program is contextualised within the organization in question. By aligning the chosen program to the organisational culture, a higher success rate should be prevalent.

8.3   LIMITATIONS

This study focused just on one in-depth descriptive case study, and the researcher's own bias, as an employee of this organization could have influenced the findings.

As the study is focussed on diversity management in a parastatal organisation, it may not be applicable to private organisations in South Africa. As a result of this study representing only the mining sector in South Africa, it may not be applicable to other sectors of the South African economy.

The focus group was smaller than planned, and the influence of dominant participants may have affected the direction of the discussion and also the data.

8.4   RECOMMENDATIONS

The following recommendations are based on an analysis of applicable research, both South African and internationally derived, within the context of specific findings at Mintek.

8.4.1   CREATING AN ENVIRONMENT THAT VALUES DIVERSITY

For any diversity initiative to be successful, it is logical to assume that the environment must be conducive to the effort. The following points are suggested as recommendations for improving the current environment at Mintek and making it more conducive to effective diversity management.

♦ **Improved management commitment** – there needs to be a visible, demonstrable commitment from all levels of management towards diversity. Top management need to be instrumental in displaying the levels of commitment to diversity, and set an example for the rest of the organization. This could be achieved by being transparent and communicative about the aims and objectives of the suggested programs and being seen as actively collaborating with the change agents to bring about the required transformation. Management can show their support of diversity in a number of ways i.e. increasing the presence of women and minorities in executive positions, creating diversity support groups shows interest and allows employees to air their views, communicate with employees about their needs and then review job descriptions to fulfill these needs.

➢ **Creating an inclusive organisational culture** – Mintek is perceived as having a white elitist culture that is resistant to transformation. This culture had been prevalent for more than 50 years and it will take maybe another 50 years for it to change. In order to change this culture, continued diversity

education and training is required and transparent discussions around diversity is important to try and change the culture to one of inclusivity for all employees. While, "people management" focussed on the formal processes of managing people, diversity focuses on the subtle and unwritten norms that affect interactions at every level and instance in the business. This aspect focussed on cultural integration. At present, black employees and women are required/expected to adapt to the white male-dominated corporate culture. The intention should be to create a culture that is equally accommodating and reflective of the rich diversity of all of South Africa's people.

♦ **Diversity should be strategic to the organization** – diversity like finance and marketing, should be strategic to and aligned with the objectives of Mintek as an organization. By viewing diversity as one of the strategic objectives of the organization, there should be greater buy-in from employees.

♦ **Changes in systems and structures -** All of Mintek's personnel policies should be scrutinized and aligned with the requirements set out in the current labour legislation. All aspects (recruitment, selection and development, or promotion) of the formal manner in which people are managed should be evaluated to ensure that the diversity strategy is effectively managed and implemented to contribute towards continued sustainability.

8.4.2 A CONCEPTUAL MODEL

Similar diversity initiatives and training programs cannot be designed to "fit" all organisations or organisational units. These programs should be tailor made to suit the context that each organization finds itself in.

During the course of this study, a conceptual model of dealing with diversity in Mintek was developed (Figure 6, Section 3). This model was developed using the following guidelines:

♦ An organisational diagnosis, by way of a cultural audit, should be conducted before moving forward with any diversity initiative to avoid creating more harm

than good.

♦ Careful attention should be paid to the available training initiatives and various methods used in each initiative. Leaders should ensure that if external consultants are hired, they have a very thorough understanding of the organisations and ensure that any diversity programs suggested are aligned strategically with what the organization wants to achieve.

♦ Leaders must assess how the training should be delivered. This will depend heavily on an assessment of the workforce and perceived perceptions on levels of maturity prevalent at the time. If the workforce is very young, a series of diversity training maybe required addressing all issues and educating the youngsters about diversity in general. If the workforce is a predominantly "older" group, "one-shot" training maybe sufficient as it is assumed that these groups would have had more exposure to working with culturally diverse people.

♦ Appropriate measures and methods for monitoring and evaluation of the diversity program is imperative in order to address gaps and build on successes.

The researcher strongly believes that "multiculturalism" of the South African organisation warrants an approach to diversity that is initiated by firstly "understanding" the culture that presently exists and then planning a process based on those results. The conceptual model (Figure 6) as proposed by the researcher would be a good starting point towards achieving the levels of diversity management that would ensure organisational effectiveness. The model would need to be 'tweaked' to comply with the contextual setting of the organization in question, and it is firmly believed that this model would have applicability in various organisations in South Africa.

8.5   FURTHER RESEARCH

♦ The current study focused on a sample of the population in the mining industry and within the public sector. Considering the strategic relevance of the mining industry to South Africa and the increase in the number of private organisations involved in mining in South Africa, it is recommended that further research be undertaken on a private company in the mining sector.

♦ A conceptual model was developed for application within Mintek (a science council). There are a total of 8 science councils in South Africa, and it is recommended that the applicability of this model should be tested on another science council in South Africa.

♦ The study found those younger employees under the age of 25-view diversity management at Mintek more positively than their older counterparts. Further research can be conducted to determine those factors that prompt younger employees to view diversity differently and use this to improve on the diversity management strategy of the organization. It could also aid towards development of an applicable retention strategy of these high calibre individuals.

♦ Since working in groups/teams is the norm at Mintek, and interesting avenue for future research would be to explore the relative effects of different types of diversity in-group composition on the affective reactions of group members. The outcomes of diversity based on observable differences (i.e. race, age etc.) versus underlying attributes such as functional background or years of service can be compared.

At Mintek the transition from a predominantly "white" managed organisation to one that now comprises mainly "black" management has had various repercussions, both positive and negative. The need to understand and conceptualise the new demography that currently exists in these science councils

makes the implementation and sustainability of effective diversity programs a business imperative for organisational effectiveness.

What has been clearly derived from this research is that, due to the highly dynamic nature of the South African workforce, the need to understand the workforce from all perspectives is vital towards understanding how to effectively manage them. A "one-size fits all" diversity model, cannot work due to the constantly changing demography and needs of the workforce in science councils in South Africa.

All diversity programs devised and applied should adopt a holistic approach that combines efforts in AA, EE and proactive attempts at people and organisational development.

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ANNEXURE 1
INTERVIEW SCHEDULE – CHANGE IMPLEMENTERS

Note that the individual interview schedule does not contain any structured, closed questions, since the interview needs to remain flexible to allow for any relevant information to emerge. The type of questions are open-ended and are focused on the 'why and how' of diversity programmes in science councils.

Interview schedule to be used

1) Why did Mintek implement the diversity program?

2) How was the diversity programme structured?

3) What parameters were considered during the structuring of the diversity program?

4) Looking at the current diversity program, do you think that it is effective?

5) Does this diversity initiative have the commitment from top level management?

If the interviewee cannot answer these questions, various prompting might be done towards the end of the interview to ensure that the research questions are answered as comprehensively as possible. These prompts are also open-ended and are shown below.

Open-ended questions that might be used but only for prompting. Only to be done towards the end of the interview if no relevant answers received.

1. Would one of the reasons for Mintek to have implemented the diversity program, perhaps have been …., [substitute any of the bullet points below] …?

• To directly affect profitability

• To assist in the retention of loyal, high caliber staff

• To assist in customer acquisition

• To enable the collection and regular updating of information

• To drive the right, profitable behaviour in clients

2. Does the structure of the diversity programme reflect the following characteristic [substitute any of the bullet points below] …? Why / why not?

• In what way does the programme reflect the unique business environment of Mintek?

- Which dimensions of diversity were key in influencing the structure of this program?

What is the level of top management commitment? To what extent is the programme integrated into the rest of Mintek (specifically its corporate strategy, marketing efforts, Internet initiatives

ANNEXURE 2

FOCUS GROUP SCHEDULE – CHANGE RECIPIENTS

Note that the focus group schedule does not contain any structured, closed questions, since the interview needs to remain flexible to allow for any relevant information to emerge. The type of questions are open-ended and are focused on the 'why and how' of diversity programmes in science councils.

Interview schedule to be used

1) How does the structure of the diversity program influence your role?

2) Looking at the current diversity program, do you think that it is effective?

3) Does this diversity initiative have the commitment from top level management?

4) What aspects of diversity do you think have the most impact on an organization?

If the interviewee cannot answer these questions, various prompting might be done towards the end of the interview to ensure that the research questions are answered as comprehensively as possible. These prompts are also open-ended and are shown on the next page.

Open-ended questions that might be used but only for prompting. Only to be done towards the end of the interview if no relevant answers received.

1. Would one of the reasons for Mintek to have implemented the diversity program, perhaps have been… [substitute any of the bullet points below] …?

