PERCEPTIONS OF DIVERSITY MANAGEMENT IN A PUBLIC SECTOR ORGANIZATION

/GOVERNMENT INSTITUTION WITHIN THE WESTERN CAPE

BY

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DECLARATION

The researcher hereby declares that the thesis "Perceptions of Diversity Management in a Public Sector Organization /Government Institution within the Western Cape" is her own work, and that all sources have been referred to, quoted and acknowledged with complete references. This work has not been submitted for any degree or examination at any other institution of higher learning, and that all references have, to the best of her knowledge, been correctly reported.

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To my father the late Llewellyn Nick Veldsman and grandmother, Margaret Veldsman, thank you, for the many sacrifices you have made and for instilling discipline in my life that has allowed me to achieve many great things. But the many thanks and gratefulness first to my Saviour, for the promise " and I will bless thee and make thy name great and thou shalt be a blessing" (Genesis 12:2), the book of Nehemia 8:10, do not be grieved, your joy in your lord is your strength.

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So fairly loved, hereafter in a better world than this, I shall desire more love and knowledge of you- Shakespeare

The great Lord continues to be with me on this life journey

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ABSTRACT

In modern organisations, diversity management is seen as an important factor for success. If diversity is not managed correctly, it could impact how and if organisations meet their goals. The purpose of diversity management is to get to a point of utilisation of skills of individuals. Research (Erasmus, 2007) suggests that diversity management success is highly dependent on perceptions of employees. The main intent of the current research was to gain an insight into employee perceptions around workforce diversity. These perceptions were evaluated using the Workplace Diversity Survey with a sample of public sector employees to ascertain whether there are statistically significant differences in employee perceptions based on age, gender, population group and directorate.

Informed consent was sought from the HR manager in the public service department where the research was undertaken. A cross sectional study was conducted and based on a convenience sample of 200 voluntary participants within the public sector. Data was captured and analysed using the Statistical Package for the Social Sciences (SPSS) version 21.

The results indicate that there are statistically significant differences with respect to gender, age, population group and , respectively, and perceptions of diversity. These findings suggest, that, despite 20 years of democracy within South Africa, on-going training and development of employees is required, along with frequent surveys to determine how individuals react to a heterogeneous workforce.

Key Words: Diversity management, workplace diversity, discrimination, exclusion policies, reverse discrimination, justice perceptions, resistance to change and inclusion.

CHAPTER 1

INTRODUCTION AND PROBLEM STATEMENT

1.1 Introduction

Emuze and James (2013) explain that there are five major ethnic groups in South Africa, eleven different languages, besides the seven nonofficial languages, and four main religions. These backgrounds create a vastly diverse workforce. Emuze and James (2013) maintain that such diversity can assist in creating an environment that offers mutual respect and support,

appreciation of different and unique individuals and the non-reliance on biases that can exist due to lack of education, information and knowledge. Thiederman (2003) posits the view that, viewing biases logically would afford the opportunity to accurately perceive others and gain better exposure to, and knowledge of a diverse group. Consequently, the new knowledge and perspectives brought by diversity can become a resource for innovation and adaptability (Ely & Thomas 2001).

Organisations which embrace diversity as a source of innovation, growth and development, are more likely to show behavioural support and facilitate its implementation with greater focus, persistence, and effort (Emuze & James, 2013). Concomitantly, organisations are realising the importance of diversity and are employing 'change management' which according to Verwey and du Plooy-Cilliers (2003, p. 185), can be defined as "the management of organisational features and functions such as strategies, structures, systems, processes, people and culture, to continually renew the organisation's directions and capabilities to serve the ever-changing needs of the marketplace, the organisation and the employees".

The first democratic elections in 1994 brought about many degrees of transformation and multiple changes within South Africa (Milne, 2009). The South African milieu was altered fundamentally following promulgation and implementation of an array of legislation, most notably the Employment Equity Act. Post 1994, people of different races and socio economic status needed to work together and South Africa was striving to have a workforce more representative of its population.

This transformation was most evident within the South African public sector which had previously employed predominantly white employees. Cilliers (2007) postulates that according to the Bleu index of homogeneity, South Africa is one of the most diverse countries in the world with a diversity index of 0.86. Cilliers (2007) maintains that individuals within organisations bring a host of diversities with them, inter alia, differences in culture, religion, ethnicity, likes and dislikes, respect and with whom they choose to communicate.
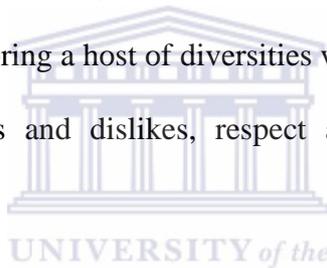
However, transformation in South Africa was accompanied by discrimination still prevalent in the workplace today. The South African government's means of addressing diversity challenges was by implementing initiatives such as affirmative action, employment equity and BEE alongside many other diversity initiatives. These initiatives, despite addressing previous anomalies within employment, are argued by some protagonists, to be ineffective. Cilliers (2007, p. 36), for example, maintains that "affirmative Action strategies in South Africa are challenged by the long history of entrenched racism. The transformation process of unlearning past and adopting new behaviours is difficult and strongly resisted, as is evident from criticism of reverse discrimination and token appointments". The most prevalent assumption in literature about AA and EE is that individual's progress in organisations on many grounds except merit. In modern organisations, addressing diversity challenges is seen as an important factor for success. More importantly the perceptions and attitudes of

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employees toward diversity has become a fundamental component in achieving success (Erasmus, 2007).

'Supporting workplace diversity has the potential to generate positive impact on recruitment, retention, and employee engagement' (Neault & Mondair, 2011, p. 74). Various organisations are finding it difficult to manage workplace dimensions such as recruiting suitably qualified individuals in the right positions, therefore many well accomplished employees are disregarded, not made sufficient use of, or unemployed (Brouwer & Boros, 2010). The benefit of workplace diversity is utilising individuals from minority/ designated groups with no experience, to become employees. Absorbing these individuals into the organisational system by hiring them, means that the organisation can train and re-train such individuals at will, to suit specific needs the organisation may have. Such practises are becoming more and more important to the survival of many organisations. This practise is done in support of workplace diversity which benefits human resources, permits and increases staff retention and allows the organisation in so doing to commit to achieving affirmative action criterion (Neault & Mondair, 2011).

Diversity, specifically workplace diversity, poses certain challenges which require special consideration. According to Aghazadeh (2004), staff from diverse groups may feel threatened when working with each other. Aghazadeh (2004, p. 528) cautions that, if diversity management is not correctly implemented and reviewed regularly, it leads to employee dissatisfaction and loss of productivity (Van der Walt & Du Plessis, 2010, p. 3).

Organisations perform activities which require a variety of employees who have different skills and expertise. Thus, a divergent workforce is formed, which makes it possible to reach its productivity and service delivery targets. Individuals and groups working in an organisation have different interests, values, knowledge and expertise, so they contribute

differently towards the attainment of goals and objectives. These differences need to be managed in such a way that there is cohesion amongst employees.

The business imperative for managing and embracing diversity lies in the improvement of relationships and business results. These results could be accomplished through the improvement of the following: the attraction and retention of talent; the quality of the relationships between different groups of employees; the attachment to and detachment from the organisation by white males; team effectiveness; problem-solving, creativity and innovation; performance standards; sales through improved customer diversity and service; competition in a global market; saving on costs caused by employee absenteeism and turnover, and legislation that forces organisations to work towards a more representative workforce in an attempt to "get their numbers right" (as is the case in South Africa). From a human resources management and labour relations point of view, it is generally accepted that the improvement of the above aspects relates directly to how effectively the interpersonal and intergroup relationships are managed in the organisational system. According to Cilliers (2007), these relationships become more complex when and where diversity dimensions such as race, gender and generation enter the picture.

Previous research dictates that this issue is still present and widespread today between various racial groups in the workplace. The research also tends to focus on training programmes and diversity models when evaluating the effectiveness of diversity management and tend to overlook employees' general attitudes and perceptions towards diversity as a reason for its ineffectiveness. Employees have their own understanding, beliefs and attitudes toward diversity, based on their experiences and their socio demographic differences. It is on this premise that the current research was undertaken.

1.2   DEFINING THE CONSTRUCTS

1.2.1   Workplace Diversity

Diversity implies that organisations are faced with a representation of individuals who belong to inter alia, different race groups, genders and ages (Kreitner, 2001). Brouwer and Boroş (2010), posit the view that workplace diversity is about intergroup relations at work, attitudes towards diversity and intergroup contact. Workplace diversity is similarly defined as intergroup relations which play out alongside one another in communication and interaction, which develop a host of complexities related to diversity (Brouwer & Boroş, 2010).

1.2.2   Discrimination

According to Booysen (2007, p. 1) discrimination is "the prejudice against people with particular characteristics' brought about by the inequality of treatment of a diverse workforce". Discrimination can be based on race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language and birth (Booysen, 2007).

1.2.3   Diversity Management

Diversity management, according to Cilliers (2007, p. 32), is defined as ' the behavioural science research, theory and methods used to manage organisational change and stability processes, that support diversity in organisations and eliminate oppression based on race, gender, sexual orientation and other human differences.

According to Erasmus (2007), diversity management is a process for getting a work environment in motion for future development. This presupposes that it incorporates and values difference and creates awareness, treating all employees irrespective of their

differences fairly and with sufficient justice for progression and achievement in organisations.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are determine if there are statistically significant differences in perceptions of diversity based on age, gender, race and directorate.

If differences are indeed found, to advise management as to possible interventions to assist in overcoming these issues.

1.4 HYPOTHESES

H1: There is no statistically significant difference in perceptions of diversity based on age of employees within a public sector organisation in the Western Cape.

H2: There is no statistically significant difference in perceptions of diversity based on gender of employees within a public sector organisation in the Western Cape.

H1: There is no statistically significant difference in perceptions of diversity based on of employees within a public sector organisation in the Western Cape.

H4: There is no statistically significant difference in perceptions of diversity based on population group of employees within a public sector organisation in the Western Cape.

1.5   LIMITATIONS OF THE STUDY

Since the research was only undertake within one public sector organisation, the results cannot be extrapolated to other public sector organisations or any other sector for that matter. A small sample, based on the method of convenience sampling was undertaken in the Western Cape. The aforementioned represent problems in that the generalizability of the findings is restricted. Moreover, there are a number of confounding, extraneous and moderating variables which could impact on the results obtained, one of them being the region in which the research was undertaken.

1.6 OVERVIEW OF THE CHAPTERS

Chapter One provides an outline of the constructs in question with respect to workplace diversity and individual perceptions. It identifies the objectives and hypotheses generated for the research.

Chapter Two presents a critical overview or literature pertaining to diversity.

Chapter Three focuses on the measuring instrument, collection of the data, sampling and sampling technique utilised as well as statistical analysis of the data.

Chapter Four presents the most salient findings in line with the objectives and hypotheses. Empirical analyses are undertaken to determine whether hypotheses are supported or refuted.

Chapter Five provides a discussion of the findings. Conclusions are drawn and research findings are juxtaposed against previous research within this domain. Limitations are highlighted, implications and recommendations are provided for future undertakings of research of the same nature.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

The past few years have been marked significantly by the growth in empirical research regarding the effects of diversity on individuals, groups and organisations. The growth in diversity research is responsive to dramatic increases in the heterogeneity of workforces internationally. However, in spite of this growth, few conclusions regarding the influence of diversity on organisations are divulged. One reason offered for the lack of consistent empirical findings is a failure to first understand the process through which the effects of diversity operate (Herdman & McMillan-Capehart, 2010, p. 40).

According to Beer (2010) the concept of diversity was only recognised around the late 1980's and in the onset of the 1990's. Organisations struggle to manage the increasing heterogeneity of workforces and difficulties pursuant to inclusion are immense (Robbins, 2001). Diversity refers to the wide spectrum of differences between individuals and the challenge organisations have is adapting to people who are different (Gomez-Meija, Balkin, Cardy, 2005). Many organisations are beginning to view the importance of diversity and why strategically planning diversity initiatives compatible with organisational goals, is a necessity for the modern organisation (Cilliers, 2007).

One of the great challenges companies face today is globalization and the gradually intensifying market competition under which competitive performance is becoming more and more demanding to assure (Fekete, 2011). Employees are a vital resource to organisations and employee differences create immense challenges for business. Diversity initiatives are aimed at utilising diverse employees to benefit an organisation (Wessels, 2008).

An important aspect of diversity management is the utilisation of skill of individuals who differ in terms of race, gender and age to profit the organisation. According to Beer (2010), managing diversity include creating prospects for diverse employees. Organisations need to implement processes and policies that fundamentally create optimal use of employee talent that increases productivity and translates into profitability. In this regard, van der Zee (2008, p. 4) proffers the view that employee diversity has great potential and immense ability to reach the 'right solution or for generating unconventional approaches' in the face of economic turmoil".

Cunningham (2009) indicates that diversity profits the organisation through using diverse employees. Matching internal organisational diversity to the diversity of the global market, within which the organisation creates and obtains most of its profit, allows an organisation to no longer be constrained to market niches, instead serving a broad spectrum of diverse customers. Robbins (2001) indicates that matching diversity is about bridging the cultural divide, adapting to suit diverse needs.

Diversity has become a business imperative as it permits increased competitive advantage, through the strategic implementation of diversity policies. Organisations are beginning to expand and invest into foreign countries and organisations (Thomas & Turpin, 2002). According to Green (2010, p. 587) valuing diversity and having a diverse workforce is legally correct and makes economic and business sense. By attaining, valuing, and managing diversity, businesses can get ahead. Taping into increased globalized and diverse markets allows organisations to gain the benefits national and international business opportunities and drive competitive advantage which increases profitability.

According to Hostager and De Meuse (2002), many research areas are focused on how diversity management and strategies can achieve success. Organisations devote a significant

number of resources into diversity initiatives and move through the motions of development, implementation, change and follow-up with little success. They maintain that, if people are different in terms of age, gender and race respond adversely to diversity initiatives, it is important to ascertain the elements that allow employees to respond differently.

Factors of individual demography, behaviour and attitude could likely affect an individual's participation in diversity programs and significantly hinder the effectiveness of diversity interventions. Measuring diversity success can yield valuable information about the behavioural effects of employees (Van der Zee, 2008).

The focus for modern day leaders is to achieve heightened participation from all age, population, directorate and both gender groups. Participation is a key area of focus in an attempt to maximize the benefits of diversity for improved organisational functioning and to achieve the purpose of affirmative action (Heilmann & Welle, 2006).

The aim of this research is to determine the differences in employee response toward diversity based on population group, age, gender and directorate. By enhancing perceptions that the organisation supports diversity, organisations will be more able to attract and retain minority employees than their less committed competitors (Cox, 1994).

2.2 DEFINING DIVERSITY

According to Erasmus (2007), diversity relates to the collection of many individual differences and similarities that exist among people in the workplace. Grobler (2002, p. 46, as cited in Erasmus, 2008) adds that diversity is about the fact that 'individuals may vary but they share a number of environmental and biological characteristics that are similar'. Cilliers (2007, p. 32) defines diversity as 'the presence of people with subjective identities based on unique primary (inborn) and secondary (learnt) attributes, in one social system. These

identities influence behaviour on the individual, group and organisational levels, leading people to behave in terms of power relations, subgroup affiliations and intergroup dynamics'. In support of this notion Erasmus (2007) indicates that individuals have primary characteristics which are inborn attributes, which contribute to the manner in which individuals perceive the environment and serve as a lens through which individuals interpret the world. Primary differences are factors such as ethnicity, gender and race. Erasmus (2007) adds that individuals also have secondary characteristics which evolve or change over time and through life experiences. Secondary attributes relate to factors such as level of skill, education and religion. Figure 2.1 provides a graphic representation of the primary and secondary characteristics of an individual, a model by Loden (1996, p. 14, cited in, Erasmus, 2007).
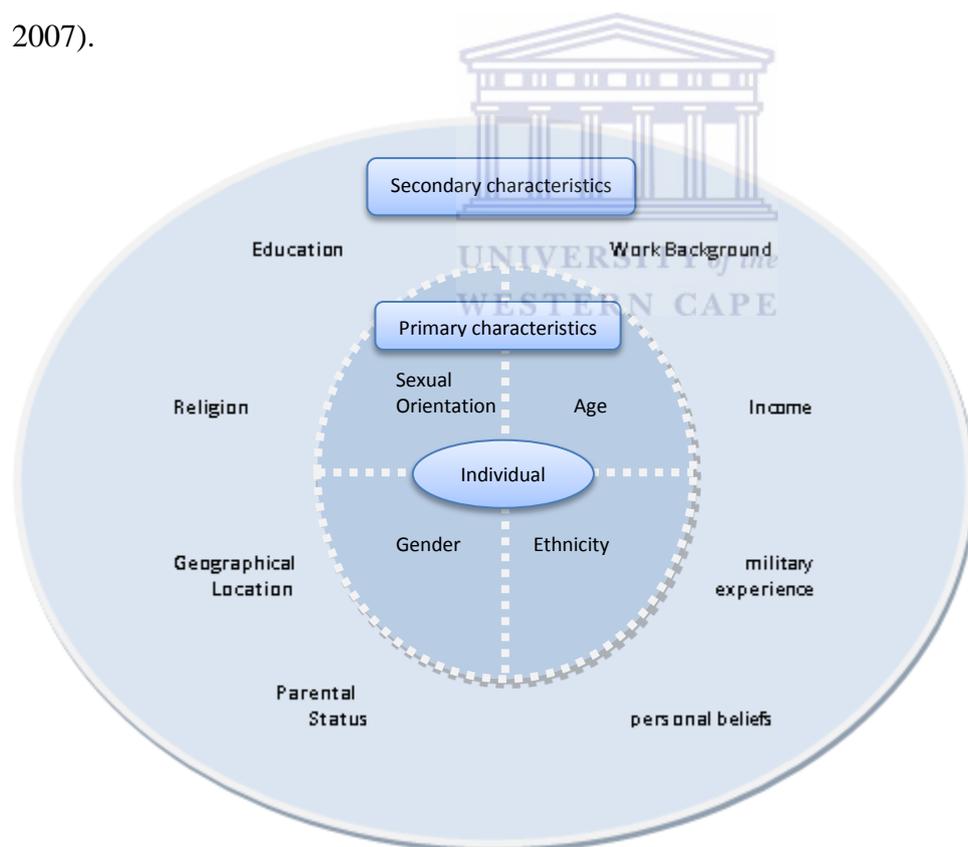
Figure 2.1: Loden (1996, cited in, Erasmus, 2007).

