

Diversity Management Practices at Lovedale College

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ABSTRACT

The global working environment has altered dramatically over the last decade and in particular, the workforce has begun to consist of many diverse individuals. The world has become a global marketplace, with boundaries between countries becoming increasingly vague and permeable. Advances in technology and the advent of a global economy have brought people from different countries closer together. Globalisation has precipitated many challenges in modern organisations, and one of these challenges is workforce diversity. Workforces in organisations differ in terms of gender, age, race, ethnicity and sexual orientation.

Globally, countries are faced with the spiralling challenge of skills shortages and there is an expanding competition for skilled workers, specifically for those who possess scarce skills. This leads to an expatriation of skills, creating a natural increase in workforce diversity that expands beyond local ethnicity and language. This affects all organisations, including academic institutions such as universities, universities of technology and public further education and training colleges. Given this challenge organisations, educational institutions and other entities are investigating ways to better deal or serve their constituents.

Lovedale PFET College is a public further education and training college that provides skills to young South Africans, specifically vocational related skills. The main research problem of this study was to identify the recommended diversity management best practices that characterise effective organisations and determine the extent to which these practices are applied at Lovedale PFET College. In order to address the problem, a theoretical study was conducted which focused on identifying the recommended diversity management best practices. In addition, interviews were conducted with managers at Lovedale College to gain an understanding of their perspective on diversity management. Based on the combined main points gleaned from theory and the interviews, a questionnaire was developed and administered to both academic and support staff at Lovedale PFET College to obtain their perceptions of the diversity practices and outcomes at the college.

The results of the survey revealed that Lovedale PFET College could improve on the implementation of best practices in diversity management. Specifically, attention could be given to diversity education and training, and diversity management policies and procedures.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Globalisation has resulted in the world becoming one large market place in which boundaries between countries are becoming increasingly vague and permeable (Robbins, Judge, Odendaal & Roodt, 2009:30). Globalisation is defined by Reich (1998:5) as a set of economic and political structures and processes deriving from the changing character of the goods and assets that comprise the base of the international political economy, in particular the increasing structural differentiation of those goods and assets. It is referred to as a syndrome of processes and activities rather than a single, unified phenomenon.

The processes and activities in general refer to the reduction of barriers between countries (Loots, 2001:2). This borderless world is typically referred to as the global village where distance and space disappear and in which a single community and a common pool of resources exist.

Globalisation has brought many challenges in modern organisations and one of those challenges is workforce diversity. Workforce diversity refers to the employee population in an organisation that come from different backgrounds in terms of culture, which encompasses language, values and beliefs (Cornelius, 2002:15). Some other differences that exist between people include race, gender, sexual orientation, age and disability (Donatus, 2007:2). Robbins *et al.* (2009:12), refer to workforce diversity as organisations with a heterogeneous mix of people in terms of gender, age, race, ethnicity and sexual orientation. The authors add that a diverse workforce also includes women, Africans, Indians, Coloureds, the physically disabled, senior citizens, gays and lesbians. Other differences identified by the authors are their religious affiliation, personality, economic class, social status and military attachments.

Molly and Moon (1997:9) contend that the above-mentioned characteristics can be divided into two broad categories, comprising of the primary dimensions and secondary dimensions. Primary dimensions include gender, race and disability while secondary dimensions are religious affiliation, economic status and educational status. According to the authors, the major difference between primary and secondary dimensions is that primary dimensions are unchangeable whilst the secondary dimensions can be changed.

Differences between workforces are not a transient phenomenon, they are today's reality and they are here to stay, according to Mor Barak (2005:207). Managing these differences has become a global challenge rather than the problem of a particular country. This problem is felt across nations and organisations and is forcing them to strategise and utilise practices to manage differences among employees as anything contrary to this can tend to negatively impact on organisational productivity and success.

Mor Barak (2005:208) defines diversity management as voluntary organisational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organisational structures through deliberate policies and programmes. Organisations therefore, have to develop practices that achieve and value workforce diversity in order to be successful. Some of these practices, as pointed out by Kellough and Naff (2005:2), include the following:

- Commitment to diversity as demonstrated and communicated by the leadership in the organisation.
- The inclusion of diversity management in the organisation's strategic plan.
- Diversity linked to performance, making the case that a more diverse and inclusive work environment could help improve productivity and organisational performance.
- Measurement of the impact of various aspects of a diversity program.
- Management accountability for the progress of diversity initiatives.
- Recruitment processes and procedures.
- Employee involvement in organisational diversity management programmes.