• To directly affect profitability

• To assist in the retention of loyal, high caliber staff

• To assist in customer acquisition

2. Does the structure of the diversity programme reflect the following characteristic [substitute any of the bullet points below] …? Why / why not?

• ˌ In what way does the programme reflect the unique business environment of Mintek?

• Which dimensions of diversity were key in influencing the structure of this program?

- . What is the level of top management commitment? To what extent is the programme integrated into the rest of Mintek (specifically its corporate strategy, marketing efforts, Internet initiatives and HR initiatives).

ANNEXURE 3 – GENERAL QUESTIONNAIRE SENT TO MINTEK PERMANENT EMPLOYEES

	CRITERIA	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
	SECTION ONE					
	Please use the scale to highlight your answers to the questions that follow. Highlight the middle category, "Neither Agree nor Disagree," if you cannot really choose Agree or Disagree. Try to answer all the questions. If a question does not apply to your situation, leave it blank, and go on to the next one.					
1	In my opinion, the following groups or individuals support employee diversity at Mintek					
	a) my immediate supervisor or manager	1	2	3	4	5
	b) middle management	1	2	3	4	5
	c) top managers of my business unit (General Managers)	1	2	3	4	5
	d) the CEO	1	2	3	4	5
2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	1	2	3	4	5
3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	1	2	3	4	5
4	The leaders of Mintek should do more to ensure that women reach top positions in the company	1	2	3	4	5
5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	1	2	3	4	5
6	Too much attention is focused on helping minorities get ahead in the organization					
7	Too much attention is focused on helping women get ahead in the organization	1	2	3	4	5
8	Everyone has an equal chance to get ahead at Mintek	1	2	3	4	5
9	Mintek is concerned about my growth as an individual employee	1	2	3	4	5
10	People are treated with respect at Mintek regardless of their race	1	2	3	4	5

11	People are treated with respect at Mintek regardless of their gender	1	2	3	4	5
12	People are treated with respect at Mintek regardless of their age	1	2	3	4	5
13	Employees are evaluated solely on the basis of their merits at Mintek	1	2	3	4	5
14	Members of different race, gender and age groups work well together at Mintek	1	2	3	4	5
15	By valuing diversity, our organization will enhance its competitiveness	1	2	3	4	5
16	It's important to accommodate cultural differences at Mintek	1	2	3	4	5
17	My manager works well with people who differ by race, gender, or age	1	2	3	4	5
18	In daily interactions in my group, we should be more sensitive to cultural differences	1	2	3	4	5
19	It is better to ignore cultural differences in my group rather than bring attention to them	1	2	3	4	5
20	People in my group make me feel like I belong	1	2	3	4	5
21	I seek out relationships with members of different race, gender, and age groups at Mintek	1	2	3	4	5
	SECTION TWO					
22	Have you had any exposure to the topic of employee diversity in the workplace? (Check one)	YES	NO			
23	If you answered 'yes' to the last question (#22), please put a check by all the sources of information regarding employee diversity in the workplace to which you have been exposed:	YES	NO			
	a) Participated in Mintek's "Valuing Diversity" seminar	YES	NO			
	b) Newspaper, magazine and/or journal articles	YES	NO			
	c) Discussions with colleagues and/or friends	YES	NO			
	d) Other type of Valuing or Managing Diversity seminar outside of Mintek	YES	NO			
	e) Other (please specify here:)					
	If you have not answered "No" to question #22, please answer the following question #24 and then skip Section Three and proceed to answer the questions in Section Four					
24	I did not participate in Mintek's "Valuing Diversity" seminar because:					

a) the seminar was offered at an inconvenient time	YES	NO			
b) I was not an employee of Mintek at the time	YES	NO			
c) I was unaware that Mintek had a "Valuing Diversity" seminar	YES	NO			
d) I am not interested in this issue	YES	NO			
e) Other (please specify here:)					
SECTION THREE					
25 When did you last participate in Mintek's "Valuing Diversity" seminar? (check one):					
a) Within the last month	YES	NO			
b)1 to 6 months ago	YES	NO			
c) 7 to 12 months ago	YES	NO			
d) Over a year ago	YES	NO			
e) Not applicable					
The following questions pertain to your reaction to Mintek's "Valuing Diversity" seminar. Using the scale, please circle your answers:					
	Strongly Agree	**Agree**	**Neither Agree nor Disagree**	**Disagree**	**Strongly Disagree**
The seminar:					
26 Was a worthwhile use of my time	1	2	3	4	5
27 Is one I would recommend to people I work with	1	2	3	4	5
28 Should be offered more often at Mintek	1	2	3	4	5
29 Was relevant to challenges we face at Mintek	1	2	3	4	5
30 Increased my awareness of racial issues that may exist at Mintek	1	2	3	4	5
31 Increased my awareness of gender issues that may exist at Mintek	1	2	3	4	5
32 Increased my awareness of age issues that may exist at Mintek	1	2	3	4	5
33 Increased my awareness of the benefits of having different viewpoints in the workplace	1	2	3	4	5
34 Has had an explicitly positive effect on me	1	2	3	4	5

35	What are the details of the effect?					
36	Has had an explicitly negative effect on me	1	2	3	4	5
37	What are the details of the effect?					
38	Convinced me that valuing diversity within our organization is critical to our success	1	2	3	4	5
39	Inspired me to learn more about how to understand and work with culturally diverse employees	1	2	3	4	5
40	Helped me to improve my ability to communicate with people I consider different from myself	1	2	3	4	5
41	Helped me to improve my ability to work on projects with people I consider different from myself	1	2	3	4	5
42	Improved relations among workers in my department	1	2	3	4	5
43	Improved personnel hiring and promotion practices	1	2	3	4	5
44	Had a negative impact on some employees at Mintek	1	2	3	4	5
45	Reinforced stereotypes some people hold about certain ethnic groups	1	2	3	4	5
46	Reinforced stereotypes some people hold about men and/or women	1	2	3	4	5
47	At Mintek, do you think some groups have gained or lost stature (i.e., prestige or influence) as a result of the "Valuing Diversity" seminar? (Check one)	YES	NO	DON'T KNOW		

		AFRICAN	INDIAN	COLOURED	WHITE	
48	If you answered "Yes" to the last question (#47), please indicate which groups have been affected the most positively and why?	AFRICAN	INDIAN	COLOURED	WHITE	
49	If you answered "No" to question (#47), please indicate which groups have been affected the most negatively and why?	AFRICAN	INDIAN	COLOURED	WHITE	
	SECTION FOUR					
	Your answers to the following questions will be used for analytical purposes only. The information you provide will remain confidential and will not be used to identify you in any way. However, if you are uncomfortable answering any of these questions, please leave them blank.					
50	Sex (check one)					
	a) Male					
	b) Female					
51	Ethnic Group (check one)					
	a) African					
	b) Indian/Asian					
	c) Coloured					
	d) White					
52	Age (check one)					

a) less than 25 years					
b) 25-35 years					
c) 35-40 years					
d) 40-45 years					
e) 45-50 years					
53 Type of position in company (check one)					
a) Executive and Divisional Management					
b) Professionals					
c) Technicians					
d) Clerks					
e) Skilled (crafts and related trades)					
f) Unskilled (plant/machine operators)					
THANK YOU					

ANNEXURE 4 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON EXPOSURE TO MANAGING DIVERSITY

		%AGREE	
QUESTION	STATEMENT	EXPOSURE	NO EXPOSURE
Q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	9	19
Q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	12	39
Q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	19	6
Q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	21	16
Q6	Too much attention is focused on helping minorities get ahead in the organization	47	52
Q7	Too much attention is focused on helping women get ahead in the organization	45	64
Q8	Everyone has an equal chance to get ahead at Mintek	51	50
Q9	Mintek is concerned about my growth as an individual employee	42	41
Q10	People are treated with respect at Mintek regardless of their race	22	31
Q11	People are treated with respect at Mintek regardless of their gender	12	33
Q12	People are treated with respect at Mintek regardless of their age	17	36
Q13	Employees are evaluated solely on the basis of their merits at Mintek	36	36
Q14	Members of different race, gender and age groups work well together at Mintek	18	30
Q15	By valuing diversity, our organization will enhance its competitiveness	6	6
Q16	It's important to accommodate cultural differences at Mintek	4	3
Q17	My manager works well with people who differ by race, gender, or age	10	24
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	9	13
Q19	It is better to ignore cultural differences in my group rather than bring attention to them	54	53
Q20	People in my group make me feel like I belong	11	38
Q21	I seek out relationships with members of different race, gender, and age groups at Mintek	11	13