Wessels (2008, p. 24) postulates that diversity provides an indication of differences that affect organisational life and activity, which extends the definition of diversity to an organisational level, wherein the employees are differentiated between one another in terms of work function and level of seniority.

Holistically employee diversity consists of factors that are internal, external and organisational which all contributes to the diversity of employee as a being. Figure 2.2 depicts this graphically.
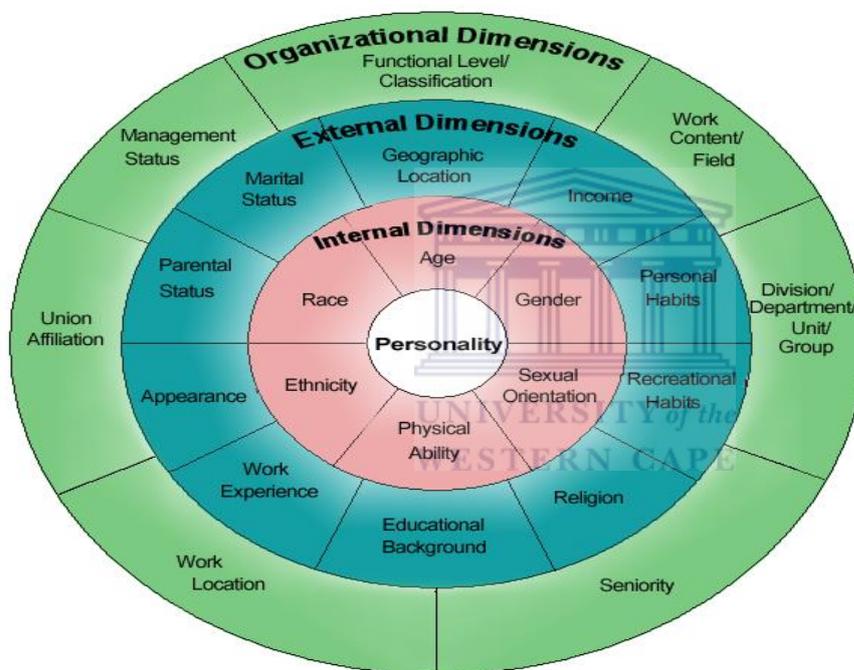
Figure 2.2: Layers of Diversity by Erasmus (2007)

According to Neault and Mondair (2011), when individuals describe diversity many modalities of human identity are omitted, and consequently, diversity is defined in a confined approach relating to physical, race and gender differences. Attributes of employees that are not considered in this definition are genetic endowment and unique, non-shared life experiences which fundamentally play an important role in defining diversity between individuals.

To achieve an all-encompassing definition of diversity, considered must be five components which officially distinguish individuals from one another namely 'demography ; work associated knowledge, differentiated skills, abilities; values, beliefs, and attitudes; personality, cognitive, and behaviour styles; and status in the work groups of organisations' (Neault & Mondair, 2011, p. 73). Figure 2.3 (Table 1) depicts a distinction of the types of diversity that exist among individuals (Mannix & Neale, 2005, cited in, Neault & Mondair, 2011).

Category	Type of Diversity
Social Category Differences	Race, Ethnicity, Gender, Age. Religion Sexual orientation, Physical abilities
Differences in Knowledge and Skills	Education, Functional knowledge, Information or expertise, Training, Experience, Abilities
Differences in Values or Beliefs	Cultural background, Ideological beliefs
Personality Differences	Cognitive style, Affective disposition, Motivational factors
Organisational/ Community Status Differences	Tenure or length of service, Title (work function, seniority, discipline etc)
Differences in social and network ties	Work-related ties, Friendship ties, Community ties. In-group memberships

Booysen and Nkomo (2007, p. 97) state that 'individuals have multiple simultaneous memberships of different social collectives, and thus have multiple identities with varying

degrees of salience, given different contexts. Individuals thus unavoidably carry several layers of mental programming and self-categorisation within themselves'.

2.3 WORKPLACE DIVERSITY

According to Stockdale and Crosby (2004, p. 12) 'workplace diversity presents as differences that affect people with regard to acceptance, work performance, satisfaction, career or job related progress in an organisation'. According to Robbins (2001) workplace diversity is the challenge organisations have in exerting an effort to adapt to the dynamics of employees which are different. Workplace diversity is about inclusion, which is a challenge that encompasses everyone to work together for the optimal function of the organisation. What is becoming increasingly evident is that workplace diversity is an increasing reality and organisations need to be able to manage this phenomenon successfully, as this diversity is also becoming increasingly complex (Kamps & Engelbrecht, 2011).

Workplace diversity directly and indirectly affects and has influences on in-group and out-group behaviour (the effects of individuals belonging to certain subgroups, such as gender or race, and thus being outside of other subgroups), stereotype and status expectancies, and individual differences in cognition, values, and behaviour.

In turn, these three intermediary variables affect interpersonal and role relations and task performance (Brown, Knoese & Stewart, 2009). Irrespective of the amount of information on how to manage diversity, relatively little attention has been paid to the measures of workplace diversity (Hostager & De Meuse, 2002). The dimensions of workplace diversity alter and influence organisational work and functionality. Workplace diversity plays many roles within an organisation, on an interpersonal, intrapersonal and structural participation level. The dimensions of workplace diversity plays a pivotal role in the organization which influences organizational policies which creates and contribute to stifling differences among

employees. Workplace diversity often affects employee job satisfaction based on factors of equity related to performance appraisals, which affect salary fluctuations and career mobility. Lack of performance, often result in disciplinary action or terminations, however if concerns develop about employees perceiving disciplinary procedures ineffective, which result in the equity continuum being labelled as inaccurate. The equity balance is affected by unfair practises such as overt discrimination against a particular race, gender or people with disabilities which affect the organizations diversity climate.

Alternatively when, white males seem to be easily selected for training and development and therefore receive all the benefits an organization has to offer in terms of career advancement accompanied by salary and benefit increases, which indicate career opportunities exist for certain groups only. Injustice always affects employee job satisfaction and decreases employee engagement and raises question of the fairness of policies and procedures.

The interpersonal, intrapersonal and structural participation levels should all be managed effectively in an aim to develop transparent processes which harvest feelings of fairness and increases employee engagement, job satisfaction and career mobility, below is a graphic depiction, Figure 2.3 by Stockdale and Crosby (2004).
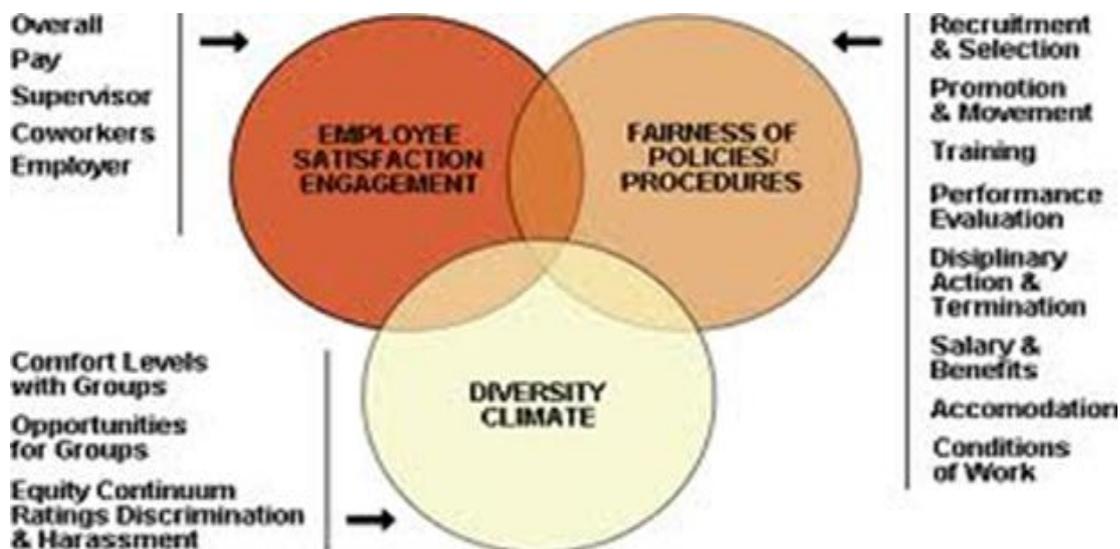
According to Mannix and Neale (2005, cited in, Neault & Mondair, 2011) workplace diversity has numerous disadvantages such as group conflict, poor performance and decreased job satisfaction. Workplace diversity creates separation of workgroups, even more so, when certain groups seem to benefit more from diversity interventions than others. Diversity within the workplace can equally be an advantage or an immense challenge as its complexity can impede organisational goal attainment.

2.4 MANAGING DIVERSITY

Organisational efforts and investments in the intentional management of diversity continue to grow (Herdman & McMillan-Capehart, 2010, p. 40). Diversity management is defined as the degree of intra-organisational representation of people with different group affiliations of cultural significance (Cox, 1994), which is purported to expand the plurality of perspectives and experiences within an organisation and can serve as a strategic resource to the organisation in securing a competitive advantage (Kirby & Richards, 2000).

Diversity initiatives typically involve employee recruitment and promotion strategies targeting underrepresented groups and mechanisms to both tap the latent perspectives within organisations and, ultimately, bring them to bear on organisational policy decisions (Herdman & McMillan-Capehart, 2010, p. 40).

2.4.1 DIVERSITY MANAGEMENT

Diversity management is defined as a process that incorporates and values difference and creates awareness wherein, employees are treated fairly irrespective of their differences. Part of the aim of managing diversity ensures employees have every opportunity available that the organisation offers for self- progression and achievement (Erasmus, 2007). However the challenge of diversity management is that employees have multiple spheres of diversity. Namely on a psychological level which is about inborn characteristics, personality, cognitive differences and behavioural style. Individuals also have personal dimensions of diversity such as gender, culture, race and religion. Thereafter are the differences that the organisations impose on employees, factors such as, departments employees work in and job titles. Fundamentally diversity management needs to be addressed at a psychological, personal and organisational level (Erasmus, 2007).

Diversity management is about how employee differences need to be incorporated into organisational plans and policies in an aim to ensure that based on these unique differences among employees that individuals are not discriminated against. Greybe and Uys (2001) indicate that the goal of diversity is about ensuring there is optimal functionality within the organisation as a system, with regard to its employees providing the skill they were recruited for and in so doing grants the organisation the ability to reach goals. The skill of diverse employees allows the organisation to maximise on employee differences to create a more dynamic and competitive institutional culture (Uys, 2003).

Research results such as those of Zak (1994) indicate that dysfunctional diversity outcomes seem to stem from the failure of management to foster communication between employees about what the aim of diversity interventions are, how it benefits employees and the organisation and lastly how it allows organisations to meet its affirmative action, employment

equity and broad based black economic empowerment goals and how meeting these goals fundamentally derive into benefits once again for employees.

Diversity initiatives relate to finding the balance between the individual needs of employees and the organisational needs, while at the same time managing the conflicts and uncertainty resulting from diversity (Uys, 2003). Brooks (2007, pp. 30-31) presents a few guidelines below that are required to enhance diversity management with which to effectively manage workforces:

1. **"Ensure management accountability."** Managers who are responsible for hiring and training staff need to be held accountable for their success or failure at creating a diverse staff. In the corporate world promotions and pay raises should depend on a manager's proven success at managing a diverse staff.

2. **"Re-examine the organisation's structure, culture, and management systems."** Organisation's need to self-reflect and examine their systems regarding recruitment, performance appraisal criteria, promotion, and career development programs for bias.

3. **"Pay attention to the numbers."** Those responsible for recruiting and managing staff need to constantly monitor the diversity statistics of their staffs, and also be managed around those statistics by CEOs.

4. **"Provide training."** Training is essential for staff to understand the importance of diversity goals and to learn how to successfully manage and work with a diverse staff.

5. **"Develop mentoring programs."** Mentoring relationships are crucial to retaining a diverse staff and communicating organisational expectations concerning promotions and advancement.

6. **"Promote internal identity or advocacy groups."** Internal caucuses of women, people of colour, gays and lesbians, or people with disabilities can provide an important forum for support, camaraderie, mentoring, resolving conflict, and influencing organisation policy and procedures.

2.4.2   DIVERSITY MANAGEMENT NEED FOR DEVELOPMENT

In addition to lower productivity, an organisation that lacks a true appreciation of diversity will experience the negative impacts of high staff turnover and the associated costs of replacing staff, no return on the investment made in training, a compromised brand and employer image, unrealised market access, lack of market awareness, and sometimes legal action against the organisation (Greer & Virick, 2008). In the last instance, litigation usually stems from latent institutional racism and other forms of discrimination (van der Walt & du Plessis, 2010). The study provides evidence that though the presence of diversity initiatives was associated with higher levels of diversity climate, this relationship is not straightforward. Organisational attention to contextual factors, including managerial values and levels of minority representation in management, is necessary to enhance the efficacy of these programs (Herdman & McMillan-Capehart, 2010).

2.4.3   DIVERSITY AUDITS

When organisations develop diversity initiatives, many factors need to be taken into consideration. These include what type of diversity training best suits the needs for the particular organisation and its employees. In so doing, the organisation has to develop diversity strategies in alignment with its strategic goals. Once this is done, the organisation

may need to assess and re-assess the problem areas within implementation. According to Robbins and Judge (2007), a diversity audit is about what has been done, the problem with implementation and how it can be corrected. The audit can also assess the effectiveness of the corrective action that can be instituted and how improvements can be made in the future.

2.4.4 ACCOUNTABILITY AND PERFORMANCE

Without measures of accountability and responsibility that proactively affect employees in th workplace, organisations may struggle to effectively meet their objectives. According to Robbins and Judge (2007), proactive responsibility and accountability stem from linking employee work and task objectives to performance assessed in performance appraisals and salaries in the form of bonuses. Often many organisations measure performance through 360 degree feedback, which entails receiving feedback from colleagues, suppliers and clients about the employee.

Performance appraisal of individuals working in teams is a challenge that arises frequently in business. Individual team member performance must be monitored in order to avoid social 'free riding', that is, the tendency of people to expend less effort when working on a team than they do when working alone. To avoid any negative effects, members must be able to differentiate their contributions from those of other members and perceive a link between their performance and team success (Kamps & Engelbrecht, 2011).

2.4.5 TOP MANAGEMENT COMMITMENT

It is important for leaders to set a good example to employees with regards to handling diversity as they are 'role models'. They should exhibit strong commitment and emotional intelligence when addressing cultural issues and differences, as well as deal with any barriers which restrict them from managing diversity effectively and efficiently. It is quite valuable

for small business owners who hope to establish a healthy environment for their employees who come from various cultural backgrounds. By doing so, it allows the owners to exercise significant control over their business (Smith, 1990).

2.4.6 MENTORING AND APPRENTICESHIPS

In many organisations minority groups need the development to rise into leadership positions. The direction needed stems from mentoring programs and apprenticeships by senior employees and management. Mentoring and apprenticeship is about grooming prospective employees for when positions become available, mentoring allows career progress and advancement for under-privileged and minority groups (Robbins & Judge, 2007).

2.4.7 DIVERSITY NETWORKS AND INCLUSION

Diversity networks revolve around support systems for employees who feel excluded from the organisation and the dominant culture. Robbins and Judge (2007, p. 484) indicate support groups is about shielding vulnerable and new comers from the bureaucracy rooted in the organisation that affect employees. Networking today is no longer simply about meeting colleagues, it is a strategic necessity. Sonnenberg (2009) states that networking is a long-term strategy, networks improve as the most dominant members of the network develop more and more.

A network is an important tool to enhance communication in organisations. Through communication within networks can improve mutual understanding, mutual trust, respect, and cooperation between employees (Kamps & Engelbrecht, 2011). Strong communication ties do not develop easily, instead it takes invested time which permits progress and create ties of trust. Sonnenberg (2009), however, argues that networking must be a 'give-and-take'

relationship. Successful networks change and evolve, expand and contract (Kamps & Engelbrecht, 2011).