ANNEXURE 5 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON RACIAL CATEGORIES

		%AGREE			
QUESTION	STATEMENT	AFRICAN	WHITE	INDIAN	COLOURED
Q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	26	2	7	0
Q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	38	5	13	0
Q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	11	22	13	0
Q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	16	23	13	0
Q6	Too much attention is focused on helping minorities get ahead in the organization	66	36	44	0
Q7	Too much attention is focused on helping women get ahead in the organization	62	39	50	100
Q8	Everyone has an equal chance to get ahead at Mintek	64	42	38	0
Q9	Mintek is concerned about my growth as an individual employee	58	28	31	100
Q10	People are treated with respect at Mintek regardless of their race	49	5	13	0
Q11	People are treated with respect at Mintek regardless of their gender	33	9	6	0
Q12	People are treated with respect at Mintek regardless of their age	37	11	19	0
Q13	Employees are evaluated solely on the basis of their merits at Mintek	54	29	0	0
Q14	Members of different race, gender and age groups work well together at Mintek	46	2	13	0
Q15	By valuing diversity, our organization will enhance its competitiveness	7	6	6	0
Q16	It's important to accommodate cultural differences at Mintek	6	3	6	0
Q17	My manager works well with people who differ by race, gender, or age	27	5	0	0
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	11	11	6	0
Q19	It is better to ignore cultural differences in my group rather than bring attention to them	56	52	60	100
Q20	People in my group make me feel like I belong	38	2	0	0
Q21	I seek out relationships with members of different race, gender, and age groups at Mintek	19	9	0	0

ANNEXURE 6 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON AGE

		%AGREE				
QUESTION	STATEMENT	<25	25-35	35-40	40-45	>45
Q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	13	15	5	14	53
Q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	27	22	13	24	10
Q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	7	17	13	24	15
Q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	7	22	26	19	15
Q6	Too much attention is focused on helping minorities get ahead in the organization	47	45	50	50	53
Q7	Too much attention is focused on helping women get ahead in the organization	53	47	56	45	55
Q8	Everyone has an equal chance to get ahead at Mintek	64	48	50	57	50
Q9	Mintek is concerned about my growth as an individual employee	60	37	46	48	30
Q10	People are treated with respect at Mintek regardless of their race	36	31	13	24	10
Q11	People are treated with respect at Mintek regardless of their gender	27	15	17	24	10
Q12	People are treated with respect at Mintek regardless of their age	20	25	22	14	20
Q13	Employees are evaluated solely on the basis of their merits at Mintek	33	32	39	48	37
Q14	Members of different race, gender and age groups work well together at Mintek	33	26	22	14	5
Q15	By valuing diversity, our organization will enhance its competitiveness	0	7	4	19	10
Q16	It's important to accommodate cultural differences at Mintek	0	5	4	10	0
Q17	My manager works well with people who differ by race, gender, or age	13	17	17	10	5
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	0	8	9	25	5
Q19	It is better to ignore cultural differences in my group rather than bring attention to them	47	43	73	63	65
Q20	People in my group make me feel like I belong	27	18	18	20	5
Q21	I seek out relationships with members of different race, gender, and age groups at Mintek	23	9	14	10	5

ANNEXURE 7 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON GENDER

		%AGREE	
QUESTION	STATEMENT	FEMALE	MALE
Q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	9	13
Q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	18	19
Q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	13	19
Q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	21	19
Q6	Too much attention is focused on helping minorities get ahead in the organization	48	48
Q7	Too much attention is focused on helping women get ahead in the organization	55	46
Q8	Everyone has an equal chance to get ahead at Mintek	54	49
Q9	Mintek is concerned about my growth as an individual employee	43	41
Q10	People are treated with respect at Mintek regardless of their race	24	25
Q11	People are treated with respect at Mintek regardless of their gender	18	17
Q12	People are treated with respect at Mintek regardless of their age	25	20
Q13	Employees are evaluated solely on the basis of their merits at Mintek	27	41
Q14	Members of different race, gender and age groups work well together at Mintek	21	21
Q15	By valuing diversity, our organization will enhance its competitiveness	5	9
Q16	It's important to accommodate cultural differences at Mintek	4	5
Q17	My manager works well with people who differ by race, gender, or age	14	13
Q18	In daily interactions in my group, we should be more sensitive to cultural differences	15	7
Q19	It is better to ignore cultural differences in my group rather than bring attention to them	44	61
Q20	People in my group make me feel like I belong	16	17
Q21	I seek out relationships with members of different race, gender, and age groups at Mintek	14	11

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ANNEXURE 8 - PERCENTAGE OF RESPONDENTS WHO HAD EXPOSURE TO MANAGING DIVERSITY

QUESTION	STATEMENT	%AGREE
26	Was a worthwhile use of my time	15.6
27	Is one I would recommend to people I work with	15.6
28	Should be offered more often at Mintek	20.9
29	Was relevant to challenges we face at Mintek	15.4
30	Increased my awareness of racial issues that may exist at Mintek	11
31	Increased my awareness of gender issues that may exist at Mintek	17.6
32	Increased my awareness of age issues that may exist at Mintek	18.9
33	Increased my awareness of the benefits of having different viewpoints in the workplace	14.4
34	Has had an explicitly positive effect on me	18.7
36	Has had an explicitly negative effect on me	63.2
38	Convinced me that valuing diversity within our organization is critical to our success	19.8
39	Inspired me to learn more about how to understand and work with culturally diverse employees	13.2
40	Helped me to improve my ability to communicate with people I consider different from myself	14.6
41	Helped me to improve my ability to work on projects with people I consider different from myself	18
42	Improved relations among workers in my department	22.5
43	Improved personnel hiring and promotion practices	35.5
44	Had a negative impact on some employees at Mintek	36

ANNEXURE 9 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON RACIAL CATEGORIES

QUESTION	STATEMENT	%AGREE			
		AFRICAN	WHITE	INDIAN	COLOURED
26	Was a worthwhile use of my time	10	10	25	100
27	Is one I would recommend to people I work with	10	13	25	100
28	Should be offered more often at Mintek	13	21	25	100
29	Was relevant to challenges we face at Mintek	9.5	14.5	25	100
30	Increased my awareness of racial issues that may exist at Mintek	3	8	25	100
31	Increased my awareness of gender issues that may exist at Mintek	10	17	38	100
32	Increased my awareness of age issues that may exist at Mintek	10	17	38	100
33	Increased my awareness of the benefits of having different viewpoints in the workplace	3	13	25	100
34	Has had an explicitly positive effect on me	10	17	25	100
36	Has had an explicitly negative effect on me	71	62	71	100
38	Convinced me that valuing diversity within our organization is critical to our success	13	19	25	100
39	Inspired me to learn more about how to understand and work with culturally diverse employees	9	10	25	100
40	Helped me to improve my ability to communicate with people I consider different from myself	13	10	25	100
41	Helped me to improve my ability to work on projects with people I consider different from myself	19	15	25	100
42	Improved relations among workers in my department	25	15	38	100
43	Improved personnel hiring and promotion practices	36	28	43	100
44	Had a negative impact on some employees at Mintek	32	42	38	100

ANNEXURE 10 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON AGE

		%AGREE				
QUESTION	STATEMENT	<25	25-35	35-40	40-45	>45
26	Was a worthwhile use of my time	17	19	12	12	13
27	Is one I would recommend to people I work with	17	16	12	17	20
28	Should be offered more often at Mintek	17	19	11	28	33
29	Was relevant to challenges we face at Mintek	0	13	11	22	20
30	Increased my awareness of racial issues that may exist at Mintek	0	9	11	11	14
31	Increased my awareness of gender issues that may exist at Mintek	0	22	17	22	14
32	Increased my awareness of age issues that may exist at Mintek	0	22	17	24	20
33	Increased my awareness of the benefits of having different viewpoints in the workplace	0	16	11	17	13
34	Has had an explicitly positive effect on me	17	22	11	22	13
36	Has had an explicitly negative effect on me	33	64	69	71	64
38	Convinced me that valuing diversity within our organization is critical to our success	0	16	56	33	40
39	Inspired me to learn more about how to understand and work with culturally diverse employees	17	13	0	17	27
40	Helped me to improve my ability to communicate with people I consider different from myself	17	16	0	17	27
41	Helped me to improve my ability to work on projects with people I consider different from myself	17	16	6	28	33
42	Improved relations among workers in my department	50	19	6	35	27
43	Improved personnel hiring and promotion practices	33	36	17	39	47
44	Had a negative impact on some employees at Mintek	50	32	22	53	33

ANNEXURE 11 - PERCENTAGE OF RESPONDENTS WHO AGREE WITH THE FOLLOWING STATEMENTS BASED ON GENDER

		%AGREE	
QUESTION	STATEMENT	FEMALE	MALE
26	Was a worthwhile use of my time	22	13
27	Is one I would recommend to people I work with	26	12
28	Should be offered more often at Mintek	26	20
29	Was relevant to challenges we face at Mintek	19	14
30	Increased my awareness of racial issues that may exist at Mintek	15	9
31	Increased my awareness of gender issues that may exist at Mintek	22	17
32	Increased my awareness of age issues that may exist at Mintek	19	20
33	Increased my awareness of the benefits of having different viewpoints in the workplace	19	12
34	Has had an explicitly positive effect on me	22	17
36	Has had an explicitly negative effect on me	55	68
38	Convinced me that valuing diversity within our organization is critical to our success	15	23
39	Inspired me to learn more about how to understand and work with culturally diverse employees	15	14
40	Helped me to improve my ability to communicate with people I consider different from myself	15	15
41	Helped me to improve my ability to work on projects with people I consider different from myself	15	20
42	Improved relations among workers in my department	22	23
43	Improved personnel hiring and promotion practices	36	33
44	Had a negative impact on some employees at Mintek	44	33

ANNEXURE 12 – GROUP STATISTIC AND INDEPENDENT TEST

No	Statement	q50	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for equality of variances		t-value
							F	Sig.	
q1	In my opinion, the following groups or individuals support employee diversity at Mintek								
q1a	my immediate supervisor or manager	m	86	3.67	1.202	0.13	1.263	0.263	0.326
		f	55	3.87	1.106	0.149			
q1b	middle management	m	86	3.57	1.174	0.127	1.433	0.233	0.367
		f	55	3.75	1.04	0.14			
q1c	top managers of my business unit	m	84	3.69	1.202	0.131	0.251	0.617	0.827
		f	53	3.74	1.146	0.157			
q1d	the CEO	m	87	4.1	1.1	0.118	1.272	0.261	0.201
		f	50	3.86	1.01	0.143			
q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	m	87	3.69	1.027	0.11	0.211	0.647	0.687
		f	55	3.62	1.027	0.139			
q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	m	89	3.37	1.122	0.119	0.082	0.775	0.309
		f	55	3.56	1.067	0.144			
q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	m	89	3.28	1.108	0.117	0.117	0.733	0.001
		f	55	3.96	1.154	0.156			
q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	m	89	3.47	1.149	0.122	2.725	0.101	0.535
		f	53	3.6	1.335	0.183			
q6	Too much attention is focused on helping minorities get ahead in the organization	m	85	2.66	1.041	0.113	1.605	0.207	0.515
		f	56	2.54	1.175	0.157			
q7	Too much attention is focused on helping women get ahead in the organization	m	88	2.68	0.965	0.103	3.462	0.065	0.026
		f	56	2.29	1.124	0.15			
q8	Everyone has an equal chance to get ahead at Mintek	m	88	2.78	1.326	0.141	0.545	0.461	0.617
		f	54	2.67	1.401	0.191			
q9	Mintek is concerned about my growth as an individual employee	m	88	2.92	1.224	0.131	2.07	0.152	0.886
		f	54	2.89	1.355	0.184			
q10	People are treated with respect at Mintek regardless of their race	m	89	3.34	1.261	0.134	0.071	0.79	0.969
		f	55	3.35	1.236	0.167			
q11	People are treated with respect at Mintek regardless of their gender	m	88	3.52	1.114	0.119	1.931	0.167	0.527
		f	56	3.41	0.89	0.119			
q12	People are treated with respect at Mintek regardless of their age	m	87	3.41	1.116	0.12	0.448	0.504	0.615
		f	56	3.32	0.993	0.133			
q13	Employees are evaluated solely on the basis of their merits at Mintek	m	87	2.87	1.179	0.126	1.388	0.241	0.591
		f	55	2.98	1.147	0.155			
q14	Members of different race, gender and age groups work well together at Mintek	m	89	3.47	1.149	0.122	0.605	0.438	0.575
		f	56	3.36	1.271	0.17			
q15	By valuing diversity, our organization will enhance its competitiveness	m	88	4.24	0.871	0.093	0.051	0.822	0.576
		f	56	4.32	0.855	0.114			
q16	It's important to accommodate cultural	m	87	3.76	1.2	0.129	0.035	0.852	0.898

	differences at Mintek	f	56	3.73	1.213	0.162			
q17	My manager works well with people who differ by race, gender, or age	m	88	3.78	0.928	0.099	2.919	0.09	0.191
		f	55	3.56	1.05	0.142			
q18	In daily interactions in my group, we should be more sensitive to cultural differences	m	86	2.44	1.164	0.126	0.388	0.534	0.103
		f	55	2.78	1.257	0.17			
q19	It is better to ignore cultural differences in my group rather than bring attention to them	m	88	3.52	1.174	0.125	0	0.987	0.772
		f	55	3.58	1.197	0.161			
q20	People in my group make me feel like I belong	m	86	3.63	0.882	0.095	0.205	0.651	0.426
		f	52	3.5	0.96	0.133			
q21	I seek out relationships with members of different race, gender, and age groups at Mintek	m	89	0.17	0.376	0.04	13.67	0	0.07
		f	56	0.3	0.464	0.062			

ANNEXURE 13 – GROUP STATISTIC AND INDEPENDENT TEST

No.	Statement	q50	N	Mean	Std. Deviation	Std. Error Mean	Levene's Test for equality of variances		t-value
							F	Sig.	
q26	Was a worthwhile use of my time	m	64	3.69	1.022	0.128	0.777	0.381	0.317
		f	27	3.44	1.121	0.216			
q27	Is one I would recommend to people I work with	m	65	3.72	0.976	0.121	3.629	0.06	0.319
		f	27	3.48	1.221	0.235			
q28	Should be offered more often at Mintek	m	66	3.41	1.081	0.133	0.251	0.618	0.657
		f	27	3.3	1.171	0.225			
q29	Was relevant to challenges we face at Mintek	m	66	3.58	1.024	0.126	0.288	0.593	0.705
		f	27	3.67	1.109	0.214			
q30	Increased my awareness of racial issues that may exist at Mintek	m	65	3.77	0.948	0.118	0.43	0.514	0.503
		f	27	3.93	1.174	0.226			
q31	Increased my awareness of gender issues that may exist at Mintek	m	65	3.48	1.017	0.126	2.519	0.116	0.545
		f	27	3.63	1.275	0.245			
q32	Increased my awareness of age issues that may exist at Mintek	m	65	3.31	1.014	0.126	1.51	0.222	0.251
		f	27	3.59	1.217	0.234			
q33	Increased my awareness of the benefits of having different viewpoints in the workplace	m	65	3.75	1.061	0.132	0.142	0.708	0.923
		f	27	3.78	1.121	0.216			
q34	Has had an explicitly positive effect on me	m	66	3.3	1.081	0.133	1.214	0.273	0.795
		f	27	3.37	1.245	0.24			
q36	Has had an explicitly negative effect on me	m	58	2	1.026	0.135	3.793	0.055	0.171
		f	20	2.4	1.353	0.303			
q38	Convinced me that valuing diversity within our organization is critical to our success	m	66	3.5	1.099	0.135	0.649	0.423	0.502
		f	27	3.67	1.038	0.2			
q39	Inspired me to learn more about how to understand and work with culturally diverse employees	m	66	3.64	0.955	0.118	1.23	0.27	0.977
		f	27	3.63	1.149	0.221			
q40	Helped me to improve my ability to communicate with people I consider different from myself	m	65	3.51	1.002	0.124	0.237	0.627	0.912
		f	27	3.48	1.087	0.209			
q41	Helped me to improve my ability to work on projects with people I consider different from myself	m	64	3.38	1.047	0.131	0	0.992	0.662
		f	27	3.48	1.087	0.209			
q42	Improved relations among workers in my department	m	64	2.98	0.882	0.11	1.29	0.259	0.337
		f	27	3.19	0.962	0.185			
q43	Improved personnel hiring and promotion practices	m	64	2.88	1	0.125	0.023	0.88	0.62
		f	25	2.76	0.926	0.185			
q44	Had a negative impact on some employees at Mintek	m	64	2.91	1.109	0.139	0	0.984	0.419
		f	27	2.7	1.031	0.198			
q45	Reinforced stereotypes some people hold about certain ethnic groups	m	66	3.3	2.801	0.345	0.642	0.425	0.542
		f	27	2.96	1.018	0.196			
q46	Reinforced stereotypes some people hold about men and/or women	m	65	2.94	1.074	0.133	0.002	0.966	0.959
		f	27	2.93	0.997	0.192			