Networks facilitate communication and improve the flow of information. For employees building diversity networks is important as it permits inclusion of all minority and the designated group employees. Inclusion in a diversity implies that faced with a representation of individuals who belong to different race groups, gender, age etc. The concept of inclusion states, with all the encompassing differences, alienation of individuals must be avoided (Kreitner, 2001). Inclusion is 'accommodation' for all. It embodies developing systems, processes and policies that does not discriminate against any individual (Kreitner, 2001).

According to Erasmus (2007) a comprehensive analysis of integration and attitudinal norms can likely contribute to a climate of acceptance. The ideology of acceptance is what all human beings strive for. It is through acceptance or the lack thereof that individuals decide to either include or exclude themselves. Inclusion enhances participation.
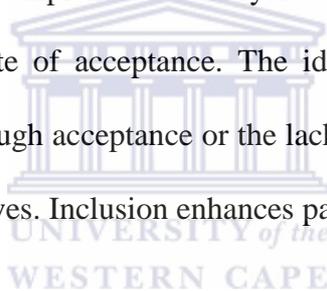
2.4.8 MINORITY INFLUENCE IN DECISION MAKING

Minority individuals have often been excluded from organisational forums revolving around change and development. Sub-groups and minority individuals are excluded and not heard as part of the decision making process. Management excluding lower ranking employee can be a personal ploy against status inconsistent employees but ultimately it harms the organisation. Information being provided by all spheres and departments within the organisation enhances the richness, quality and usefulness of the information to benefit the organisation because of the diversity of views. Varying perspectives on change that affects the organisation allows major role-players to understand how each division within the firm is affected by a decision. This allows the organisation to develop contingency plans or alter the decision to best suit the needs of the firm. According to Robbins (2001) joint decisions increase quality of decisions

and agreement by many employees about the decision that affect everyone. Gomez-Meija, Balkin and Cardy (2005) purport that participation and inclusion in decision making makes for a more productive workforce.

2.4.9 WAGE DIFFERENTIALS AND PAY EQUALITY AMONG DIVERSE INDIVIDUALS

Equity of earnings has always been a stifling issues for many organisations, individuals need to be rewarded on grounds of tenure and career progression and development other because of qualifications and although disabled employees are seen as less productive and affirmative action BEE candidates no qualification but given preference because of past disadvantage managers struggle to find the balance that leads to equity (Cilliers, 2007). Fundamentally gender, race and age discrimination always play a unique role in the earnings debate. Kamps and Engelbrecht (2011) suggested that the greater the need for comparison, the greater the need to reduce complexity.
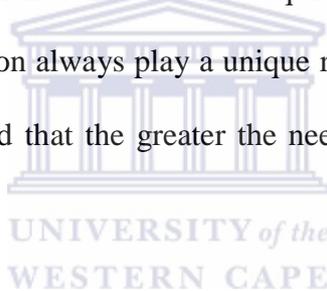
Among the multitude of challenges relating to gender diversity and discrimination the most prevalent issue is the equity earnings gap between the gender groups. Other challenges relate to remove barriers such as inequality with regard to wages and 'the glass ceiling' preventing women from progressing into positions of authority (Sipe, Johnson & Fischer, 2009). According Westover (2010).The ever growing earnings gap is due to what sociologists phrase as, women having less human capital than men. Men and women are sorted into different segments within the labour market namely the primary and secondary segments. The primary segment characterized by good jobs, well-structured training, career structure and job security. The secondary dominated by women which encompasses bad jobs decreased training, no career structure and insignificant job security (Gorman, 2006).

2.4.10 ACCOMMODATION OF FAMILY RESPONSIBILITY AND ALTERNATIVE WORK

According to Robbins and Judge (2007) in the external environment social concerns are surround single parent and young adults who have the responsibility of parenthood. It is commonplace that organisations are fundamentally not family friendly institutions, both men and women find it challenging to balance the demands of family responsibility and career demands, significantly the two concepts affect the other substantially. Research results have shown that being responsible for a child hinders career progression and decreases promotion opportunities as senior management is aware of the manner in which employees with children can affect the employees work output.

Though Robbins and Judge (2007) indicate that many organisations are coming to the forefront of recognising how assisting employees with family responsibility in terms of implementing day care facilities in the organisation enhance employee work productivity substantially. Having the facility in the same office complex decreases employee absenteeism from the desk during the day as it cuts down on travelling and employees put in complete full seven to nine hour days and longer work weeks. When such concerns are taken care of employees are more motivated to meet deadlines and more productive making easier for career advancement (Robbins, 2001).

2.4.11 BARRIERS TOWARD CHANGE

Like many newly developed concepts introduced to the workplace, if it permits change, it raises question and uncertainty. The concept of change comes alongside risk and loss. These factors influence the attitudinal norms of employees. Change becomes less appealing, the harder an individual as employee will fight to negate the change. Resistance to change brings about much discussion among employees. The development of individual and group

ideologies will affect and influence individual attitude toward diversity initiatives. Transforming attitudes, toward the change that diversity initiatives brings, allows people to work together to achieve great levels of productivity. Kreitner (2001) adds that for this to be achieved a change in the organisational culture and climate should be adopted.

According to Kreitner (2001, p. 54) 'through mutual adaption, employees recognize that irrespective of what their differences are they should be open to change as it is inevitable". Thomas and Turpin (2002, p. 23) argue that 'although legal and moral motives are still strong factors in organisational change work on diversity, the motive that is by far the most prominently cited in organisations active in this area is to improve organisational performance on the traditional goals of revenue growth, profitability, and maximization of resource utilisation in pursuit of the organisational mission'.

2.4.12 GLOBALISATION, DIVERSITY AND COMPETITIVE ADVANTAGE

According to Robbins (2001) organisations are no longer constrained within the borders of its own country. Fundamentally meeting strategic goals and objectives is what allows the firm to attain competitive advantage. Developing advantage over competitors means within a diverse workforce people need to adapt to different styles of work, communicate without a personal agenda and overcome barriers to inclusion in an attempt to complete work tasks, address business needs and meet departmental and strategic goals. One of the consequences of today's trends and the turbulent external conditions is that organisations must have a firm view on how to adopt to their complex environment. The prerequisite of success and strong performance is a well implemented, solid strategy (Fekete, 2011, p. 1001).

2.5 THE IMPORTANCE OF MANAGING DIVERSITY

Many organisations have the opportunity to generate many advantages from a diversity such as competitive advantage, increased performance, higher levels of profitability, productivity and decreased labour turnover (Beer, 2010). Molefi (2001, p. 20) names a few factors below that indicate why diversity management is important for the South African workplace. 'Diversity management is a management in which racial differences and conflict created though racism can be addressed. Diversity programs allows integration, a means through which negative diversity elements that affect productivity can be eradicated to be able to work toward increased productivity. Managing diversity allows the provision of under - utilised skills within an organisation through the removal of diversity stereotyping that exists. Managing workplace diversity can achieve the integration of common values and ethical practices. Diversity initiatives balance out the effects of exclusion in the work environment caused by past laws. Implementing diversity interventions increases productivity and workplace harmony (Uys, 2003). Improvements in the organisation's culture, means fairer treatment of people of colour and women'.

According to Uys (2003, p. 41) failure to manage diversity could translate into, high turnover costs and absenteeism. When diversity challenges are not addressed it makes the organisations vulnerable to lawsuits**.** The lack of diversity programs that addresses recruitment means the organisations fails to compete well for talent which reduces organisational performance. Lack of diversity interventions allow minority groups to view employment opportunities and career growth as minimal and prefer to leave. It was found that absenteeism tends to be higher for women and minority group men. This costly absenteeism is related to a perception on the part of many minority group individual's that they are not valued by the organisation. Recruiting and retaining diverse employees remains difficult.

2.6 GOVERNMENTAL APPROACHES TO THE CHALLENGES OF DIVERSITY

Cox and Blake (1991) have fundamentally three focus area's as a manner in which diversity can be addressed, affirmative action, employment equity and BBBEE.

2.6.1 INITIATIVES WITH WHICH TO ADDRESS DIVERSITY CHALLENGES

There are various means with which to address diversity challenges. Many organisations in South Africa and abroad have diversity interventions like teambuilding exercises and culture sensitive or responsive workshops Robbins (2001). Teambuilding exercises are done in an aim to bridge differences among employees which allows workers to work together more cohesively. Another way in which to manage diversity is working through government instituted initiatives namely; Affirmative Action (AA), Employment Equity (EE) and broad based black economic empowerment (BBBEE). With changes in legislation (EE, AA and BBBEE) policy makers and diversity program implementers should consider the impact change has on individuals. Different individuals may respond differently to various forces of change depending on the degree to which employees will be forced to alter work life and the impact those alterations will have on home/family responsibility. For some it may be satisfactory, but for others it will bring pain, stress and disadvantages (Yousef, 1998). Research shows that higher committed individuals will accept change more easily as a result of the minimal impact change normally has on senior management as oppose to the shop-floor were all the drastic changes seem to take place and were most employees are affected (Janse van Rensburg & Roodt, 2005). Non-management employees are of the opinion that EE and AA are concerned with increasing numbers and not adding value and that this does not have a positive impact on the organisation or employees.

2.6.1.1   AFFIRMATIVE ACTION

Affirmative action (AA) was introduced by government as a means to address diversity related problems (Uys, 2003). According to Uys (2003, p. 32) AA is seen as a measure which can fix broken parts of diversity in the workplace system, it is a strategy to facilitate a work force that is diverse at every level without unnatural advantage or disadvantage for any member within the diverse environment (Thomas, 2002). Affirmative action was defined by the policy developed for its implementation, the Employment Equity Act, 1998 (Act 55 of 1998) as being corrective steps used in the creation of an equitable environment, specifically for those people who had been historically disadvantaged because of discrimination (Milne, 2009)

Wessels (2008, p. 28) argues that affirmative action is "a combination of public policies, laws, and executive orders, as well as voluntary and court-ordered practices designed to promote fairness and diversity. Policy interventions such as affirmative action are seen as tools to bridge the gap between the injustices of the past" and developments of the present time.

The management of diversity through affirmative action permit the eradication of policy problems relating to fairness and equity among employees (Greybe & Uys, 2001). The process of AA permit that organisations find the equity balance between employees, 'a means to enable the disadvantaged to compete on the same level as the advantaged of society' (Wessels, 2008, p. 28). Coetzee and Bezuidenhout (2011) indicated that the premise for affirmative action was to address imbalances from the past instituted by apartheid. AA is not a law that provides passage without requirement, skill or qualification.

According to Vermeulen and Coetzee (2006, p. 53), 'Numerous studies have revealed that affirmative action is related to people's perceptions of fairness (or a lack of fairness) in their

understanding of affirmative action'. Many organisations are more focused on meeting the AA quota, 'getting the numbers right' by placing non-qualified individuals in positions of authority as an organisational veil presented to government. Wessel's (2008) argues that affirmative action is increasingly being regarded as inappropriate because of its inability to meet new challenges.

One way to obliterate the negative effects of affirmative action or perceptions of reverse discrimination is to ensure policies, procedures and processes have conditions set which permit grounds for equity which result in fairness. There are indications that affirmative action remains a vital policy in terms of black employment (Button, Moore & Rienzo, 2006).

Based on a general survey done by Coetzee and Vermeulen (2003, p. 18) a number of guidelines should be applied to ensure fairness within work processes, these are:
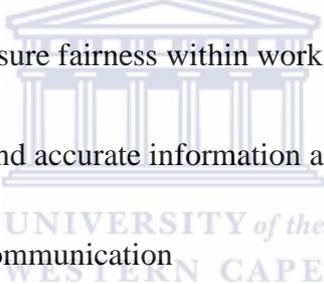
• Advance notice of intent and accurate information as well as sufficient feedback

• The support of two-way communication

• The explanation and justification of decisions

• The provision of opportunities for employees to have an influence on the decision

• The consideration of the interest, views and concerns of all concerned

• The allowance for appeal, review, reconsideration and where appropriate correction

• The treatment of employees with dignity, respect and sensitivity.

• The consistent application of administrative procedures.

Diversity management differs from affirmative action in two major ways. First, rather than being forced to diversify because of law, corporations adopt diversity management programs

by choice. Second, diversity management programs are promoted as being good for business and congruent with demographic trends highlighting an increasingly diverse workforce (Brooks, 2007).

2.6.1.2 EMPLOYMENT EQUITY

The Employment Equity (EE) Act of 1998, section 2 indicates that employment equity involves both the elimination of unfair discrimination and the establishment of specific measures to accelerate the advancement of blacks, women, the designated group and the disabled. One of the measures to accelerate the advancement of the designated group is affirmative action, which includes specific initiatives to ensure the removal of preferential treatment in appointments and promotions. According to Oosthuizen and Naidoo (2010), EE works toward negating discrimination and the promotion of affirmative action (AA) measures which are a more valued input into the job selection process. The act defines the designated groups, or recipients of EE opportunities, as all black employees, women and the physically challenged. The term 'black' is applicable in the act to African people, Coloured people and Indian people and recently also includes South African-born Chinese people (Oosthuizen & Naidoo). As such, affirmative action is part of the process of employment equity, which includes a broader range of activities (Human, 1996). Both affirmative action and employment equity could thus be viewed as contributing to workforce diversity (Uys, 2003). With the EE Act aiming at providing a more productive workforce, that is better trained and motivated employees and helping to make a company more efficient and competitive. Insight can be drawn on whether all individuals are experiencing the outcome of the implemented Act as positive and equally challenging (Janse van Rensburg & Roodt, 2005). Oosthuizen and Naidoo (2010) EE is defined as the employment of individuals in a fair and nonbiased manner. In endeavours to implement EE efficiently, management need to have a shared vision of what the business or organisation ultimately wants to achieve through its EE policy.

Management also need to consider whether the business organisation has the capacity to design and lead the process of creating fair, equitable and tangible actions that showcase their commitment to EE (Janse van Rensburg & Roodt, 2005).

Nel (2008, cited in, Oosthuizen & Naidoo, 2010) postulate that the principle of distribution on the basis of equity may raise concern about the justice perceptions of the parties concerned of the tripartite employment relationship (Janse van Rensburg & Roodt, 2005). EE needs to be just, fair and impartial because it concerns employees and their jobs (Oosthuizen & Naidoo, 2010).

According to Oosthuizen and Naidoo (2010, p. 1) 'White employees, however, not only question the political and ethical legitimacy of EE, but also fear retribution or revenge from previously disadvantaged groups, loss of standards, punitive taxation and limitation of their career opportunities therefore EE has also sometimes been perceived as racism, unfair treatment and reverse discrimination'.
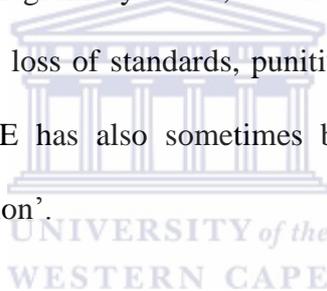
According to Booysen, (2007) Barriers to Employment Equity arise from:

- Slow employment equity (EE) progress at management level and inconsistent progress across departments in organisations.

- Low commitment to EE from top management, with lip service by leadership about the need for EE.

- Ineffective consultation and communication around EE progress and implementation.

- A lack of cultural sensitivity where new recruits are expected to assimilate into the current organisational culture.

- A lack of cultural awareness programmes and of an organisational culture that values diversity.

- A white male dominated organisational culture that continues to exclude formally or informally through exclusionary network practices black recruits.

- Black people being selected as tokens and not fully integrated into companies because of little delegation of real responsibility or decision-making authority, owing to the persistence of stereotypes.

- Black staff not being systematically developed and trained – no effective talent management.

- Lack of black mentors and role models.

In the Employment Equity Act of 1998, advice is given to rather avoid selection techniques that cannot legally be proven as being valid and fair. The requirement is that all selection techniques that are used during a selection process should respect cultural diversity and make accurate predictions for members of different population groups.
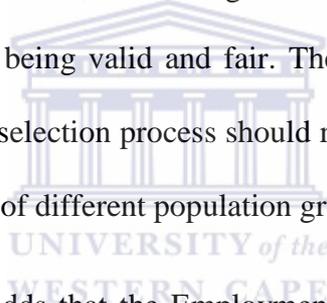
In addition Sebola (2009, p. 2) adds that the Employment Equity Act, 1998 states that the affirmative action measures implemented by employers to ensure fairness must include:

- Measures to identify and eliminate employment barriers.

- The removal of unfair discrimination, which adversely affected people from designated groups.

- Measures designed to further diversity in the work place based on equal dignity and respect for all.

- Making reasonable accommodation for people from designated groups in order to ensure that the needed equality is achieved.

2.6.1.3 BROAD BASED BLACK ECONOMIC EMPOWERMENT

The aim of the Broad-based Black Economic Empowerment (BBBEE) Act of 2003 is to transfer the ownership of assets into black hands (Janse van Rensberg & Roodt, 2005). The act fundamentally enables meaningful participation of black people in the economy and integration into society. The act ensures the 'designated group' have the same opportunities for self and career development as any other South African. Black people need growth factors such as career development, employment opportunities, ability to move in the ranks of top management, become shareholders with dividends to revert into partial ownership and in eventual complete black ownership.

BBBEE fundamentally has six strategic means as guidelines, which are processes which need goals. The six factors are known as ownership, employment equity, preferential procurement, socio economic development enterprise development, management control, enterprise procurement and skills development. Using these six factors the aim is to achieve equality (Erasmus, 2007). This is depicted in Figure 2.3.

2.7 ORGANISATIONAL PERFORMANCE

Organisational performance is directly dependent on its employee's performance which is assessed via performance appraisals and key performance areas. For performance to effect managers need to be committed to managing employees and providing support for employees in task completion and goal attainment. Positive relationships between employees and their managers steer toward consistent performance and consistent views of the particular employee's performance. Many reviews on organisational development and the role employee's play toward the organisations development is recognised within performance reviews, which is discernible by managerial staff which allows employees to become viable candidates when future position open and having tenure adds to the manner in which employees can benefit from the progression of the firm carrying out long-term strategic plans (Erasmus, 2007).

2.8 FAIRNESS AND CAREER ADVANCEMENT

In order to ensure that the success sharing policy is fair, it is essential that employees feel that they are equipped to capitalise from opportunities within the organisation, and that processes are transparent. Employee's perceptions of the justice of the system are likely to differ. Thus, in multicultural organisations particularly, transparent appraisal and reward systems are recommended (Kamps & Engelbrecht, 2011).

According to Louw (2006, p.338), merit makes reference to an individual's skills, attributes and characteristics that determine if the individual is suitably qualified to be in that position. An individual who applies for a particular position is considered based on personal characteristics and whether the person meets the pre-requisite criteria for the position. If race, disability and factors such as age and gender are requirements for a particular position then

the merit of such an appointment comes into question. In this manner negative perceptions develop relating to selection and recruitment.

2.9 LEADERSHIP

Taylor (2007) postulates that many organisations tend to lose sight of the fact that within a diversity a leader must find the balance that leads to equity. A leader's duty is to ensure a equitable platform, one such example would be, when it comes to salaries for employees with equal education and experience. Employees must be able to see justice when it comes to advancement into managerial ranks (Dominguez, 1991).

Leaders can influence the equity balance within their organisations, by developing an inclusive culture as a motivation to facilitate change in employee attitudes. New leaders in modern organisations reposition themselves at the forefront of organisational management and recognise the shift away from the outdated methods of assimilation 'one size fits all' instead leaders are focused towards a broader and inclusive approach, wherein the organisation accommodates all differences (Quirko, 2007).

2.10 SIX DIVERSITY PERSPECTIVES THAT BENEFIT A DIVERSE WORKFORCE:

Based on a review of the literature, Cox and Blake (1991) proposed the following six business benefits allowing a cost advantage within a diversity.

2.10.1 COST ARGUMENT

The cost argument of diversity indicates that through diversity management organisations can develop a cost advantage. According to Cox and Blake (1991) diversity management works toward the development and improvement of organisational performance permitting higher levels of efficiency and the maintenance of competitive advantage within the industry. Diversity in an organisation means being different in a workplace can allow the individual to feel excluded.

The cost argument indicates that failure to maintain and initiate diversity efforts among employees, specifically minority groups such as women, can have immense cost effects on the organisation. Costs such as decreased profitability, increases in labour turnover and higher levels of absenteeism. There is a rising cost of integrating workers poorly, as demographic diversity increases (Cox & Blake, 1991).

2.10.2 RESOURCE ACQUISITION

The resource acquisition argument indicates that by fully utilising and intervening with diverse employees in diversity initiatives it benefits the organisation resulting in competitive advantage. The managing resources argument in diversity means using employees to reach goals. Organisations that make an intent on including minority group women and integrating groups (white males) that feel diversity does not benefit them personally are proactively managing the interest of the organisation for future success. Focusing on including minority

groups and retaining previous staff decreases labour turnover and increases productivity, decreases losses and increases gains means that equilibrium in terms of diversity can be achieved. Leveraging diverse resources means that an organisations market competencies and meeting the needs of diverse consumers by understanding diverse needs which adds value to the company in the market place among consumers. Adopting a diversity management approach will develop reputations of favourability for the organisation as prospective employers for women and ethnic minorities and companies get the best personnel. As the labour pool shrinks and changes composition, increasing minority groups will become increasingly important (Cox & Blake, 1991).

2.10.3 SYSTEM FLEXIBILITY

System flexibility relates to managing and leading employees into work challenges and experiences that are best suited to individual needs. By clustering together, diverse individuals are able to express different points of view about a topic of discussion meaning that projects and workplace initiatives have more flexible solutions and leave clients with an array of options from which to choose. System flexibility is about how flexible the system of work can be managed so as to provide clients with improved work-output from the organisation improving market share and meeting the needs of clients at an optimal level. The system becomes less standardised, and therefore more fluid, which creates more flexibility to react to environmental changes. The increased fluidity should create greater flexibility to react to environmental changes (i.e., reactions should be faster and at less cost) (Cox & Blake, 1991).

2.10.4   MARKETING ARGUMENT

Overseas companies will obtain insight and cultural sensitivity from having members with roots of other countries and different nationalities thus improving market capabilities and marketing strategies. There is the potential for marketing gains from improved insight and cultural sensitivity, from having members with roots in other countries. Consumers are becoming more diverse and the firm needs to reflect this, or it will lose out on important markets. For multi-national organisations, the insight and cultural sensitivity that members with roots in other countries bring to the marketing effort should improve these efforts in important ways. The same rationale applies to marketing to subpopulations within domestic operations (Cox & Blake, 1991).

2.10.5 CREATIVITY ARGUMENT

Creativity argument indicates the presence of diversity of perspectives and less emphasis on conformity to past norms should improve creativity. There are savings from a reduction in employment tribunals and other workplace costs when organisations and workers comply with equality legislation (Cox & Blake, 1991).

2.10.6   PROBLEM-SOLVING ARGUMENT

Heterogeneity in groups potentially produces better decisions and problem solving through a wider range of perspectives and more thorough critical analysis of issues (Cox & Blake, 1991).

2.11 THE CHALLENGES AND ADVANTAGES OF THE SIX DIVERSITY APPROACHES.

These approaches by (Cox & Blake, 1991) define numerous challenges presented with the six diversity approaches.

- The six approaches permit cost saving – by decreasing labour turnover among minority groups and women.

- Decreasing lawsuits on sexual, race and age Discrimination- the more aware employees are becoming of labour rights the more individuals are acting upon it. By implementing programs such as managing sexual harassment against women in the organisation and focusing on programs that eliminate discrimination in the workplace can create the prospect for decreased law-suits in the future.

- Higher Absenteeism Rates- the more employees feel cared for and recognized in terms of rewards and benefits for work by the organisation the more absenteeism can be prevented in the workplace.

- Maintaining talent – maintaining talent means attracting, retaining, and promoting excellent employees from different demographic groups. increase in representation in the labour pool, organisations are competing to hire, retain, and utilise the best employees from these groups. Focus must be steered away from giving more attention to one demographic group than the other.

- Meeting needs of diverse clients- The consumer market for goods and services is becoming increasingly diverse. The cultural understanding needed to market to these demographic niches resides most naturally in marketers with the same cultural background.

- Driving Business Growth- A powerful new impetus for managing diversity centers on driving business growth by leveraging opportunities associated with increased marketplace understanding, greater creativity, higher quality team problem-solving, improved leadership effectiveness, and better global relations.

- Communication - Heterogeneity initially creates difficulties for team members in communicating, understanding, and functioning as a team. While diverse groups experience more conflict in agreeing on what is important and in working together at the outset, they ultimately outperform homogeneous groups in identifying problem perspectives and generating alternative solutions.

2.12 BENEFITS OF THE SIX DIVERSITY APPROACHES

The above have five most fundamental goals in mind by working toward and achieving the diversity approaches above by Cox and Blake (1991). Top five reasons:

1. Better Utilisation of Talent

2. Increased Marketplace Understanding

3. Enhanced Breadth of Understanding in Leadership Positions

4. Enhanced Creativity

5. Increased Quality of Team Problem-Solving

2.13 CHALLENGES OF DIVERSITY

Diversity factors such as ethnicity, religion, race, gender etc, are influencing the South African society challenging organisations to merge different ideologies into their organisational culture, conducive to high performance by the various diverse sectors (Cilliers, 2007, p.35). According to Mfene (2010, p.145), the major challenge of management is to create an environment in which family needs, various lifestyles and work styles are accommodated.

Mfene (2010, p.145) identifies three diversity challenges. These are:

- **Lower group cohesiveness**- diverse groups find it difficult to form a bond and be cohesive unlike similar groups who have things in common such as language, culture, background etc. in which they can relate to. The lack of group cohesiveness can result in a negative impact on teamwork and work performance in the organisation.

- **Communication problems**- these occur when individuals assume that the other party understands the message they are conveying when in fact they do not. This leads to misunderstandings, communication problems, inaccuracies, and inefficiencies.

- **Mistrust and tension**- individuals tend to trust and associate with other individuals who are similar to them in terms of values and beliefs. Because of this misunderstandings and mistrust may occur between individuals who do not share the same values and beliefs.

2.14 DIVERSITY AND DEMOGRAPHIC VARIABLES

2.14.1 DIVERSITY AND GENDER DIFFERENCES

Diversity in organisations has drawn the interest and created controversy specifically around the challenges regarding gender and ethnic diversity (Gallego-Álvarez, García-Sánchez & Rodríguez-Dominguez, 2010). The imbalance in the amount of males versus females in organisations continue to affect corporate governance, goal attainment and improvement in organisational culture (Janse van Rensberg & Roodt, 2005).

In a study conducted by Loi (2003, cited in, Sipe, Johnson & Fischer, 2009) found that employees with gender differences have different perceptions of gender diversity in the workplace. Female managers were found to have more positive attitudes towards equality and diversity than their male counterparts (Ebie & Djebarni, 2011).

Cundiff, Nadler and Swan (2009) in study found that female employees show more interest and concern in diversity initiatives as oppose to males. Female employees were also found to have more positive perceptions toward diversity programs, in addition women were found to be higher identified with the need for diversity programs than men.

Research results in Martins and Parsons (2007) indicate that there is a strong relationship between the two gender groups in attitude toward affirmative action. Which increased male and female employees desire to participate in diversity management initiatives and enhanced organisational attractiveness for employees. Beaton and Tougas (2001, cited in, Martins & Parsons, 2007) found that women reacted positively to diversity management programs benefiting women. In a study conducted by Hostager and De Meuse (2008), gender was determined as an important factor for determining justice perceptions.

The results of many studies have concluded that it is important for organisations to manage and improve on perceptions of gender diversity programs of diversity management initiatives in order to appeal to both gender groups (Janse van Rensberg & Roodt, 2005).

Patrick and Kumar (2012) found that there were significant differences between men and women professionals toward strategies for increasing awareness about workplace diversity. Women are more likely to work with diverse others to achieve goals.

Müller and Roodt (1998, cited in Janse van Rensburg & Roodt, 2005) found women to be more negative than men about affirmative action (EE), because they have fewer opportunities. Contrary to this, Van Zyl and Roodt (2003) found women to be more positive than men about EE. Employees varying beliefs in AA and EE is attributable to the difference in this country's development stages in comparison to other countries toward AA and EE, inclination will likely change as the country progresses (Janse van Rensberg & Roodt, 2005).
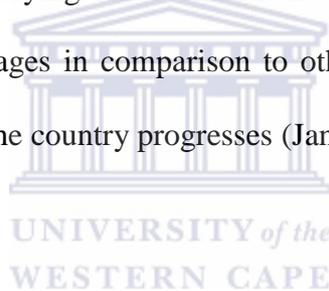
2.14.1.1 GENDER INEQUALITY

In the past and still today there are organisations that maintain long term gender diversity policies with good reason within particular professions. According to data collected since the early 1990's indicate that half of all law school students are female. Though ninety percent of female law students enter the labour force, only 17% represent partners within major law organisations (Gorman, 2006). Noble and Moore (2006) has indicated that some women move easily up in organisational ranks but fall out of those positions quickly. Many women who aspire to leadership positions find it impossible to get there, whereas others who make it eventually leave (Sipe, et al., 2009). Organisations have worked toward moving away from 'white collar' organisations and the 'old boys club' at top level management. The equity

balance is difficult to achieve because although women are being educated in the field they fall out along the wayside in all occupations because they view family responsibility as more important. Women are overridden with role of caregiving that little attention is paid to occupational development (Westover, 2010).

Organisations in the modern workplace has implemented family programs supporting staff with initiatives such as family days, infant and toddler day care facilities and on the contrary have left individuals not needing such facilities resentful because of the lack of benefit. A new trend has developed that individual's not needing day-care facility more so opt for frail care facilities for ageing parents as support from the organisation (Janse van Rensburg & Roodt, 2005).

Both gender groups naturally do not enter fields such as science and engineering because of the lack information or lack personal ability to sufficiently research occupational options (Gorman, 2006). Largely organisations struggle with the problem that both gender groups are not interested in attaining qualifications to work in specific fields and so the gender imbalance is not only caused by the organisation, but cannot be achieved due to lack of individual interest in specific fields.

Different fields of work are either over saturated with males such as engineering and science or females in nursing, secretarial and administration positions. The authors have indicated the grounds for position classification is fundamentally rooted in societal segregation linking to origins in culture, societal norms and beliefs (Van Zyl & Roodt, 2003).

Both women and men need to show interest in becoming Mathematicians, statisticians and engineers which is a widespread dilemma in South Africa, which has a shortage of sufficient skilled labour within these fields (Gorman, 2006). South Africa still depends on European companies to carry out job related activities. The government and many organisations are

addressing the issue by developing marketing tools and offering full bursaries to get men and women interested in the fields. Practices such as the latter help organisations eventually arrive at a gender equitable platform within organisations.

In many fields of work such as mining in South Africa women are disallowed from doing field work or restricted to certain areas of field work to ensure their safety and are guarded from working overpopulated male divisions to discourage acts of sexual harassment against them. A practise also encouraged by the South African police service as the consequences of sexual harassment is too immense to deal with on a continual bases and it affects the organisational image substantially (Booysen, 2007).

The most recent concerns of gender differences is how it affects teams within an organisation. Bear & Williams-Woolley (2011) adds by saying that present research indicates that gender differences has a positive effect on team performance. Though the positive effect is largely dependent on the type of work the team is engaging in. In terms of group-work, high performance teams is largely due to the increased presence of females. Women have the inherent positive effect, as very few things in the minds view is seen as negative (Hostager & De Meuse, 2008). Thompson's (2000, cited in, Hostager & De Meuse, 2008) adds that in his research discovery there have been many acclaims of published work describing that men provide more conflict and negative interaction in a group than that of women.

According to Westover (2010) men and women experience many challenges within the labour force. Gender difference lends itself to discrimination in the workplace because minority groups and women are not perceived equitable in relation to men. According to Foschi, (2000) it is defined as a 'double standard'. To generate expectations of equal ability then, women must have stronger performance standard than men. In effect, women must meet a higher standard of performance or a "double standard", before decision-makers will

conclude they are equally competent. Women are discriminated against and do not experience equal career mobility within an organisation. As a result of the many negative implications gender policies within organisation hold for women. Individuals have responsibilities the workplace is not always in appreciation of or a conducive environment for family driven individuals, be it male or female. Home responsibility alters and influence workplace dimensions and the impact it has on employees and their appreciation and acceptance of their role within the organisation.

Anker (1997, cited in, Westover, 2010, p. 315) indicates, 'Occupational segregation by gender occurs, causing labour market rigidity and economic inefficiency, wasting human resources, preventing change, disadvantaging women and perpetuating gender inequalities'. Sousa-Poza and Sousa-Poza (cited in, Westover, 2010) indicates it is important to understand the struggle to achieve equality in South African organisations. It is likened to that of a leaking bottle effect, while skill is being consistently recruited it is constantly being lost, employees retire, resign in aim for a better career options, retrench in downsizing due to world recession or put on long-term medical leave due to health complications.

2.14.1.2 GENDER INFLUENCE ON DIVERSITY MANAGEMENT

Diversity management initiatives are always welcome but frowned upon as these types of interventions do little about changing the negative gender ideologies entrenched within the organisation. Initiatives are well designed on paper but really have very little impact on altering the work climate and environment. When change is visible employees become receptive to such change especially in the event that the change benefits them. Individuals experience many challenges in the workplace within selection recruitment and promotion and it is these types of effects that influence perception of organisational diversity initiatives.

Whether justice within work achievement and acknowledgement is received when due, in relation to their male counterparts, such factors influences employee perception of diversity and whether interventions are beneficial to employees or not.

Diversity policies aim to increase the presence of minority groups in the workplace to achieve an equitable balance between individuals with varying demographics in all departments and positions within organisations. Policies such as EE and AA contain an immense level of legalities that force organisations to recruit and omit discrimination against the two gender groups. Though laws such as AA, EE and BBBEE push companies toward recruiting more minority groups, which women form part of and in so doing commit a reverse discrimination against males (Van Zyl & Roodt, 2003). Holistically the aim of employment laws is to see women being recruited and moving up the corporate ladder equally as fast as males, according to research females make for a rich organisational culture (Gallego-Álvarez, García-Sánchez & Rodríguez-Dominguez, 2010).Fundamentally for many organisations it would be ethically right to achieve a gender balance (Gallego-Álvarez, García-Sánchez & Rodríguez-Dominguez, 2010). Laws such as EE, AA and BBBEE has motivated organisations because of the many advantages that high levels of gender diversity has for a firm.

According to Sipe, et al. (2009), the pros and cons of gender diversity programs relating to diversity management are that women lag behind men in salary, a trend that could continue which could hinder organisational development and organisations ability to meet its EE and AA targets. Inequitable decision making power and authority are usually less favourable for women than men, which results in decreased career mobility and therefore women work in lower end jobs.