ANNEXURE 14 – ONE-WAY ANOVA ACROSS RACE

	Statement		Sum of Squares	df	Mean Square	F	Sig.
q1	In my opinion, the following groups or individuals support employee diversity at Mintek						
q1a	my immediate supervisor or manager	**Between Groups**	19.047	2	9.523	7.578	0.001
		Within Groups	165.887	132	1.257		
		Total	184.933	134			
q1b	middle management	**Between Groups**	20.402	2	10.201	8.928	0
		Within Groups	150.813	132	1.143		
		Total	171.215	134			
q1c	top managers of my business unit	**Between Groups**	33.684	2	16.842	14.645	0
		Within Groups	147.202	128	1.15		
		Total	180.885	130			
q1d	the CEO	**Between Groups**	22.155	2	11.078	11.006	0
		Within Groups	129.845	129	1.007		
		Total	152	131			
q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	**Between Groups**	30.556	2	15.278	18.508	0
		Within Groups	109.79	133	0.825		
		Total	140.346	135			
q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	**Between Groups**	31.085	2	15.542	15.851	0
		Within Groups	132.372	135	0.981		
		Total	163.457	137			
q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	**Between Groups**	21.729	2	10.864	9.037	0
		Within Groups	162.307	135	1.202		
		Total	184.036	137			
q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	**Between Groups**	19.664	2	9.832	7.421	0.001
		Within Groups	176.219	133	1.325		
		Total	195.882	135			
q6	Too much attention is focused on helping minorities get ahead in the organization	**Between Groups**	15.921	2	7.96	7.47	0.001
		Within Groups	140.672	132	1.066		

		Total	156.593	134			
q7	Too much attention is focused on helping women get ahead in the organization	**Between Groups**	4.305	2	2.152	2.044	0.134
		Within Groups	142.166	135	1.053		
		Total	146.471	137			
q8	Everyone has an equal chance to get ahead at Mintek	**Between Groups**	21.35	2	10.675	6.453	0.002
		Within Groups	220.033	133	1.654		
		Total	241.382	135			
q9	Mintek is concerned about my growth as an individual employee	**Between Groups**	34.158	2	17.079	12.318	0
		Within Groups	184.401	133	1.386		
		Total	218.559	135			
q10	People are treated with respect at Mintek regardless of their race	**Between Groups**	65.628	2	32.814	30.769	0
		Within Groups	143.974	135	1.066		
		Total	209.601	137			
q11	People are treated with respect at Mintek regardless of their gender	**Between Groups**	29.381	2	14.691	16.378	0
		Within Groups	121.09	135	0.897		
		Total	150.471	137			
q12	People are treated with respect at Mintek regardless of their age	**Between Groups**	27.194	2	13.597	14.172	0
		Within Groups	128.558	134	0.959		
		Total	155.752	136			
q13	Employees are evaluated solely on the basis of their merits at Mintek	**Between Groups**	30.64	2	15.32	13.205	0
		Within Groups	154.301	133	1.16		
		Total	184.941	135			
q14	Members of different race, gender and age groups work well together at Mintek	**Between Groups**	58.208	2	29.104	27.87	0
		Within Groups	142.022	136	1.044		
		Total	200.23	138			
q15	By valuing diversity, our organization will enhance its competitiveness	**Between Groups**	3.605	2	1.803	2.398	0.095
		Within Groups	101.475	135	0.752		
		Total	105.08	137			
q16	It's important to accommodate cultural differences at Mintek	**Between Groups**	28.081	2	14.04	11.369	0
		Within Groups	165.481	134	1.235		

		Total	193.562	136			
q17	My manager works well with people who differ by race, gender, or age	**Between Groups**	7.269	2	3.635	3.882	0.023
		Within Groups	125.461	134	0.936		
		Total	132.73	136			
q18	In daily interactions in my group, we should be more sensitive to cultural differences	**Between Groups**	0.661	2	0.331	0.224	0.799
		Within Groups	194.554	132	1.474		
		Total	195.215	134			
q19	It is better to ignore cultural differences in my group rather than bring attention to them	**Between Groups**	37.063	2	18.532	16.719	0
		Within Groups	148.528	134	1.108		
		Total	185.591	136			
q20	People in my group make me feel like I belong	**Between Groups**	10.097	2	5.049	6.617	0.002
		Within Groups	98.418	129	0.763		
		Total	108.515	131			
q21	I seek out relationships with members of different race, gender, and age groups at Mintek	**Between Groups**	2.492	2	1.246	7.474	0.001
		Within Groups	22.674	136	0.167		
		Total	25.165	138			

ANNEXURE 15 – ONE WAY ANOVA POST-HOC TEST

Dependent Variable	Statement	(I) Race_recoded	(J) Race_rec oded	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Upper Bound	Lower Bound
q1a	my immediate supervisor or manager	1	2	-0.522	0.312	0.252	-1.3	0.25
			3	-.806(*)	0.207	0.001	-1.32	-0.29
		2	1	0.522	0.312	0.252	-0.25	1.3
			3	-0.284	0.305	0.65	-1.04	0.47
		3	1	.806(*)	0.207	0.001	0.29	1.32
			2	0.284	0.305	0.65	-0.47	1.04
q1b	middle management	1	2	-0.611	0.299	0.127	-1.35	0.13
			3	-.831(*)	0.198	0	-1.32	-0.34
		2	1	0.611	0.299	0.127	-0.13	1.35
			3	-0.22	0.291	0.751	-0.94	0.5
		3	1	.831(*)	0.198	0	0.34	1.32
			2	0.22	0.291	0.751	-0.5	0.94
q1c	top managers of my business unit	1	2	-0.665	0.302	0.092	-1.41	0.08
			3	-1.098(*)	0.203	0	-1.6	-0.6
		2	1	0.665	0.302	0.092	-0.08	1.41
			3	-0.433	0.292	0.337	-1.16	0.29
		3	1	1.098(*)	0.203	0	0.6	1.6
			2	0.433	0.292	0.337	-0.29	1.16
q1d	the CEO	1	2	-0.362	0.282	0.439	-1.06	0.34
			3	-.880(*)	0.189	0	-1.35	-0.41
		2	1	0.362	0.282	0.439	-0.34	1.06
			3	-0.518	0.273	0.17	-1.19	0.16
		3	1	.880(*)	0.189	0	0.41	1.35
			2	0.518	0.273	0.17	-0.16	1.19
q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	1	2	-.713(*)	0.259	0.025	-1.35	-0.07
			3	-1.008(*)	0.167	0	-1.42	-0.6
		2	1	.713(*)	0.259	0.025	0.07	1.35
			3	-0.295	0.253	0.508	-0.92	0.33
		3	1	1.008(*)	0.167	0	0.6	1.42
			2	0.295	0.253	0.508	-0.33	0.92
q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	1	2	-.911(*)	0.281	0.006	-1.61	-0.22
			3	-.979(*)	0.18	0	-1.42	-0.53
		2	1	.911(*)	0.281	0.006	0.22	1.61
			3	-0.068	0.276	0.97	-0.75	0.61
		3	1	.979(*)	0.18	0	0.53	1.42
			2	0.068	0.276	0.97	-0.61	0.75
q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	1	2	-0.089	0.304	0.958	-0.84	0.66
			3	.772(*)	0.2	0.001	0.28	1.27
		2	1	0.089	0.304	0.958	-0.66	0.84
			3	.862(*)	0.299	0.018	0.12	1.6
		3	1	-.772(*)	0.2	0.001	-1.27	-0.28