2.14.1.3 ADVANTAGES AND DISADVANTAGES OF GENDER DIVERSITY:

Advantages	Disadvantages
Promotes a better understanding of the marketplace, thereby increasing its ability to penetrate markets.	Implies heterogeneous teams, which tend to communicate less frequently are usually less cooperative and experience more conflicts.
Enhances creativity and innovation inside the Corporation.	May lead to the generation of discrepancies and less speed in the decision-making process, because the leadership styles are different among males and females
Leads to more effective problem-solving since a more diverse board provides a wider variety of perspectives.	
May improve the quality of the directors and managers if they are selected from both genders without prejudice.	Can generate more opinions and critical questions inside heterogeneous boards that can be more time-consuming
May issue positive signals to markets –labour, products and capital markets– by providing a greater degree of legitimacy to corporations and improving their reputations.	
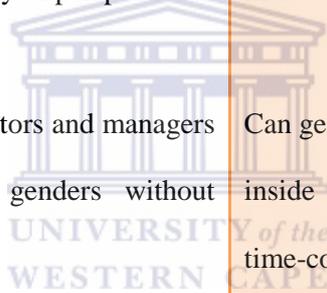
2.14.1.4 RACE AND DIVERSITY PERCEPTIONS

In a study conducted by Hostager and De Meuse (2008), race is an important factor for determining diversity perceptions. White employee's pre and post- apartheid have enjoyed the executive positions in many organisations that lead to the implementation of laws such as Affirmative Action, Employment Equity and Broad Based Black Economic Empowerment. Diversity within the domain of race has always had significant importance for the South African population as a result of our racially divided past and class segregation.

Findings indicate that black males are employed at slightly higher levels than black females, suggesting the double-disadvantage of race and sex discrimination confronting black women. Reveal that for black men, businesses that favour diversity in the workplace and support affirmative action are likely places of employment. Black women benefit more from national- or regional-based organisations that promote a multicultural workforce (Button, Moore & Rienzo, 2006, cited in, Hostager & De Meuse, 2008). In a study conducted by Matthew, Mayhew, Grunwald and Dey (2006) employees of colour perceive diversity more negatively and is reluctant about the organisations ability to achieve a positive diversity climate.

Findings from the research suggest that white managers and business owners were more associated with negative attitudes towards equality and diversity in their organisations (Ebie & Djebarni, 2011). The results of a study conducted by Brown, Keeping, Levy and Cobber (2006) indicated that racial tolerance was significantly related to organisational perceptions and pursuit intentions when strong diversity values were communicated in a job advertisement.

Harrisson and Thomas (2009) research findings suggest that skin tone plays a considerable role in the favourability of a black applicant, indicating that skin colour is more salient and

regarded more highly than one's educational background and prior work experience, regarding the influence diversity initiatives impose on organisations.

According to Soldan and Dickie (2008) diversity and different population group's receptivity to diversity management will vary between ethnic groups. Employees with African, Asian and other ethnic backgrounds are more likely to support diversity programs then those with white background**s** as a result of perceived lack of benefit diversity has for the white race (Long, Robinson, & Spracklen, 2005). Evidence from past research demonstrating that the effects of racial diversity on performance are potentially stronger than are the effects of other diversity forms (Mannix & Neale, 2005, cited in Neault and Mondair, 2011).

Thomas R Roosevelt wrote in the early 90's a correct management initiative should be to train and communicate to employees, that irrespective of their race and attitudes of another's race and awareness of racism, white privilege and black oppression should not hinder career progression for any individual within organisations (Kernahan & Davis, 2007).

Unzueta and Binnings (2008) discovered in research that diversity with regard to race and hierarchy affects organisations, oppressed cultures never experience the progression up the corporate ladder and the lack of an even distribution of all races across organisational departments. Racial identity is central to individual likelihood of achievement and indicated to look at the black versus white ratios in organisations. People also define themselves differently in referring to themselves with regard to race. In support of this notion, Unzueta and Binnings (2008) adds that individuals interpret diversity with a degree of caution when it comes to their specific race, especially those who are strongly defined by their racial group.

Green (2010) indicates that as a result of seminars conducted on race, diversity and stereotyping negative views, judgement and bias has decreased in the understanding of the racial framework and attitudes among individuals and alleviated the pressure of either real or

imagined racial oppression (Kernahan & Davis, 2007). In addition Probst (2003, cited in, Kernahan & Davis, 2007) showed that awareness of institutional discrimination is improved by taking a workplace diversity course. Results of such programs can be important in facets of the organisation such as hiring or promotion, the use of race can create a significant amount of turbulence, because an interview panel that is demographically diverse is less likely to be perceived as biased, it is less likely to facilitate and minimise the operation of discriminatory stereotypes and biases in the interview (Green, 2010).

The Employment Equity Act has never imposed differentiation between population groups especially a group that constitutes and is referred to as 'blacks'. Later the Employment Equity Plan implemented such a distinction only as to create congruence with the distinction which is made in the South African courts and in law literature. It was instituted in this manner because the various population groups did not experience the same level of suffering as a result of unfair discrimination. This is referred to as the 'rule of preference, which is based on the degrees of past disadvantage (Unzueta & Binnings, 2008). It is only applied when a perceived lack of underrepresentation at a certain level hierarchy, or category in the workplace needs to be addressed.

Terwilliger (2000) posits that race is a social construct and should be worked through the process of socialization and not as a medium through employees enter the workplace. Further he indicates that socialization and the subjects people choose to communicate about shape their perceptions and more often experiences has a huge influence on perception as well.

Terwilliger (2000) adds that diversity programs can help and further influence individuals like employees to differently and in so doing positively experience their colleagues as opposed to having a significant stereotype or prejudice about their race. Rather he adds to experience them as an individual apart from their racial identity.

The concept of 'preparation' says Terwillinger (2000) mentally develops and prepares employees, if preparation is not made through diversity initiatives stereotypes and prejudices are continually reinforced and says it 'undermines their intended goal of developing culturally and racially inclusive dispositions'. Terwilliger (2000) adds employees lose the important views of multiple ideologies that allows people to positively perceive race and develop, not tolerance but clearance that race is no indicator and link to human dispositions.

Green (2010) adds that racial balance and inclusion must be achieved which will enhance the workplace creating career progression for all races and will develop communication and teamwork among employees from different races which can lead to better career outcomes for people of colour.
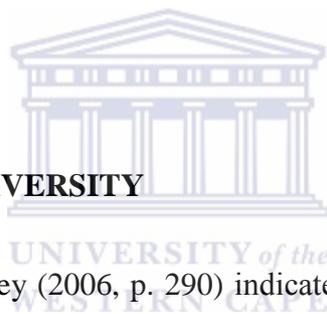
2.14.1.5   JOB LEVEL AND DIVERSITY

Matthew, Mayhew, Grunwald, Dey (2006, p. 290) indicate that 'power and positionality are frequently associated with race and gender: ''who you are and where you are positioned in an institution will affect how you experience and view the institution''.

Westover (2010) indicates that in the last few years' employees especially women are moving in to higher hierarchical positions especially positions previously only filled by males. Male employees dominate senior managerial positions such as directors, chief executive officers and partners. Women are undermined within positions receiving lower salaries, limited power and decision making ability in their roles in comparison to males (Burris, Wharton, 1982; Sokoloff, 1987, as cited in, Cassidy & Warren, 1991).

Race combined with gender can create a particularly potent barrier that prevents women of colour from advancing into executive positions. However, women remain a minority in many

of the higher-ranking, higher-salaried, and more powerful positions in professional and managerial occupations (Fox & Hesse-Biber, 1984; Kaufman, 1989, as cited in, Cassidy & Warren, 1991).

Women are often located in primary positions within an organisations, yet the trend remains as men are the natural breadwinners and are more likely to enter the workforce before females women continually enter areas of work and professions dominated by males and so women appear in minute numbers. As men are present longer in the workplace and progress faster and easier (Westover, 2010).

Although the South African workforce has always been diverse, the largely homogeneous management and white-collar structures created the perception of a homogeneous workforce. This led to corporate cultures in which diversity and differences were virtually disregarded (Ponte, Roberts & van Sittert, 2007). It seems to be the trend that females will remain positioned in the lower end of the labour force. Females are presented with decreased job opportunities, less employer training. The worst division is the decreased probability of medical aid, pension and suffering as a result of discrimination which increases stress and decreases job satisfaction.

Westover (2010) indicates that the latter can be exacerbated by the fact that men and women value different aspects of their jobs. Women are more attuned to social relationships in the workplace and it adds greater satisfaction in experiencing the workplace and their duties (Westover, 2010). Men often focus more on earning potential which allows them to achieve job dissatisfaction more frequently and move up the corporate ladder easily (Westover, 2010).

Cassidy and Warren (1991) undertook research to ascertain gender-based status consistent or status-inconsistent positions. The outcome of the research discovered that men are viewed as

status consistent in medicine, law, university teaching, science, and upper-level management. Whereas women are seen as status consistent in nursing, social work, librarianship, grade- and high-school teaching, and entry level management positions. They found that workers in occupations in which the majority of workers are the same gender had significantly higher levels of work satisfaction than those in status inconsistent occupations.

Several authors have commented on the excessive job mobility of black managers as a result of AA and EE (Matuna, 1996; Primos, 1994; Sibanda, 1995, cited in, Vallabh & Donald, 2001) found that black managers were poached at high salaries that are higher than those paid by the market.

Vallabh and Donald (2001) reported on the following perceptions of black managers: They place a high value on being trusted and recognised for their work, though their values are not recognised. They are placed in positions that do not meet their academic background. They do not have the opportunity to use their knowledge and skills. They are second-guessed by their colleagues and supervisors.

People have different experiences and expectations regarding EE and BEE, which will have a definite impact on their union commitment. For the purpose of this study union commitment is defined as: 'a cognitive predisposition towards a particular focus (the union), insofar this focus has the potential to satisfy needs, realise values and achieve goals' (Janse van Rensberg & Roodt, 2005, p. 85).

2.14.1.6 DIVERSITY AND AGE

Age is rarely discussed as a focal point of diversity in South Africa, the emphasis being more on gender and race. Although this is understandable considering South Africa's turbulent history, the fact remains that 11.84% of the population is estimated to be 50 years or over, according to Statistics South Africa recordings of 2007. Effectively these people will be retiring in 10-15 years' time. This means that their organisations should start planning and focusing on who will be replacing them. In order to achieve this focus, organisations must firstly understand and appreciate the complexity of age diversity. Age is a somewhat unique aspect of diversity as it is not as permanent as race or gender (Van der Walt & Du Plessis, 2010).

Younger entrepreneurs, age 25 years and under were generally negative in their attitude towards equality and diversity challenges, equal opportunities practices (Ebie & Djebarni, 2011). According to Patrick and Kumar (2012) it was found that there were significant differences between age groups toward the organisational strategies for increasing age diversity inclusiveness. The analysis of differences across age groups of perceptions toward strategies to increase awareness about workplace diversity

Research results indicate that employees who felt they were age dissimilar from their work teams where the majority of their team members are in a different age cohort reported being less included in both decision-making and information sharing than those on age diverse work teams where the work team is heterogeneous in terms of age without a clear age majority. Empirical findings indicated variation across age groups; older workers perceived the highest levels of inclusion when they were in age diverse teams, whereas younger workers perceived the highest levels of inclusion when they were on age similar teams (Matz-Costa, Carapinha & Pitt-Catsouphes, 2012).

A number of studies have examined the effects of age upon the perceptions of diversity. Diversity initiatives are only important for the younger employees. As older employees are soon to exit the labour force and is no longer concerned about future changes in the organisation (Yousef, 1998). This notion could very well be incorrect as younger employees have a higher turnover rate because of still in the process of career development finding of their own career paths (Westover, 2010). Similarly young employees too are not interested in the future of the organisation as younger workers are not likely to stay with the organisation. So diversity affects, who chooses to be affected by it and those are the people who develop perceptions toward it.

According to Yousef (1998) adds that variations in job satisfaction is due to uncertainty within organisations and so feelings of job security is decreased by age. Yousef (1998) adds that it is likely due to the lack of sufficient diversity management which impedes upon career progression employee termination and lack of performance recognition. Linked to this was a finding that married slightly older individuals were more satisfied with job security in relation to the single counterparts. People seek more job security and less interested in how diversity initiatives affects them.

Walbrugh and Roodt (2003) reported that younger groups aged 35 and under feel progressively more positive about EE than older groups aged between 35-50. The older group aged 50 and over felt more positive about EE. Fukami and Larson (1984) found no relationship between union commitment and age (Janse van Rensberg & Roodt, 2005).

The results showed that most of the middle and senior level library management positions are currently filled by those retiring in the next 15-20 years and that the planning and training of new middle and top management staff members must form part of succession planning policies in order to avoid a leadership vacuum (Van der Walt & Du Plessis, 2010).

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Furthermore Yousef (1998) indicates that older employees are not welcome in the job market. The economy is not really strong enough to maintain and make room for the older employees. Older employees in the South African economy are anticipated to leave the labour force as to make place for new entrants into the job market. The managerial positions should be very careful as to draw problems and issues of age discrimination. Employees often consider withdrawal from the workplace or suing if their date of birth has been used against them in interviewing, selection, career advancement or lower wage as a result of age. The law also makes provision in disallowing employers to advertise age restrictions in advertisements. The age discrimination act gives recognition that people over a certain age is not to be discriminated against and that age limitations should not count against them (Yousef, 1998).

Bell (cited in, Wessels, 2008) describes age as a very visible type of diversity which gives almost instant rise to discrimination. Bell (cited in, Wessels, 2008, p. 312) posits that the most rife problems relating to age diversity is when a younger, inexperienced supervisor is put in charge of older, experienced employees. This problem is commonplace within many South African organisations. In a study conducted by Perry, Kulik and Zhou (cited in, Wessels, 2008) older subordinates tended to respond negatively when they perceived that their supervisors did not have the capacity to lead. Such perceptions affect inclusion, progresses exclusion and hinders workplace cohesion.

Though older employees have higher levels of company loyalty, have better interpersonal skills, and are harder working and better at teamwork (Parry & Tyson 2009, p. 472, cited in, Wessels, 2008). Stereotypes regarding younger workers include that they have greater absenteeism and job-related accidents (Wessels, 2008).

2.15 COMMONPLACE DIVERSITY CHALLENGES

According to Wessels (2008), commonplace diversity problems hinder organisational effectiveness.

2.15.1 THE LACK OF SUFFICIENT SPONSORS AND MENTORS AS CUSTODIANS FOR CHANGE

If today's employees do nothing about workplace discrimination were does that leave the new leaders of tomorrow. Today's leaders should be begin the change and if not how does tomorrow's leaders create progression in the change.

2.15.2 CONTINUED SEXUAL HARASSMENT

Though sexual harassment plays out in many organisations, women in the engineering sectors in South Africa have been excluded from working in production environment as too many integrated measures need to be taken to avoid offences of such a nature as blue collar male-employees often get away with such behaviour . Adversely such practices avoid females from getting the proper work experience that ensure promotion potential.

2.15.3 EARLY TERMINATION OF CAREERS

This often results when employees, mainly female choose to end employment early to take care of their children. Especially when location of the home is changed for one parent- male, as the wives work is often seen as secondary to the male breadwinner's job. Often the support base moves along with it, this renders people to choose to terminate their contracts of employment.

2.15.4 BELIEF OF INCOMPETENCE

In the South African security and policing services women are not allowed to patrol dangerous areas by themselves which is expected of male officers, because in the police force women are exempted from many dangerous duties which males are forced to do, females in the police workforce are not viewed as formidable workers as they often need to be accommodated in various circumstances of the overall job duties.

2.15.5 IDENTIFIABLE CULTURES

In the engineering, mining and automotive male dominated work environments males often view these as position of status and assume a perceived public image they hold and often in workplace cultures deliberately exclude women from work activities.

2.15.6 COMMON STEREOTYPICAL BIASES

Biases are filtrated into the work environment that contribute to workplace discrimination as a result of diversity. When employees cannot provide proof of discrimination taking place in the organisation. The burden of discrimination is further infiltrated in workplace systems and processes. Therefore discrimination becomes further imposed by the work environment. The lack of guidelines to prevent discriminatory acts, are not sufficient within most organisations.

If employees are not enlightened about ways in which to fix discrimination it becomes the duty of supervisors and managers to do so as a support mechanism for employees. Permit safe whistle blowing practises despite who the claims are made against that individuals high ranked in the organisation are not excluded.

2.16 CONCLUSION

Government will continue to work to create an environment of fairness, equality, and mutual respect which values diversity. Diversity management is especially important for the South African workplace as a result of our segregated past. Public service employees are the major role players and benefactors of improved diversity management initiatives. Government organisations are in peril when it comes to various means for effective change, major governmental organisations which are the major contributors of success to the South African economy.

CHAPTER 3

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter indicates the research methodology utilised within the study of perceptions and diversity within a public sector organisation. Chapter three demarcates the population utilised and within that population the sample and sampling method. Inferential and descriptive statistics were made use of to test the hypotheses. Furthermore, this chapter explains validity, reliability and the questionnaire which was utilised. The questionnaire consists of a biographical data sheet and the research instrument.

3.2   RESEARCH DESIGN

The research design is described by Cooper and Schindler (2008), as the blueprint or structure of the researcher's undertaking. The research design is a comprehensive representation or layout, indicating the time, plan and the various sources of information used. A research design is a discovery process which tries to find an answer to the research question. The way the research is designed determines the relationship between variables in an aim to discover the viability of the hypothesis (Cooper & Schindler, 2008).

For the purpose of this study, a non-probability sampling procedure was adopted. Non-probability relates to subjects not having any criterion for being chosen as participants in the study. Loether and Mctavish (1993) indicate that non-probability means, each element has an equal probability of being included in the sample, therefore the probability of selecting population elements are unknown. Though in this method lies greater opportunity for bias to enter into the sample which can distort findings.

According to Loether and Mctavish (1993) non-probability samples that are unrestricted are called convenience samples. Convenience sampling pertains to members of a population who are conveniently available to obtain the information from. Hence the authors indicate that convenience sampling allows for selection of a rather desired group of people.

Convenience sampling is a non-random sample that is chosen for practical reasons. The advantages of non- probability convenience sampling allows for quick, efficient and easy to summarize the data (Cooper & Schindler, 2003). In addition its lower cost, greater accuracy of results, greater speed of data collection and the availability of population elements (Cooper & Schindler, 2003). The convenience sampling method is the least expensive and easiest to conduct exploratory research, as this study is of an exploratory nature, however, it could lead to results which are not generalizable to the population (Cooper & Schindler, 2003).

3.2.1 POPULATION

According to Sekaran (2001) a population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. Cooper and Schindler (2008) reinforce this by stating a population is a group of elements about which the researcher wishes to make inferences from.

The population of this study comprised of approximately 500 participants available for the purpose of conducting this research. The participants of the study were all employed within the public sector, consisting of field work, administrative and managerial staff.

3.2.2 SAMPLING DESIGN

According to Nachmias and Guererro (2006) a sample is a subset of the population. A subset is a group that the researcher has chosen to conduct their investigation in. Once the

investigation has been completed the inferences made from the sample will be generalised to the entire population. The sample therefore represents the entire population of interest.

The sample selection and size was determined by the population of the public sector organisation the researcher has chosen to use. According to Sekaran (2001), 200 participants from a population of 500 serves as sufficient to represent the population in question and from which significant inferences can be made. These 200 questionnaires were administered, of which 118 were received back, yielding a response rate of 59%.

3.3 PROCEDURE FOR DATA GATHERING

The organisational development department of the public sector organisation was approached in an aim to obtain permission to utilise the population of interest. The data gathering process was a quantitative research process based on the administration of self-report questionnaires. The questionnaire adopted for this research undertaking, is known as the Workplace Diversity Survey. The decision to utilise the particular measuring instrument was because its psychometric properties were evident, and the questionnaire had been used in a number of empirical studies (Cooper & Schindler, 2003).

3.3.1 BIOGRAPHICAL DATA SHEET

The biographical section required information with respect to gender, age, directorate and population group.

3.3.2 THE WORKPLACE DIVERSITY SURVEY

Participants were required to complete the Workplace Diversity Survey which measures responses on 20 items. The 20 items are divided as 10 being negatively and 10 positively inclined toward diversity. The questionnaire consists of five dimensions namely emotional reactions, judgment, behavioural reactions, personal consequences and organisational outcomes.

According to Hostager and De Meuse (2008) the questions are coded as follows:

1.   Emotional reactions: initial and intuitive responses toward workplace diversity

2.   Judgements: individual beliefs about diversity in principle

3.   Behavioural reactions: what an individual intends to do in response to diversity.

4.   Personal consequences: perceived outcomes for individuals a person's views on how

       diversity affects him or her.

5.   Organisational outcomes: perceived outcomes for the organisation a person's view on

       how diversity affects the company as a whole.

The questionnaire utilises a 5 point likert scale ranging from strongly disagree to strongly agree. The negatively answered items are scored in reverse. Agree equals to 5 and disagree equals to 1. A final score can be obtained from subtracting the negative items from the total number of positive items.

3.4   THE VALIDITY AND RELIABILITY OF THE INSTRUMENT

3.4.1   RELIABILITY

Reliability means consistency, the consistency and accuracy with which the instrument measures the concept in question (Cooper & Schindler, 2003). In social research, reliability of a questionnaire is done via a calculation known as the Cronbach Coefficient Alpha. When a reliability score yields an outcome of 0.7 is the indication of acceptable and reliable research questionnaire permitting consistent measurement of the variables in question. Below is a representation of the reliability scores of the five dimensions of the workplace diversity survey.

The questionnaire utilised in this study has reliability scores ranging from 0.89 in emotional reaction dimension to a reliability of 0.76 for organisational outcomes. It is an indication that the workplace diversity survey measures the five dimensions, of diversity in an internally consistent manner (Hostager & De Meuse, 2008).
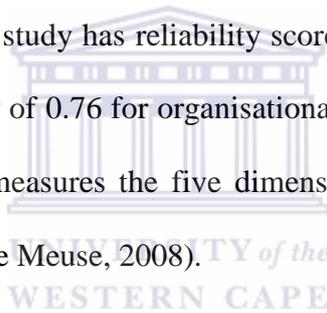
3.4.2   VALIDITY

According to Cooper and Schindler (2003) validity is the extent to which differences found with a measuring tool, reflect the true differences among respondents being used. Validity is defined as the extent to which an empirical measure adequately reflects the real meaning of the concept being measured (Sekaran, 2001). In the analysis of the instrument, it can be maintained that the test presents two types of validity namely face, content and criterion related validity. Face validity is a discussion about whether the instrument on the surface seems to be consistently measuring the concept in question.

3.4.2.1 CRITERION RELATED VALIDITY

Criterion related validity reflects the success of measures used for estimation and prediction. According to Cooper and Schindler (2003, p. 233) the researcher may want to predict an outcome or estimate the existence of a current behaviour or condition, which is characteristic of an opinion questionnaire.

The Reaction to Diversity (RTD) inventory was used as the criterion measure against the WDS. Criterion related validity was determined through examining the relationship between the summary scores of RTD and the WDS. The scores yielded a high level of agreement of r=0.5, p<0.01 (Hostager & De Meuse, 2008).

According to Hostager and De Meuse (2008) these results provide strong evidence that the WDS and RTD are measuring the same underlying construct regarding attitudes and perceptions of workplace diversity.
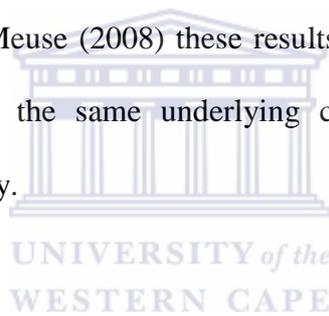
3.4.2.2 CONTENT VALIDITY / FACE VALIDITY

According to Cooper and Schindler (2003, p. 231) 'content validity is the extent to which the questionnaire provides adequate coverage of the investigative questions guiding the study. The degree to which the content of the items adequately represents the universe of all relevant items under study'. The WDS is a good measure of face validity, which is an indication of how well an instrument measures what it is supposed to measure. Face validity is a valuable validity for a questionnaire to possess (Hostager & De Meuse, 2008).

3.5   RATIONALE FOR THE USE OF THE SELECTED INSTRUMENT

The Workplace Diversity Survey was considered in this study as there are not many instruments developed to measure people's attitudes and perceptions of diversity in the workplace. The WDS was used instead of the RTD inventory as it requires participants to respond explicitly to all of the items presented. The WDS presents each word in a complete sentence which exposes participants to fully specified stimulus, placing limits on the range of possible meanings that they could assign to each word. The instrument permits a significant response to the hypothesis in question.

3.6   STATISTICAL ANALYSIS

Statistics is a process of using data to make generalisations. According to Mantzopoulos (1995, p. 1) statistics is concerned with three things: the collections and classification of data, describing and presenting data and lastly interpreting and drawing conclusions from the data.

Both descriptive and inferential statistics have to do with the analyses of information or the collected data. In the instance of this study it is about using inferential and descriptive statistics to describe the collected data of the questionnaire.

According to Pagano (2010) when analyses of data is used to describe and characterize data it is known as descriptive statistics. Descriptive statistics include presenting the data in graphs, charts in any graphical representation and measurements. The measures of central tendency and the standard deviation are factors of descriptive statistics. Inferential statistics on the other hand is concerned with using obtained data from the sample to make inferences and conclusions thereof.

3.6.1. DESCRIPTIVE STATISTICS

Descriptive statistics indicate that it is in the interest of the researcher to identity a recurring relationship or an event that occurs. A descriptive study is defined as a study compiled by and built from the inferences of collected data.

This study in its application of descriptive statistics will transform raw data that has been collected from the sample subjects. According to Sekaran (2001, p. 394), 'through the use of descriptive statistics the raw data will give information in the form of mean, mode, median, frequencies and the dispersion which will allow the researcher to interpret and determine the outcome of the study and responses to the hypothesis'.

3.6.1.1 FREQUENCIES AND PERCENTAGES

Frequencies refer to the number of times various subcategories namely male, female different age categories, positions or races occur. From which then the researcher can ascertain the percentage of responses from each category (Cooper & Schindler, 2003). Frequencies and percentages help to transform the raw data into graphs and tables, which aids in understanding the research better (Cooper & Schindler, 2003).

Percentages are an indication of the different numbers in each category of the independent variables e.g. how many people aged 20 completed the questionnaire in terms of a percentage in relation to the rest of the sample.

Percentages offer information on the percentage of respondents within each of the biographical variables, for example, the percentage of males compared to females participating in the study. Histograms and bar charts are commonly used to display these intervals (Cooper & Schindler, 2003).

3.6.2 MEASURES OF CENTRAL TENDENCY

3.6.2.1 THE MEAN

The mean or better known as the average is a measure of central tendency that offers a general picture of the data. The average is calculated by adding up all scores and dividing it by the total number of scores (Nachmias & Guerrero, 2006).

3.6.2.2 THE MODE

The mode is the most frequent occurring phenomena within a data set or sample. Nachmias and Guerrero (2006) describe the mode as the category or score with the highest frequency in the distribution. The mode indicates the most common and often repeated variable.

3.6.2.3 MEDIAN

The median is defined as the central item within a data set when they are either arranged in ascending or descending order. The score that divides the distribution into two equal parts so that half of the cases are above it and below it (Nachmias & Guerrero, 2006).

3.6.2.4 STANDARD DEVIATION

A standard deviation indicates how far the raw scores is from the mean of its distribution. Nachmias and Guerrero (2006, p. 153) defines the standard deviation as 'a measure of variation for interval-ratio, it is equal to the square root of the variance'.

3.6.3 INFERENTIAL STATISTICS

Inferential Statistics provides an insight and indication of how variables such as the dependent and independent variables relate to one another and whether two or more groups respond differently to a variable of interest. The data analyses techniques which were utilised include t-tests and Analysis of Variance (ANOVA).

3.6.3.2   T-TESTS

According to Sekaran (2001, p. 403) t-tests refer to whether two groups would respond differently to a similar condition or factor of interest as a result of differing factors such as gender. The two groups refer to gender, males versus females. In the case of this study, employees are likely to respond differently in their attitudes and perceptions toward diversity on the basis of their gender.

3.6.3.3   ANALYSIS OF VARIANCE (ANOVA)

ANOVA will indicate the significant variations between the sample subjects. ANOVA is a technique to identify the relationship between two variables in two or more samples (Nachmias & Guerrero, 2006).

As t-test refers to whether two groups respond differently the analysis of variance refers to, the difference in responses of more than two groups (Sekaran, 2001). Such as one common condition or factor in question resulting in differences in the outcome. In the light of this study the sample subjects have differences on the grounds of directorate, age and population group.

3.7   CONCLUSION

This chapter outlined the instrument used, the method of data collection and statistical methods utilised in the analysis of the raw data. The next chapter presents the findings which emerged from empirical analysis of the data.

CHAPTER 4

PRESENTATION OF RESULTS

4.1   INTRODUCTION

After the data was collected by means of questionnaires, it was coded and quantitatively analysed using the Statistical Programme for the Social Sciences (SPSS), version 21. The current chapter outlines the results obtained in the study and provides a discussion of these results. The descriptive statistics computed for the study are presented first in an outline of the characteristics of the sample with regards to the variables included in the study. Thereafter, the analyses of the responses to the Workplace Diversity Survey (WDS), are presented with the aid of inferential statistical procedures. The information provided and discussed in the previous chapters will serve as a background against which the contents of this chapter will be presented and interpreted.

4.2   DESCRIPTIVE STATISTICS

The descriptive statistics calculated for the sample are provided in the sections that follow. That is, the data pertaining to the variables included in the study, as collected by the measuring instrument employed, is summarised. In this manner, the properties of the observed data clearly emerge and an overall picture thereof is obtained.

Table 4.2.1: Descriptive Statistics for the Workplace Diversity Survey

Scale	Mean	Sd
Emotional Reactions	13.1	2.18
Judgement	11.2	4.32
Behavioural Reactions	9.6	3.97
Personal Consequences	14.3	2.51
Organisational Outcomes	11.5	5.94
Total	73.2	17.4

The results of the survey suggest that respondents primarily felt that they would experience personal consequences due to managing diversity (Mean = 14.3, s = 2.51). They were also inclined to react emotionally to managing diversity (Mean = 13.1, s = 2.18). However, their behavioural reactions were not as high (Mean = 9.6, s = 3.97). The total perception is relatively negative (Mean = 73.2, s = 17.4).

4.2.1 RESULTS OF THE BIOGRAPHICAL QUESTIONNAIRE

This section outlines the descriptive statistics calculated on the basis of the variables included in the biographical questionnaire. The demographic variables that received attention are as follows:

- Age distribution of the respondents

- Gender distribution of the respondents

- Race of the respondents

- of the respondents

Descriptive statistics, in the form of frequencies and percentages, are subsequently presented graphically for each of the above-mentioned variables.

4.2.1.1   AGE DISTRIBUTION OF RESPONDENTS

The subjects' responses as regards their age are presented graphically in Figure 4.1.

Figure 4.1: Age distribution
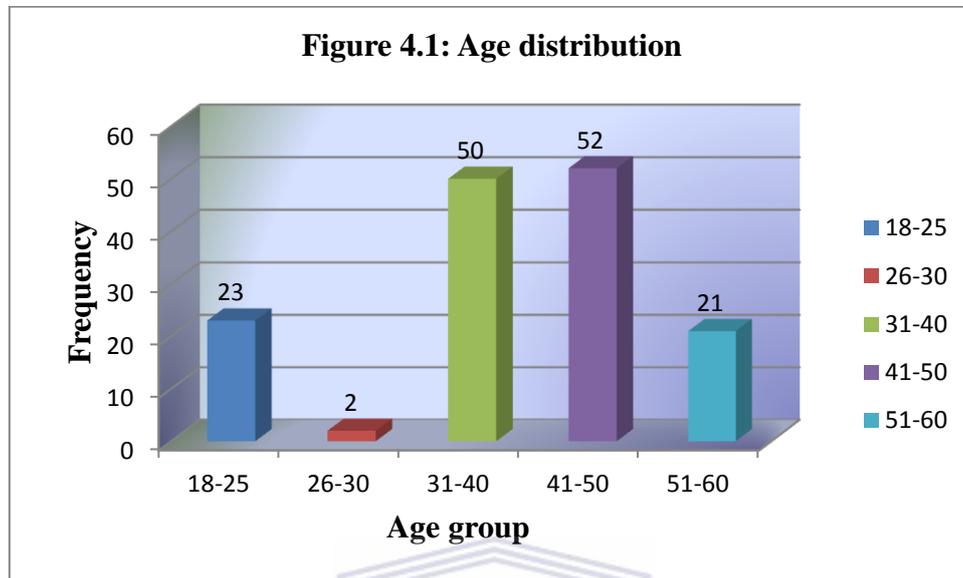
From the frequency distribution presented in Figure 4.1 it may be seen that 35.1% of the respondents were in the age group 41-50 (n=52), with a further 33.8% being in the age group 31-40 (n=50). While those in the age group 18-25 comprised 15.5% of the respondents (n=23), and 14.2% were in the age category 51-60 (n=21), only 1.4% were between 26-30 years of age (n=2).

4.2.1.2 GENDER DISTRIBUTION OF THE RESPONDENTS

Figure 4.2: Gender distribution
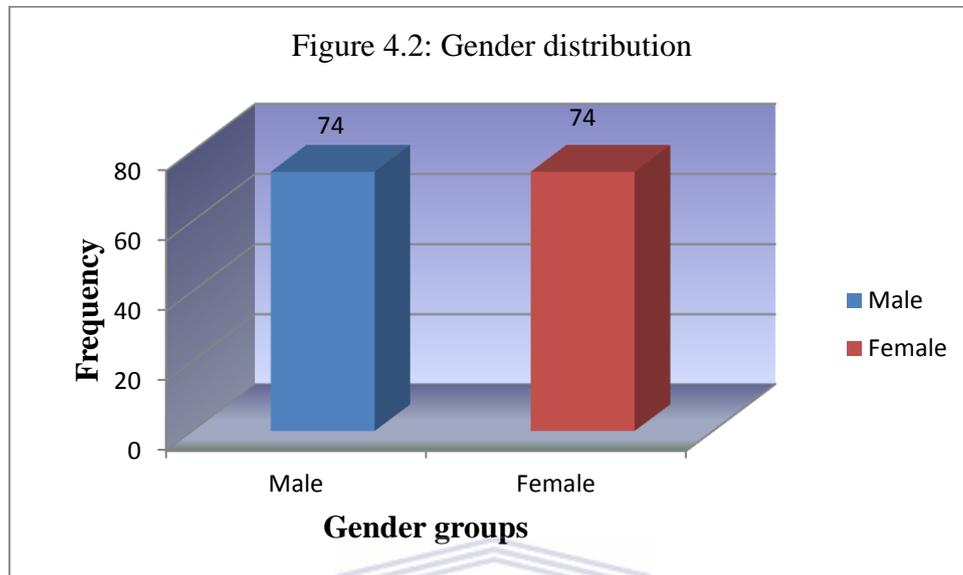
Figure 4.2 presents a graphical representation of the gender distribution of the selected sample. As can be seen from Figure 4.2, there were equal numbers of male and female respondents. That is, both groups contained 50% (n=74) in each category.