			2	-.862(*)	0.299	0.018	-1.6	-0.12
q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	1	2	-0.226	0.327	0.788	-1.04	0.58
			3	.698(*)	0.211	0.005	0.18	1.22
		2	1	0.226	0.327	0.788	-0.58	1.04
			3	.924(*)	0.321	0.018	0.13	1.72
		3	1	-.698(*)	0.211	0.005	-1.22	-0.18
			2	-.924(*)	0.321	0.018	-1.72	-0.13
q6	Too much attention is focused on helping minorities get ahead in the organization	1	2	-0.374	0.294	0.449	-1.1	0.36
			3	-.736(*)	0.19	0.001	-1.21	-0.26
		2	1	0.374	0.294	0.449	-0.36	1.1
			3	-0.362	0.288	0.456	-1.07	0.35
		3	1	.736(*)	0.19	0.001	0.26	1.21
			2	0.362	0.288	0.456	-0.35	1.07
q7	Too much attention is focused on helping women get ahead in the organization	1	2	-0.084	0.285	0.957	-0.79	0.62
			3	-0.37	0.187	0.147	-0.83	0.09
		2	1	0.084	0.285	0.957	-0.62	0.79
			3	-0.285	0.279	0.594	-0.98	0.41
		3	1	0.37	0.187	0.147	-0.09	0.83
			2	0.285	0.279	0.594	-0.41	0.98
q8	Everyone has an equal chance to get ahead at Mintek	1	2	-.891(*)	0.359	0.049	-1.78	0
			3	-.789(*)	0.237	0.005	-1.38	-0.2
		2	1	.891(*)	0.359	0.049	0	1.78
			3	0.102	0.35	0.958	-0.76	0.97
		3	1	.789(*)	0.237	0.005	0.2	1.38
			2	-0.102	0.35	0.958	-0.97	0.76
q9	Mintek is concerned about my growth as an individual employee	1	2	-1.121(*)	0.327	0.004	-1.93	-0.31
			3	-.990(*)	0.216	0	-1.53	-0.45
		2	1	1.121(*)	0.327	0.004	0.31	1.93
			3	0.131	0.321	0.921	-0.66	0.93
		3	1	.990(*)	0.216	0	0.45	1.53
			2	-0.131	0.321	0.921	-0.93	0.66
q10	People are treated with respect at Mintek regardless of their race	1	2	-1.314(*)	0.287	0	-2.02	-0.61
			3	-1.430(*)	0.189	0	-1.9	-0.96
		2	1	1.314(*)	0.287	0	0.61	2.02
			3	-0.116	0.281	0.918	-0.81	0.58
		3	1	1.430(*)	0.189	0	0.96	1.9
			2	0.116	0.281	0.918	-0.58	0.81
q11	People are treated with respect at Mintek regardless of their gender	1	2	-1.132(*)	0.263	0	-1.78	-0.48
			3	-.876(*)	0.173	0	-1.3	-0.45
		2	1	1.132(*)	0.263	0	0.48	1.78
			3	0.256	0.258	0.612	-0.38	0.89
		3	1	.876(*)	0.173	0	0.45	1.3
			2	-0.256	0.258	0.612	-0.89	0.38
q12	People are treated with respect at Mintek regardless of their age	1	2	-1.009(*)	0.272	0.001	-1.68	-0.33
			3	-.882(*)	0.18	0	-1.33	-0.44
		2	1	1.009(*)	0.272	0.001	0.33	1.68
			3	0.127	0.266	0.893	-0.53	0.79
		3	1	.882(*)	0.18	0	0.44	1.33
			2	-0.127	0.266	0.893	-0.79	0.53

q13	Employees are evaluated solely on the basis of their merits at Mintek	1		2	-1.424(*)	0.307	0	-2.18	-0.66
				3	-.732(*)	0.198	0.001	-1.22	-0.24
		2		1	1.424(*)	0.307	0	0.66	2.18
				3	0.691	0.3	0.074	-0.05	1.43
		3		1	.732(*)	0.198	0.001	0.24	1.22
				2	-0.691	0.3	0.074	-1.43	0.05
q14	Members of different race, gender and age groups work well together at Mintek	1		2	-1.045(*)	0.283	0.002	-1.75	-0.34
				3	-1.370(*)	0.186	0	-1.83	-0.91
		2		1	1.045(*)	0.283	0.002	0.34	1.75
				3	-0.324	0.278	0.508	-1.01	0.36
		3		1	1.370(*)	0.186	0	0.91	1.83
				2	0.324	0.278	0.508	-0.36	1.01
q15	By valuing diversity, our organization will enhance its competitiveness	1		2	-0.148	0.241	0.829	-0.74	0.45
				3	0.276	0.158	0.223	-0.12	0.67
		2		1	0.148	0.241	0.829	-0.45	0.74
				3	0.423	0.236	0.203	-0.16	1.01
		3		1	-0.276	0.158	0.223	-0.67	0.12
				2	-0.423	0.236	0.203	-1.01	0.16
q16	It's important to accommodate cultural differences at Mintek	1		2	-1.098(*)	0.315	0.003	-1.88	-0.32
				3	-.863(*)	0.203	0	-1.36	-0.36
		2		1	1.098(*)	0.315	0.003	0.32	1.88
				3	0.236	0.31	0.75	-0.53	1
		3		1	.863(*)	0.203	0	0.36	1.36
				2	-0.236	0.31	0.75	-1	0.53
q17	My manager works well with people who differ by race, gender, or age	1		2	0.122	0.269	0.902	-0.54	0.79
				3	.484(*)	0.177	0.027	0.05	0.92
		2		1	-0.122	0.269	0.902	-0.79	0.54
				3	0.362	0.264	0.392	-0.29	1.01
		3		1	-.484(*)	0.177	0.027	-0.92	-0.05
				2	-0.362	0.264	0.392	-1.01	0.29
q18	In daily interactions in my group, we should be more sensitive to cultural differences	1		2	0.199	0.346	0.847	-0.66	1.05
				3	-0.026	0.224	0.993	-0.58	0.53
		2		1	-0.199	0.346	0.847	-1.05	0.66
				3	-0.225	0.339	0.802	-1.06	0.61
		3		1	0.026	0.224	0.993	-0.53	0.58
				2	0.225	0.339	0.802	-0.61	1.06
q19	It is better to ignore cultural differences in my group rather than bring attention to them	1		2	-1.179(*)	0.298	0.001	-1.92	-0.44
				3	-1.023(*)	0.192	0	-1.5	-0.55
		2		1	1.179(*)	0.298	0.001	0.44	1.92
				3	0.156	0.294	0.869	-0.57	0.88
		3		1	1.023(*)	0.192	0	0.55	1.5
				2	-0.156	0.294	0.869	-0.88	0.57
q20	People in my group make me feel like I belong	1		2	-.931(*)	0.262	0.002	-1.58	-0.28
				3	-0.074	0.161	0.9	-0.47	0.33
		2		1	.931(*)	0.262	0.002	0.28	1.58
				3	.857(*)	0.258	0.005	0.22	1.5
		3		1	0.074	0.161	0.9	-0.33	0.47
				2	-.857(*)	0.258	0.005	-1.5	-0.22
q21	I seek out	1		2	0.158	0.113	0.381	-0.12	0.44

relationships with members of different race, gender, and age groups at Mintek		3	.287(*)	0.074	0.001	0.1	0.47
	2	1	-0.158	0.113	0.381	-0.44	0.12
		3	0.129	0.111	0.51	-0.15	0.4
	3	1	-.287(*)	0.074	0.001	-0.47	-0.1
		2	-0.129	0.111	0.51	-0.4	0.15
* The mean difference is significant at the .05 level.							

ANNEXURE 16 – ONE WAY ANOVA ACROSS RACE

	Statement		Sum of Squares	df	Mean Square	F	Sig.
q26	Was a worthwhile use of my time	Between Groups	3.619	2	1.81	1.788	0.174
		Within Groups	85.001	84	1.012		
		Total	88.621	86			
q27	Is one I would recommend to people I work with	Between Groups	2.82	2	1.41	1.383	0.256
		Within Groups	86.634	85	1.019		
		Total	89.455	87			
q28	Should be offered more often at Mintek	Between Groups	5.962	2	2.981	2.617	0.079
		Within Groups	97.948	86	1.139		
		Total	103.91	88			
q29	Was relevant to challenges we face at Mintek	Between Groups	7.317	2	3.658	3.621	0.031
		Within Groups	86.885	86	1.01		
		Total	94.202	88			
q30	Increased my awareness of racial issues that may exist at Mintek	Between Groups	7.551	2	3.775	4.218	0.018
		Within Groups	76.074	85	0.895		
		Total	83.625	87			
q31	Increased my awareness of gender issues that may exist at Mintek	Between Groups	10.755	2	5.378	5.032	0.009
		Within Groups	90.836	85	1.069		
		Total	101.591	87			
q32	Increased my awareness of age issues that may exist at Mintek	Between Groups	7.257	2	3.628	3.405	0.038
		Within Groups	90.562	85	1.065		
		Total	97.818	87			
q33	Increased my awareness of the benefits of having different viewpoints in the workplace	Between Groups	2.156	2	1.078	1.023	0.364
		Within Groups	89.617	85	1.054		
		Total	91.773	87			
q34	Has had an explicitly positive effect on me	Between Groups	2.737	2	1.368	1.192	0.308