4.2.1.3   POPULATION GROUP OF THE RESPONDENTS

The distribution of the sample with regards to race is presented graphically in Figure 4.3.
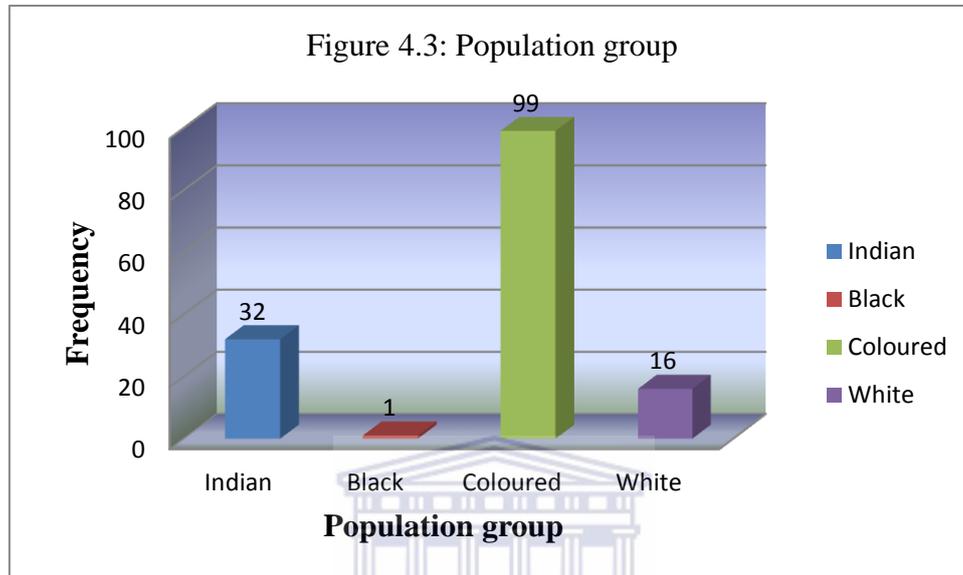
Figure 4.3 indicates that 66.9% (n=99) of the sample were Coloured, 21.7% were Indian (n=32), 10.8% of the participants were White (n=16), and only 1 Black respondent participated, constituting 0.7% of the respondents (n=1).

4.2.1.4 JOB LEVEL OF THE RESPONDENTS

The job level of the respondents is presented graphically in Figure 4.4.
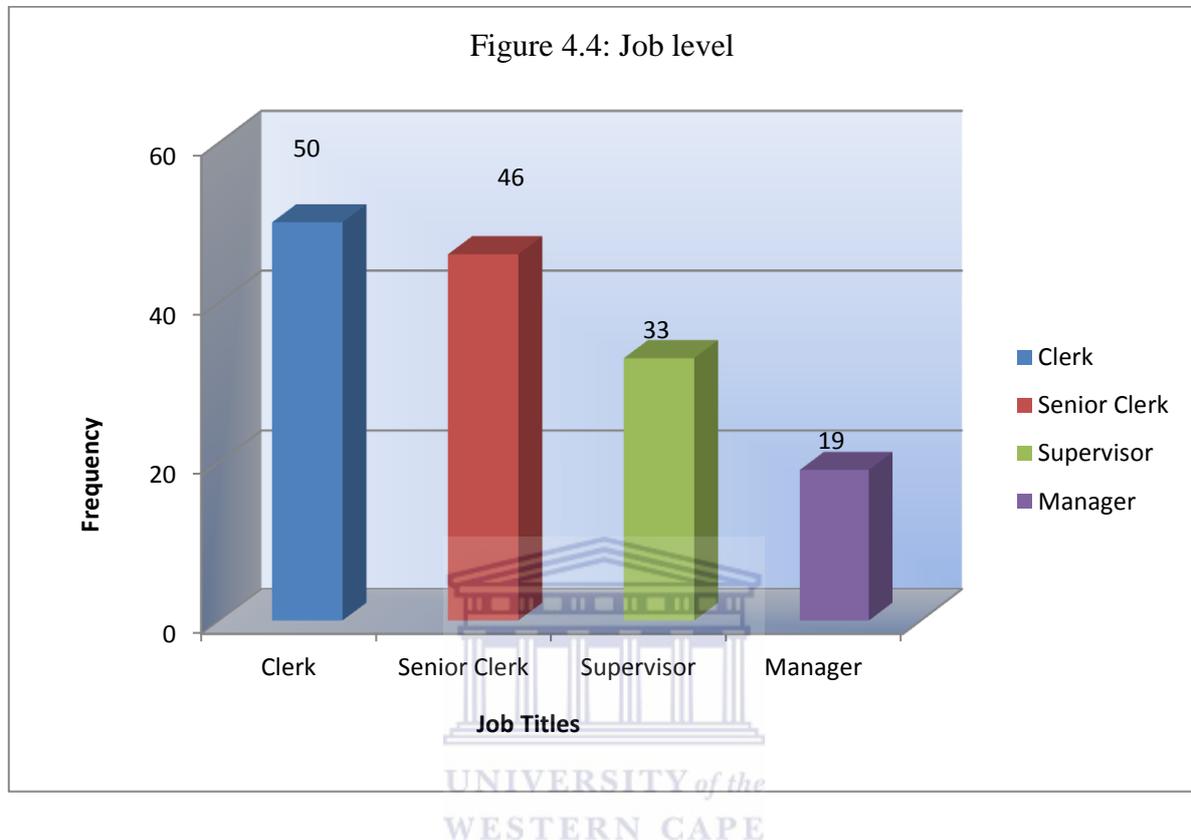
Figure 4.4: Job level

Figure 4.4 depicts the job level of the respondents. A large portion of the respondents occupied clerical positions, representing 33.8% of the sample (n=50), with an additional 31.1`% being senior clerks (n=46). Those in supervisory positions constituted 22.3% (n=33), and those in management positions comprised 12.8% of the sample (n=19.

4.3   INFERENTIAL STATISTICS

In the sections that follow the results of the inferential statistics employed in the study are presented. For the purposes of testing the stated research hypotheses, the t-test and Analysis of Variance (ANOVA) were utilised. With the aid of these statistical techniques conclusion are drawn with regards to the population from which the sample was taken and decisions are made with respect to the research hypotheses.

Hypothesis 1: There is a statistically significant difference in perceptions towards diversity based on gender.

Table 4.2: Gender differences in perceptions of diversity
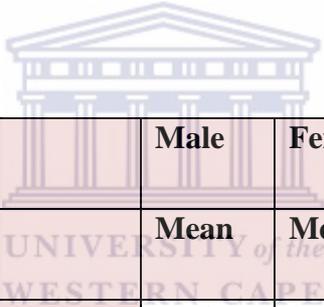
	Male	Female		
	Mean	**Mean**	**t**	**P**
Diversity	76.5	59.2	-3.295	0.000**

* $p < 0.05$

** $p < 0.01$

Table 4.2 depicts the t-test with respect to perceptions towards diversity based on the gender of respondents. The results indicate that there are statistically significant differences ($t = -3.295$, $p < 0.01$). The results furthermore indicate that females are more positive towards diversity (Mean = 59.2) as compared to their male counterparts (Mean = 76.5).

Hypothesis 2: There is a statistically significant difference in perceptions towards diversity based on age.

Table 4.3: ANOVA: Perceptions towards diversity by age

	Sum of squares	df	Mean square	F	P
Between groups	12048	2	411.474	0.456	0.001**
Within groups	1931.645	2	471.142		
Total	3577.543	4			

** p < 0.01

Table 4.3 depicts the ANOVA with respect to perceptions towards diversity based on the age of respondents. The results indicate that there are statistically significant differences (F= 0.456; p < 0.01) in perceptions towards diversity based on age.

Hypothesis 3: There is a statistically significant difference in perceptions towards diversity based on race.

Table 4.4 ANOVA: Perceptions towards diversity by population group

	Sum of squares	df	Mean square	F	P
Between groups	1965.864	1	491.466	1.273	0.001**
Within groups	34363.757	2	386.110		
Total	36239.621	3			

**   p < 0.01

The results with respect to perceptions towards diversity based on population group are shown in Table 4.4. The results indicate that there is a statistically significant difference in perceptions towards diversity based on population group (F=1.273, p < 0.01).

Hypothesis 4: There is a statistically significant difference in perceptions towards diversity based on job status.

Table 4.5: ANOVA: Perceptions towards diversity by job status

	Sum of squares	Df	Mean square	F	P
Between groups	1546.924	2	386.731	0.810	0.042*
Within groups	42501.552	2	477.546		
Total	44048.476	4			

* $p < 0.05$

Table 4.5 shows the ANOVA with respect to perceptions towards diversity based on of respondents. The results indicate that there is a statistically significant difference (F = 2.11, p < 0.05).

4.4.   RELIABILITY OF THE WORKPLACE DIVERSITY SURVEY

Table 4.6 Reliability of the Workplace Diversity Survey

Questionnaire	Number of items	N	Cronbach
Workplace Diversity Survey	20	148	0.809

The reliability of all the variables within the study is shown in the above table. This reliability is determined using Cronbach's alpha coefficient. The reliability for the questionnaire was calculated to be 0.809, which exceeds the accepted level of 0.7 according to Sekaran and Bougie (2010).

4.5   CONCLUSION

This chapter presented the most salient findings which emerged from the study investigating perceptions of 148 employees within a public sector towards managing diversity. The results were graphically presented and descriptive and inferential statistical analyses were tabulated and discussed. The next chapter provides a discussion of the results, and presents the findings in relation to previous research. Conclusions which can be drawn are presented and recommendations to individuals and organisations are highlighted.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The objective of the study was to identify varying perceptions of diversity based on differing individual biographical characteristics such as age, gender, population group and directorate in a public sector organisation in the Western Cape. This chapter provides a detailed discussion of the statistical results which emanated from the research and is reinforced with findings of other studies of a similar nature. In addition, the limitations of this study are presented, along with recommendations for future research.

5.2. DESCRIPTIVE RESULTS

The results of the survey suggest that respondents primarily felt that they would experience personal consequences due to managing diversity (Mean = 14.3, s = 2.51). They were also inclined to react emotionally to managing diversity (Mean = 13.1, s = 2.18). However, their behavioural reactions were not as high (Mean = 9.6, s = 3.97). The total perception is relatively negative (Mean = 73.2, s = 17.4).

The sample comprised of 148 public servants all employed in one organisation situated in the Western Cape. The majority of the sample were from the coloured population group comprising of 66.9% of the sample. The bulk of respondents were aged between 31-40 years consisting of 33.8% (n=50) with a further 35.1 % being in the age group of between 41-50 years (n=52). The widely held position classification/ directorate level of the sample were non managerial staff which comprised of 64.9% (n=96). Male and female respondents were equally represented with 74 respondents, constituting 50% for each category.

5.3. INFERENTIAL RESULTS

The inferential statistics interpretation will be outlined and discussed according to the hypothesis represented in chapter 1.

5.3.1 AGE AND DIVERSITY

Hypothesis 1: There is a statistically significant difference in perceptions towards diversity based on differences in age of employees in a public sector organisation in the Western Cape.

According to the statistical results of the current study, there was a statistically significant difference in perceptions towards diversity based on age. Hence, the null hypothesis would be rejected.

Soldan (2009) did not find any significant differences in perceptions towards diversity based on age. In previous research conducted by Feldman (2001), it was also found that there is no significant difference between the age of employees and their perception of diversity policy implementation. Further investigation of this topic found research carried out by Walbrugh and Roodt (2003), reporting that younger groups (< 35 years) felt progressively more optimistic about Employment Equity and diversity initiatives that was implemented within their organisations than the older groups aged 36-50 years. The 50 and over age group also felt more positive towards Employment Equity and diversity initiatives that were implemented within organisations (Janse van Rensburg & Roodt, 2005).

Most of the available research corroborates the findings in the current research findings in which it is reported that there was a significant difference between the age of employees and work place diversity policy implementation within organisations (Beaty, Adonisi & Taylor, 2007). Soldan (2009) expresses her concern that evidence suggests that older employees are likely to experience discrimination in access to training and development, are more likely to

be denied promotions, to experience difficulty in being gainfully employed and to be more likely to be retrenched relative to their younger counterparts.

In a study conducted by Matz-Costa, Carapinha and Pitt-Catsouphes (2012) on diversity and age consisted of the sample of 1,778 employees (aged 17 to 77years). Nine organisations participating consisted of both the private and public sectors such as education, the medical field and retail staff. Techniques used for analysis were means, standard deviations, and ranges for all variables included in analyses. In this study conducted on diversity and relational age (relational age refers to individual perception of personal age relative to the age distribution of the work team) It was discovered that employees who perceive decreased feelings of inclusion within a diversity are close to retirement and experienced very little support from co-workers and management. Older employees who found themselves in age diverse teams felt more support by management and co-workers and embraces diversity easily. Older employees in diversity settings were included in decision making and information sharing. Younger workers perceived the highest levels of inclusion when they were on age similar teams. It was concluded that diversity receptivity is a significant result of relational age. Once employees were age dissimilar within work groups, teams would experience immense challenges with regard to diversity responsiveness as a result of lack of shared understanding and communication among employees.

Walbrugh and Roodt (2003), reported that younger groups (<35 years) felt progressively more optimistic about Employment Equity and diversity initiatives that was implemented within their organisations than the older groups aged 36-50 years. The 50 and over age group also felt more positive towards Employment Equity and diversity initiatives that were implemented within organisations (Janse van Rensburg & Roodt, 2005).

No other research was found that could support this finding as most of the research suggested that there was a significant difference between the age of employees and work place diversity policy implementation within organisations (Beaty et al., 2007).

5.3.2 DIVERSITY AND GENDER

Hypothesis 2: There is a statistically significant difference in perceptions towards based on differences in gender of employees in a public sector organisation in the Western Cape.

According to the statistical results of the current study, there was a statistically significant difference in perceptions towards diversity based on gender. Hence, the null hypothesis would be rejected.

In a study conducted by Mor Barak (2011) wherein 2,686 employees were examined for perceptual differences and discovered that women of different races contended positive perceptions toward diversity as opposed to males. Recent research by Strauss and Connerley (2003, cited in, Hostager & De Meuse, 2008). provides further support by noting that women had more positive attitudes toward individual differences than men and are therefore more prone and show greater interest in diversity programs.

Kossek, Zonia and Soni (2000, cited in, Hostager & De Meuse, 2008).) indicated that female employees are more likely to support diversity programs than male employees. The outcome of this discovery was varied among gender groups, previous studies concluded that gender is an influencing factor in receptivity to diversity management. This was evidenced, also, in Gaze's (2002, cited in, Soldan, 2011) study which confirmed that gender and ethnicity is positively associated with receptivity to diversity management.

According to Soldan and Dickie (2008), gender is a predictor of receptivity to diversity management. Research on modern workplace diversity discovered that there exists differences in perception between individuals as a result of gender. Soldan and Dickie (2008) examined in a study the extent to which receptivity to diversity management yielded different outcomes with regard to being either male or female. The results revealed that significant gender difference exist in receptivity to diversity management. Male employees are less receptive to diversity management than female employees. Lyness and Thompson's (2000) describes that men hold more negative views of diversity than women.

Kossek and Zonia (1993, cited in, Soni, 2000) suggest that employer efforts to effectively manage diversity are more readily embraced by women than by men. For women with high gender identity centrality, there was a positive relationship between diversity programs and organisational attractiveness, whereas the relationship was negative for women with low gender identity centrality. For men, there was little evidence of a moderating effect of gender identity centrality on the slightly negative relationship between diversity programs and organisational attractiveness.

Researchers have found that women often dissociate themselves from affirmative action programs in order to avoid the stigma of being perceived as beneficiaries of preferential treatment based on their gender. However, gender diversity management efforts appear to negatively affect the perceptions of women with weaker gender identity centrality, more negative attitudes toward affirmative action for women, and weaker discrimination beliefs. In a study conducted in Martins and Parsons (2007), the authors examined how individual gender-related attitudes and beliefs affect the reactions of men and women to gender diversity management programs in organisations.

The findings, combined with prior research, suggest that it is critical for organisations to incorporate efforts to manage perceptions of gender diversity management programs into their diversity management strategies.

5.3.3 DIVERSITY AND JOB LEVEL

Hypothesis 3: There is a statistically significant difference in perceptions towards diversity based on differences in job status of employees in a public sector organisation in the Western Cape.