		Within Groups	98.701	86	1.148		
		Total	101.438	88			
q36	Has had an explicitly negative effect on me	Between Groups	0.623	2	0.312	0.275	0.76
		Within Groups	80.363	71	1.132		
		Total	80.986	73			
q38	Convinced me that valuing diversity within our organization is critical to our success	Between Groups	5.22	2	2.61	2.445	0.093
		Within Groups	91.792	86	1.067		
		Total	97.011	88			
q39	Inspired me to learn more about how to understand and work with culturally diverse employees	Between Groups	4.174	2	2.087	2.226	0.114
		Within Groups	80.635	86	0.938		
		Total	84.809	88			
q40	Helped me to improve my ability to communicate with people I consider different from myself	Between Groups	2.106	2	1.053	1.054	0.353
		Within Groups	85.917	86	0.999		
		Total	88.022	88			
q41	Helped me to improve my ability to work on projects with people I consider different from myself	Between Groups	0.785	2	0.393	0.355	0.702
		Within Groups	95.125	86	1.106		
		Total	95.91	88			
q42	Improved relations among workers in my department	Between Groups	0.486	2	0.243	0.295	0.745
		Within Groups	69.957	85	0.823		
		Total	70.443	87			
q43	Improved personnel hiring and promotion practices	Between Groups	0.315	2	0.157	0.158	0.854
		Within Groups	82.522	83	0.994		
		Total	82.837	85			
q44	Had a negative impact on some employees at Mintek	Between Groups	0.479	2	0.24	0.208	0.812
		Within Groups	97.839	85	1.151		
		Total	98.318	87			
q45	Reinforced stereotypes some people hold about certain ethnic groups	Between Groups	4.062	2	2.031	0.332	0.719
		Within Groups	526.41	86	6.121		
		Total	530.472	88			
q46	Reinforced stereotypes some people hold about	Between Groups	1.406	2	0.703	0.677	0.511

men and/or women	Within Groups	88.219	85	1.038		
	Total	89.625	87			

ANNEXURE 17 – ONE WAY ANOVA POST-HOC TEST

Dependent Variable	Statement	(I) Race_recoded	(J) Race_recoded	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
q26	Was a worthwhile use of my time	1	2	0.522	0.382	0.397	-0.43	1.47
			3	0.404	0.234	0.231	-0.18	0.99
		2	1	-0.522	0.382	0.397	-1.47	0.43
			3	-0.118	0.365	0.949	-1.03	0.79
		3	1	-0.404	0.234	0.231	-0.99	0.18
			2	0.118	0.365	0.949	-0.79	1.03
q27	Is one I would recommend to people I work with	1	2	0.301	0.382	0.734	-0.65	1.25
			3	0.384	0.233	0.261	-0.2	0.96
		2	1	-0.301	0.382	0.734	-1.25	0.65
			3	0.083	0.367	0.975	-0.83	1
		3	1	-0.384	0.233	0.261	-0.96	0.2
			2	-0.083	0.367	0.975	-1	0.83
q28	Should be offered more often at Mintek	1	2	0.448	0.403	0.541	-0.56	1.45
			3	0.552	0.244	0.082	-0.05	1.16
		2	1	-0.448	0.403	0.541	-1.45	0.56
			3	0.104	0.388	0.965	-0.86	1.07
		3	1	-0.552	0.244	0.082	-1.16	0.05
			2	-0.104	0.388	0.965	-1.07	0.86
q29	Was relevant to challenges we face at Mintek	1	2	0.698	0.379	0.19	-0.25	1.64
			3	.573(*)	0.229	0.049	0	1.14
		2	1	-0.698	0.379	0.19	-1.64	0.25
			3	-0.125	0.365	0.943	-1.03	0.78
		3	1	-.573(*)	0.229	0.049	-1.14	0
			2	0.125	0.365	0.943	-0.78	1.03
q30	Increased my awareness of racial issues that may exist at Mintek	1	2	0.814	0.358	0.082	-0.08	1.71
			3	.550(*)	0.218	0.047	0.01	1.09
		2	1	-0.814	0.358	0.082	-1.71	0.08
			3	-0.264	0.344	0.745	-1.12	0.59
		3	1	-.550(*)	0.218	0.047	-1.09	-0.01
			2	0.264	0.344	0.745	-0.59	1.12
q31	Increased my awareness of gender issues that may exist at Mintek	1	2	0.921	0.391	0.068	-0.05	1.9
			3	.678(*)	0.238	0.021	0.08	1.27
		2	1	-0.921	0.391	0.068	-1.9	0.05
			3	-0.243	0.376	0.811	-1.18	0.69
		3	1	-.678(*)	0.238	0.021	-1.27	-0.08
			2	0.243	0.376	0.811	-0.69	1.18
q32	Increased my awareness of age issues that may exist at Mintek	1	2	0.728	0.391	0.183	-0.25	1.7
			3	0.568	0.238	0.063	-0.02	1.16
		2	1	-0.728	0.391	0.183	-1.7	0.25
			3	-0.16	0.375	0.913	-1.09	0.77

		3	1	-0.568	0.238	0.063	-1.16	0.02
			2	0.16	0.375	0.913	-0.77	1.09
q33	Increased my awareness of the benefits of having different viewpoints in the workplace	1	2	0.476	0.387	0.474	-0.49	1.44
			3	0.265	0.235	0.532	-0.32	0.85
		2	1	-0.476	0.387	0.474	-1.44	0.49
			3	-0.21	0.374	0.854	-1.14	0.72
		3	1	-0.265	0.235	0.532	-0.85	0.32
			2	0.21	0.374	0.854	-0.72	1.14
q34	Has had an explicitly positive effect on me	1	2	0.514	0.404	0.449	-0.49	1.52
			3	0.313	0.244	0.445	-0.3	0.92
		2	1	-0.514	0.404	0.449	-1.52	0.49
			3	-0.201	0.389	0.875	-1.17	0.77
		3	1	-0.313	0.244	0.445	-0.92	0.3
			2	0.201	0.389	0.875	-0.77	1.17
q36	Has had an explicitly negative effect on me	1	2	0.292	0.434	0.799	-0.79	1.38
			3	-0.006	0.272	1	-0.69	0.67
		2	1	-0.292	0.434	0.799	-1.38	0.79
			3	-0.298	0.41	0.77	-1.32	0.73
		3	1	0.006	0.272	1	-0.67	0.69
			2	0.298	0.41	0.77	-0.73	1.32
q38	Convinced me that valuing diversity within our organization is critical to our success	1	2	0.604	0.39	0.306	-0.37	1.58
			3	0.479	0.236	0.133	-0.11	1.07
		2	1	-0.604	0.39	0.306	-1.58	0.37
			3	-0.125	0.375	0.946	-1.06	0.81
		3	1	-0.479	0.236	0.133	-1.07	0.11
			2	0.125	0.375	0.946	-0.81	1.06
q39	Inspired me to learn more about how to understand and work with culturally diverse employees	1	2	0.635	0.365	0.226	-0.27	1.55
			3	0.385	0.221	0.224	-0.17	0.94
		2	1	-0.635	0.365	0.226	-1.55	0.27
			3	-0.25	0.352	0.777	-1.13	0.63
		3	1	-0.385	0.221	0.224	-0.94	0.17
			2	0.25	0.352	0.777	-0.63	1.13
q40	Helped me to improve my ability to communicate with people I consider different from myself	1	2	0.417	0.377	0.545	-0.52	1.36
			3	0.292	0.228	0.445	-0.28	0.86
		2	1	-0.417	0.377	0.545	-1.36	0.52
			3	-0.125	0.363	0.942	-1.03	0.78
		3	1	-0.292	0.228	0.445	-0.86	0.28
			2	0.125	0.363	0.942	-0.78	1.03
q41	Helped me to improve my ability to work on projects with people I consider different from myself	1	2	0.229	0.397	0.847	-0.76	1.22
			3	0.188	0.24	0.738	-0.41	0.79
		2	1	-0.229	0.397	0.847	-1.22	0.76
			3	-0.042	0.382	0.994	-0.99	0.91
		3	1	-0.188	0.24	0.738	-0.79	0.41
			2	0.042	0.382	0.994	-0.91	0.99
q42	Improved relations among workers in my department	1	2	0	0.342	1	-0.85	0.85
			3	-0.149	0.208	0.774	-0.67	0.37
		2	1	0	0.342	1	-0.85	0.85
			3	-0.149	0.33	0.903	-0.97	0.67
		3	1	0.149	0.208	0.774	-0.37	0.67