According to the statistical results of the current study, there was a statistically significant difference in perceptions towards diversity based on job status. Hence, the null hypothesis would be rejected.

Duweke (2004, cited in, Esterhuizen, 2008) reports that managers felt more positive towards relationships between race groups and diversity policy initiatives and training. Similarly in research results as described by Feldman (2001) and Harris, Rousseau and Venter (2007) found significant differences between employees from different s or those that have a different job status and the way the view and perceive diversity. They found that management in general had a more positive outlook of diversity policies.

Esterhuizen (2008) found in their research, that managers were generally more positive towards employment equity practices than employees at staff level. This is consistent with findings reported by Coetzee (2005, cited in, Esterhuizen, 2008). It is noted by Harris et al. (2007), that the reason managers felt positive and optimistic is because they believe that their policies and procedures are diversity-friendly, management portrayed a positive attitude towards diversity policies and interventions.

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5.3.4 DIVERSITY AND POPULATION GROUP

Hypothesis 4: There is a statistically significant difference in perceptions towards diversity based on population groups of employees in a public sector organisation in the Western Cape.

According to the statistical results of the current study, there was a statistically significant difference in perceptions towards diversity based on population group. Hence, the null hypothesis would be rejected.

Duweke (2004, cited in, Esterhuizen, 2008) reported that Black employees generally felt more negatively towards diversity policies and initiatives such as Black Economic empowerment, Affirmative Action and Employment Equity for example. Similarly it is reported in Janse van Rensburg and Roodt (2005) that Blacks viewed diversity negatively and that it created more issues around racism and discrimination. In a study conducted by Vallabh and Donald (2001) it was found that White people were generally more committed to their work and were therefore more likely to project positive attitudes and be more accepting of diversity initiatives and diversity policies.

A qualitative study done by Prince (2006) a focus group and interviews were used to determine the perceptions of managers regarding the barriers to implementing Employment Equity policies in the City of Cape Town, it was found that the majority of white females felt unfairly treated and were not in favour of such policies because they felt that as defined by the Employment Equity Act 55 of 1998, they were still not considered part of the designated group within their organisation. Black females felt that it was unfair that white females were part of the designated group and white females also felt that they were discriminated against in the past.

Most research found generally supports the theory that employees from different race groups will experience, feel and perceive diversity and diversity issues, policies and initiatives differently (Duweke, 2004, as cited in, Esterhuizen, 2008 ;Janse van Rensburg & Roodt, 2005). However, survey data from 2005 show that only one in five African adults, one in six coloured adults and hardly any white adults said that they felt uncomfortable around people who were not the same race as them. Similarly small or very small proportions said that they could not imagine being friends with people of different races (Seekings, 2005, p. 32).

5.4 DISCUSSION

Diversity management can easily turn into a losing situation for all involved if handled improperly. Thus leading to devaluation of employees who are perceived as culturally different, reverse discrimination against members of the majority group, demoralization and reinforcement of stereotypes, and increased exposure to legal risks. When diversity is managed effectively, it facilitates better working relationships among employees, reduces costs, and increases productivity.

According to Hostager and De Meuse (2008), managing diversity is a method or procedure. Important role-players such as managers and departmental heads in the form of leaders, provide employees with mechanism to interpret diversity successfully. Successful diversity interpretation begins by enacting productive behaviour through abiding by organisational policies and governmental legislation. Effective employee engagement is an initiative that must begin by and be facilitated by human resources (Gomez-Meija et al., 2005). Proactive employee engagement enhances communication among staff members and clients.

Van der Walt and Du Plessis (2010) contend that even though the organisation in the modern workplace pays significant attention to diversity learning and education little effort is made to understand the impact of diversity and diversity interventions (Hostager & De Meuse, 2008).

The repercussions for not managing diversity would lead to lack of skills, competencies, and less productive employees, which will ultimately increase employee turnover and reduce individual and organisational' performance to a great extent. Organisations that manage diversity are recipients for more committed, and better satisfied as well as better performing employees.

Research on diversity in the workforce shows that problems arising from diversity are caused not only by the changing composition of the workforce itself, but also by the inability of employers to truly integrate and utilise a heterogeneous workforce at all levels of the organisation (Mor Barak, 2011). This implies that the ability to understand and find value in the individual differences such as age of people directly increases the degree to which diversity, in itself, is viewed in a positive light. This is extremely important within the organisational environment, as a congruent understanding of other's views should enable one to more accurately infer others' intentions and meanings, facilitating fluent, efficient interaction and helping others to utilise their diverse abilities to accomplish their collective goals (Kamps & Engelbrecht, 2010). Valuing diversity and as such managing it effectively ensure that employees learn to value the organisation in areas where scarce resources are spent. Long-term diversity orientation is a valid strategic tool in enhancing the diversity climate of the organisation. Managing diversity enhances trust and understanding and thus decreases uncertainty.

According to Gomez-Meija, et al. (2005), cross cultural training sensitizes candidates to different cultures and thus toward one another. Diversity training permits career development for employees, such as diversity expatriate training, which allows employees to adapt easier to foreign countries wherein the organisation has branches and thus employees are exposed to foreign assignments and adapting to the culture bridging cultural divide which increases business prospects through enhancing client satisfaction and in so doing employees are also

employed as foreign correspondence for the organisation and successful correspondence permit means the company is accepted in the local market and becomes an effective participant in the new economy.

5.5   LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The research was conducted only in one particular organisation of the public sector and cannot be generalised to other public or private sector organisation

The study is very limited in terms of its exploration of other diversity challenges such as ethnicity, sexual orientation, disability and heterogeneity which is closely linked to the impact of perception.

A mixed methods approach could have been employed combining qualitative information with quantitative outcomes. With qualitative information, greater clarity could have been provided through probing questions. Unfortunately by their nature, forced-choice format questionnaires prevent researchers from gaining valuable information to reinforce their findings.

Diversity still seems to be a sensitive subject for most employees and according to Romney (2008), many employees prefer to remain neutral when questioned about diversity. Management also seems to portray a positive outlook when it comes to diversity in order to convey their organisations in a positive light.

The current research could have included more biographical data in the questionnaire such as educational levels, and income levels in order to gain more information of the participants. The research could have also included other methods of data gathering such as interviews or focus groups. This would have aided the research if there were any discrepancies in the questionnaires and give more meaningful results.

5.6 RECOMMENDATIONS

Hostager and De Meuse (2001) posit that by addressing diversity perception organisational role-players can achieve greater success. Diversity training education and learning through diversity initiatives is important for steering toward a positive perception of diversity interventions. They maintain that it is important for organisations to pay attention to diversity perception as a result of the it being very closely linked to' negative organisational outcomes such as: increased absenteeism, higher turnover rates, increased expenses through higher training costs and backlash toward affirmative action programs and diversity initiatives.

Diversity is beneficial to both employees and the organisation as a whole. Although the organisation and its employees are interdependent, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity, and business image (Esty, Griffin, & Schorr-Hirsh, 1995). In an era when flexibility and creativity are keys to competitiveness, diversity is critical for an organisation's success. Also, the consequences (loss of time and money) should not be overlooked. Organisations need to evaluate and identify areas where diversity training and policies can be implemented to achieve a greater awareness and understanding in the workplace. The organisational culture is influenced by the growing diverse workforce in terms of gender, race, age, culture, religion, language, sexual orientation and so forth. Regulatory practices and laws are forcing organisations to implement Employment Equity, Affirmative Action, Black Economic Empowerment and Broad Based Black Economic Empowerment plans and policies to regulate past injustices in the workplace (Basset-Jones et al., 2007).

Managers must understand discrimination and its consequences. Managers should also recognize their own cultural biases and prejudices (Koonce, 2001). Diversity is not about differences among groups, but rather about differences among individuals. Each individual is unique and does not represent or speak for a particular group. Managers must be willing to change the organisation if necessary (Koonce, 2001). Organisations need to learn how to manage diversity in the workplace to be successful in the future (Flagg, 2002). This can be done if mangers within organisations implement diversity policies into every aspect of the organisations functions and purpose. The success of these policies depend on top management how they respond. The more positive management is the more positive employees are likely to be towards the implementation of diversity policies and initiatives.

A diverse workforce is a reflection of a changing world and marketplace. Diverse work teams bring high value to organisations. Respecting individual differences will benefit the workplace by creating a competitive edge and increasing work productivity. Evaluate organisation's diversity policies and plan for the future (Human, 1996).

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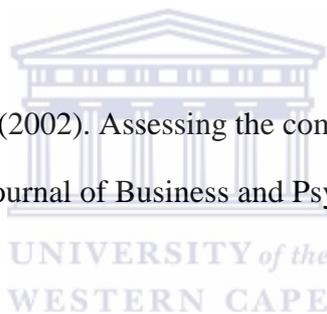
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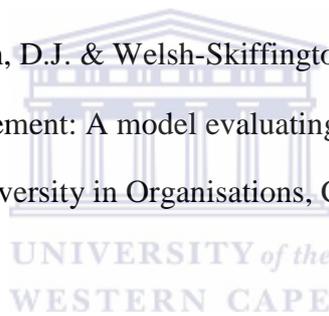
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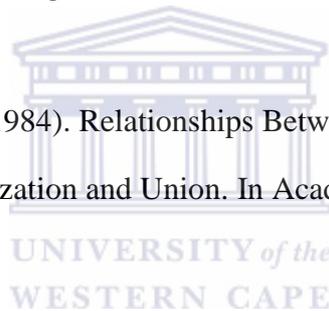
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Appendices

Cover Letter and Questionnaire

Public Sector

Dear Public Servant/ Government employee

You have been selected to participate in research, the focus of the research is to determine how many of the actively employed public servants understand and respond to diversity and diversity management. The research is aimed at trying to develop a guideline for the participants of diversity initiatives such as you, to enable individuals to understand how to deal with diversity and how to overcome its many barriers. You are in no way obliged to complete the questionnaire but your participation will be greatly appreciated. All information supplied by you will be regarded as highly confidential and will in no way be linked to you personally. This questionnaire is used for the completion of a research project at the University of the Western Cape. It should take you no more than 10 minutes to complete this questionnaire. It would add great significance to the research if at all times truthful responses is reflected by all participants.

Thanking you very much for your participation

Kind Regards

The Researcher

Section 1 and 2 is to be completed by ALL. Section 2- Has its own guideline to completing the questionnaire, indicated on the top of the page. Please read carefully.

Please use a **pen** to indicate your response

Section One: Biographic Data

Please indicate by means of a cross (X) in the applicable box your response to the following questions. Choose only one answer to each question.

E.g. What Is Your Favorite Colour – If the Answer Is Red

Blue	**Purple**	**Yellow**	**Red**	**Green**

To facilitate meaningful and constructive comparisons of results, kindly provide the following biographic information:

1. Population Group

Asian	Indian	Black	Coloured	White

2. Gender

Male	Female

3. Age

18-25	26-30	31-40	41-50	51-60

4. Directorate

Clerk	Senior Clerk	Supervisor	Manager	Departmental Head

Section Two: Workplace Diversity Survey

Directions: *Please circle the number that best reflects your view of diversity in the workplace for each of the following 20 items.*

		1 Disagree	2 Disagree Somewhat	3 Neither Agree nor Disagree	4 Agree Somewhat	5 Agree
1.	I believe that diversity is fair.	1	2	3	4	5
2.	Diversity is stressful for me.	1	2	3	4	5
3.	I feel enthusiastic about diversity.	1	2	3	4	5
4.	Diversity is expensive for organizations.	1	2	3	4	5
5.	Diversity leads to harmony in organizations.	1	2	3	4	5
6.	I feel frustrated with diversity.	1	2	3	4	5
7.	I feel hopeful about diversity.	1	2	3	4	5
8.	I believe that diversity is worthless.	1	2	3	4	5
9.	I support diversity efforts in organizations.	1	2	3	4	5
10.	I withdraw from organizational diversity efforts.	1	2	3	4	5
11.	Diversity is rewarding for me.	1	2	3	4	5
12.	I feel resentful about diversity.	1	2	3	4	5
13.	Diversity is an asset for organizations.	1	2	3	4	5
14.	Diversity leads me to make personal sacrifices.	1	2	3	4	5
15.	I participate in organizational diversity efforts.	1	2	3	4	5
16.	I resist organizational diversity efforts.	1	2	3	4	5
17.	I believe that diversity is good.	1	2	3	4	5
18.	Diversity is unprofitable for organizations.	1	2	3	4	5
19.	Diversity is enriching for me.	1	2	3	4	5
20.	I believe that diversity is unjustified.	1	2	3	4	5

Annexures

Figure 2.1: (Loden, 1996, cited in, Erasmus, 2007).
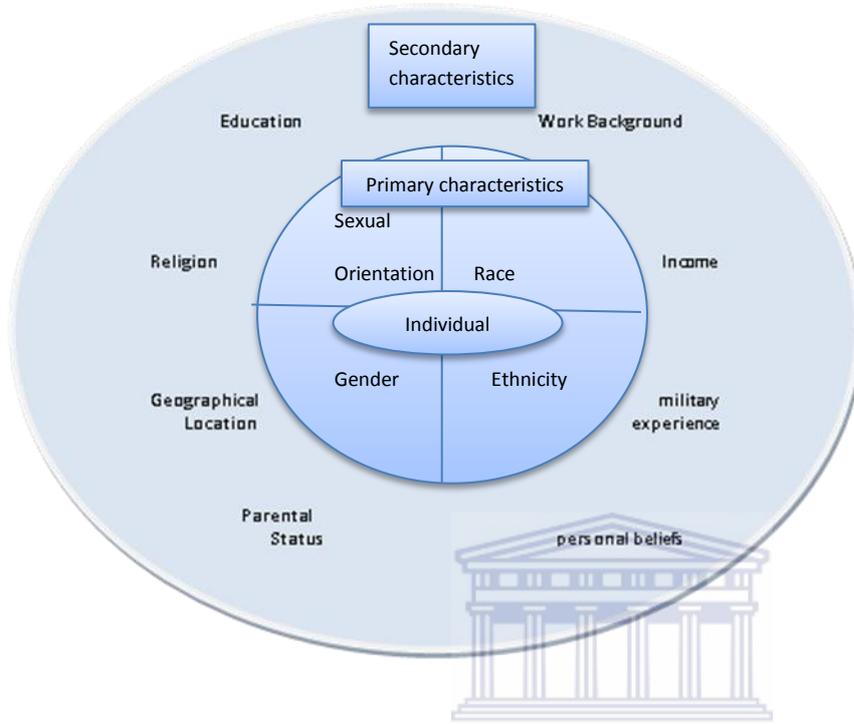

Figure: 2.2   (Loden, 1996, cited in, Erasmus, 2007).
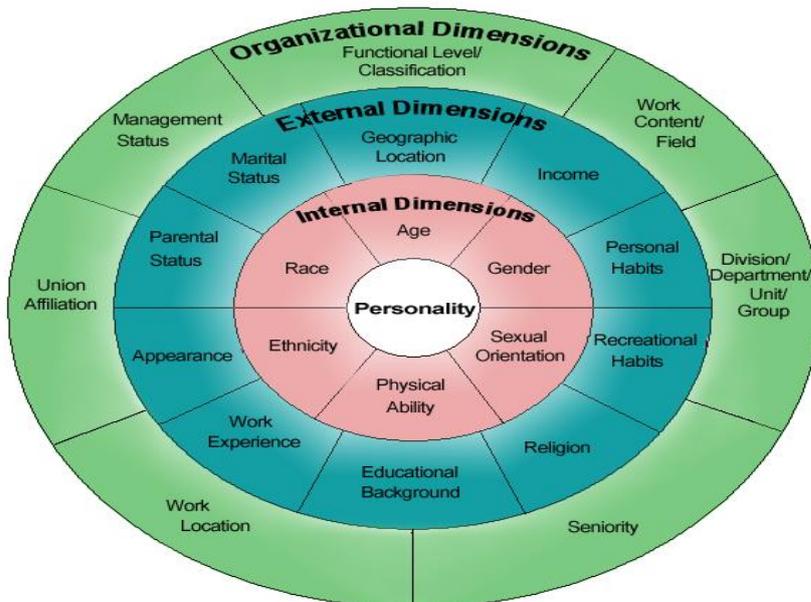
Figure: 2.4: Broad Based Black Economic Empowerment Model by Erasmas (2008)

Implementing a progressive and sustainable
Broad-Based Black Economic Empowerment Model

OWNERSHIP

25.10% Black
Ownership

10.04%
Black-Female
Ownership

**EMPLOYMENT
EQUITY**

Fast Track program
with dedicated
mentors
CEO sign off policy
for all non HDI recruits
Annual review and
target formulation

**PREFERENTIAL
PROCUREMENT**

Centralized
Procurement
Monitoring of
Supplier BEE status
Vendor Registration
Process

**SOCIO ECONOMIC
DEVELOPMENT**

TCM ACADEMY
Education Focus
Green Initiative focus
Sustainability across
all projects

**MANAGEMENT
& CONTROL**

Black representation:
Board Level
Black representation:
Top Management
Black representation:
Executive
Director Level

**SKILLS
DEVELOPMENT**

TCM ACADEMY
Candidate
selection monitoring
for all training
Soft and technical
skills focus

**ENTERPRISE
PROCUREMENT**

Equipment
Procurement
Development of
Blackbusinessess
Training of Black
business partners

UNIVERSITY *of the*
WESTERN CAPE