			2	0.149	0.33	0.903	-0.67	0.97
q43	Improved personnel hiring and promotion practices	1	2	-0.069	0.395	0.985	-1.05	0.92
			3	-0.13	0.231	0.854	-0.7	0.45
		2	1	0.069	0.395	0.985	-0.92	1.05
			3	-0.061	0.381	0.987	-1.01	0.89
		3	1	0.13	0.231	0.854	-0.45	0.7
			2	0.061	0.381	0.987	-0.89	1.01
q44	Had a negative impact on some employees at Mintek	1	2	-0.194	0.406	0.893	-1.21	0.82
			3	0.056	0.247	0.974	-0.56	0.67
		2	1	0.194	0.406	0.893	-0.82	1.21
			3	0.25	0.39	0.814	-0.72	1.22
		3	1	-0.056	0.247	0.974	-0.67	0.56
			2	-0.25	0.39	0.814	-1.22	0.72
q45	Reinforced stereotypes some people hold about certain ethnic groups	1	2	0.215	0.933	0.974	-2.11	2.54
			3	0.458	0.565	0.72	-0.95	1.86
		2	1	-0.215	0.933	0.974	-2.54	2.11
			3	0.243	0.899	0.964	-2	2.48
		3	1	-0.458	0.565	0.72	-1.86	0.95
			2	-0.243	0.899	0.964	-2.48	2
q46	Reinforced stereotypes some people hold about men and/or women	1	2	-0.469	0.403	0.511	-1.47	0.53
			3	-0.094	0.232	0.922	-0.67	0.49
		2	1	0.469	0.403	0.511	-0.53	1.47
			3	0.375	0.389	0.63	-0.59	1.34
		3	1	0.094	0.232	0.922	-0.49	0.67
			2	-0.375	0.389	0.63	-1.34	0.59
	* The mean difference is significant at the .05 level.							

ANNEXURE 18 – NON-PARAMETRIC CORRELATION OF AGE GROUPS

	Q1	In my opinion, the following groups or Individuals support employee diversity at Mintek		age_rec
Spearman's rho	q1a	my immediate supervisor or manager	**Correlation Coefficient**	0.04
			Sig. (2-tailed)	0.642
			N	137
	q1b	middle management	**Correlation Coefficient**	0.129
			Sig. (2-tailed)	0.132
			N	137
	q1c	top managers of my business unit	**Correlation Coefficient**	0.139
			Sig. (2-tailed)	0.111
			N	133
	q1d	the CEO	**Correlation Coefficient**	0.157
			Sig. (2-tailed)	0.071
			N	133
	q2	Overall, the top managers of Mintek believe that valuing diversity makes good business sense	**Correlation Coefficient**	.221(**)
			Sig. (2-tailed)	0.009
			N	138
	q3	The leaders of Mintek clearly demonstrate their appreciation for cultural differences among employees	**Correlation Coefficient**	0.045
			Sig. (2-tailed)	0.597
			N	140
	q4	The leaders of Mintek should do more to ensure that women reach top positions in the company	**Correlation Coefficient**	-.282(**)
			Sig. (2-tailed)	0.001
			N	140
	q5	The leaders of Mintek should do more to ensure that minorities reach top positions in the company	**Correlation Coefficient**	-.210(*)
			Sig. (2-tailed)	0.013
			N	138
	q6	Too much attention is focused on helping minorities get ahead in the organization	**Correlation Coefficient**	0.009

		Sig. (2-tailed)	0.916
		N	137
q7	Too much attention is focused on helping women get ahead in the organization	Correlation Coefficient	0.089
		Sig. (2-tailed)	0.295
		N	140
q8	Everyone has an equal chance to get ahead at Mintek	Correlation Coefficient	0.09
		Sig. (2-tailed)	0.292
		N	138
q9	Mintek is concerned about my growth as an individual employee	Correlation Coefficient	0.095
		Sig. (2-tailed)	0.266
		N	138
q10	People are treated with respect at Mintek regardless of their race	Correlation Coefficient	0.123
		Sig. (2-tailed)	0.147
		N	140
q11	People are treated with respect at Mintek regardless of their gender	Correlation Coefficient	0.001
		Sig. (2-tailed)	0.994
		N	140
q12	People are treated with respect at Mintek regardless of their age	Correlation Coefficient	0.05
		Sig. (2-tailed)	0.558
		N	139
q13	Employees are evaluated solely on the basis of their merits at Mintek	Correlation Coefficient	-0.003
		Sig. (2-tailed)	0.974
		N	138
q14	Members of different race, gender and age groups work well together at Mintek	Correlation Coefficient	.188(*)
		Sig. (2-tailed)	0.026
		N	141
q15	By valuing diversity, our organization will enhance its competitiveness	Correlation Coefficient	-0.137
		Sig. (2-tailed)	0.107
		N	140

q16	It's important to accommodate cultural differences at Mintek	Correlation Coefficient	0.02
		Sig. (2-tailed)	0.811
		N	139
q17	My manager works well with people who differ by race, gender, or age	Correlation Coefficient	-0.162
		Sig. (2-tailed)	0.056
		N	139
q18	In daily interactions in my group, we should be more sensitive to cultural differences	Correlation Coefficient	-0.12
		Sig. (2-tailed)	0.164
		N	137
q19	It is better to ignore cultural differences in my group rather than bring attention to them	Correlation Coefficient	0.082
		Sig. (2-tailed)	0.339
		N	139
q20	People in my group make me feel like I belong	Correlation Coefficient	-0.011
		Sig. (2-tailed)	0.903
		N	134
q21	I seek out relationships with members of different race, gender, and age groups at Mintek	Correlation Coefficient	-.194(*)
		Sig. (2-tailed)	0.021
		N	141
** Correlation is significant at the 0.01 level (2-tailed).			
* Correlation is significant at the 0.05 level (2-tailed).			

ANNEXURE 19 – NON-PARAMETRIC CORRELATION OF AGE GROUPS

				age_rec
Spearman's rho	q26	Was a worthwhile use of my time	Correlation Coefficient	-0.044
			Sig. (2-tailed)	0.681
			N	88
	q27	Is one I would recommend to people I work with	Correlation Coefficient	-0.136
			Sig. (2-tailed)	0.204
			N	89
	q28	Should be offered more often at Mintek	Correlation Coefficient	-.212(*)
			Sig. (2-tailed)	0.044
			N	90
	q29	Was relevant to challenges we face at Mintek	Correlation Coefficient	-0.148
			Sig. (2-tailed)	0.165
			N	90
	q30	Increased my awareness of racial issues that may exist at Mintek	Correlation Coefficient	-.214(*)
			Sig. (2-tailed)	0.044
			N	89
	q31	Increased my awareness of gender issues that may exist at Mintek	Correlation Coefficient	-0.202
			Sig. (2-tailed)	0.058
			N	89
	q32	Increased my awareness of age issues that may exist at Mintek	Correlation Coefficient	-.256(*)
			Sig. (2-tailed)	0.016

			N	89
q33	Increased my awareness of the benefits of having different viewpoints in the workplace	Correlation Coefficient		-0.119
		Sig. (2-tailed)		0.265
		N		89
q34	Has had an explicitly positive effect on me	Correlation Coefficient		-0.028
		Sig. (2-tailed)		0.795
		N		90
q36	Has had an explicitly negative effect on me	Correlation Coefficient		-0.097
		Sig. (2-tailed)		0.406
		N		76
q38	Convinced me that valuing diversity within our organization is critical to our success	Correlation Coefficient		-0.161
		Sig. (2-tailed)		0.129
		N		90
q39	Inspired me to learn more about how to understand and work with culturally diverse employees	Correlation Coefficient		-0.101
		Sig. (2-tailed)		0.344
		N		90
q40	Helped me to improve my ability to communicate with people I consider different from myself	Correlation Coefficient		-0.145
		Sig. (2-tailed)		0.176
		N		89
q41	Helped me to improve my ability to work on projects with people I consider different from myself	Correlation Coefficient		-.235(*)
		Sig. (2-tailed)		0.027
		N		89

q42	Improved relations among workers in my department	Correlation Coefficient	-0.086
		Sig. (2-tailed)	0.426
		N	88
q43	Improved personnel hiring and promotion practices	Correlation Coefficient	-0.062
		Sig. (2-tailed)	0.568
		N	86
q44	Had a negative impact on some employees at Mintek	Correlation Coefficient	-0.058
		Sig. (2-tailed)	0.591
		N	88
q45	Reinforced stereotypes some people hold about certain ethnic groups	Correlation Coefficient	0.005
		Sig. (2-tailed)	0.962
		N	90
q46	Reinforced stereotypes some people hold about men and/or women	Correlation Coefficient	-0.063
		Sig. (2-tailed)	0.557
		N	89
* Correlation is significant at the 0.05 level (2-tailed).			