- Training for management and staff on diversity management.

It is clear from the above that there is a need to have strategies in place to manage diversity in the workplace which will enable employees to work effectively in a diverse environment. These practices are imperative in understanding, valuing and recognising diversity in order to maintain a competitive advantage. Businesses that fail to successfully manage diversity will suffer economic and social consequences (Mc Arthur, 2010:1). The author further states that, when individuals are marginalised or isolated by their co-workers and/or managers because of cultural differences, the outcome is a loss of productivity, loss of business opportunities and the potential for charges of harassment and discrimination. Based on the statement it is clear that proper formulation and implementation of practices enhance productivity, effectiveness and sustained competitiveness.

A high-performance organisation relies on a dynamic workforce with the requisite talents, multidisciplinary knowledge and up-to-date skills to ensure that it is equipped to accomplish its mission and achieve its goals (Principal & Benton, 2011:1). Such organisations typically foster a work environment in which people are enabled and motivated to contribute to continuous learning and improvement as well as mission accomplishment. These organisations also provide both accountability and fairness for all employees (Kellough & Naff, 2005:1).

South African (S.A) organisations operate within this global context and are thus also affected by the challenges of workforce diversity. Local organisations and the government have to come up with strategies to manage differences within the workforce if they are to be successful in the global environment. The rights of all South Africans characterised by diversity, have to be respected and nurtured in line with local labour legislation.

The above-mentioned rights are enshrined in the Constitution of the Republic of South Africa, No.108 of 1996. These rights are also enshrined in various legislations such as the Labour Relations Act 66 of 1995, the Employment Equity Act 55 of 1998, the Occupational Health and Safety Act 85 of 1993, the Basic Conditions of

Employment Act 75 of 1997 and the Compensation for Occupational Injuries and Diseases Act 130 of 1993.

The rights enshrined in the constitution include, amongst others the right to be treated equally, freedom of expression, the right to education and the right of children to be taught in their mother tongue where it is feasible and practical, and the right to participate in a cultural life of one's choice. This means that the South African Constitution acknowledges and embraces differences, thus endorsing respect for people's differences in all spheres of life, such as in the workplace, at schools, religious gatherings and any other place that tends to bring diverse people together.

In South Africa, these differences are bound to exist because of the heterogeneous nature of the country's population. For example, according to the South African Venues Journal (2013), of approximately 45 million South Africans, nearly 31 million are Black, five million White, three million Coloured and one million Indian. This shows how diverse the South African population is and it also suggests the nature of the diversity of the workforce that prevails in South African organisations. Even when considering Africans only, various cultures, languages and customs are evident, such as:

- The Nguni comprising of Zulu, Xhosa, Ndebele and Swazi people.
- The Sotho-Tswana, who include the Southern, Northern and Western Sotho (Tswana people).
- The Tsonga people.
- The Venda people.

All organisations, including institutions of higher learning, such as universities and public further education and training (PFET) colleges, are faced with this diversity management challenge. South Africa has twenty one universities and fifty PFET colleges countrywide. These institutions offer various vocational, education, skills programmes, academic qualifications and courses which tend to require people who have special skills to teach and lecture in various fields of study.

Recently, S.A. separated higher education from secondary and primary education. This led to the Department of Higher Education focusing only on universities and PFET colleges. PFET colleges have become a priority source for skills development, as this approach is aimed at encouraging more and more young people to join the PFET sector.

Due to the country's skills shortages, expatriation of skills becomes a viable solution, especially in fields such as engineering, medicine, accounting, construction and mining studies. Dr Blade Nzimande, the minister of higher education and training, in Green Paper Notice 11 of 2012 for Post School Education and Training, highlights many problems including the need for fast tracking the development of large numbers of additional lecturers. On page 22 of the Green Paper, the minister states that for interim purposes this could include importing experts from other countries to train lecturers in subject expertise, in cases where S.A universities and universities of technology did not have the requisite expertise. This means that these PFET colleges, more than ever before, require various skills supplied by different people of different nationalities to supplement the existing workforce.

At the time of this study, Lovedale PFET College is one of the PFET Colleges that provides both the National Certificate Vocational (NCV) and Report 191 (Nated) Programmes. This college operates from three campuses:

- King Campus (Business Studies) as the main campus with its headquarters.
- Zwelitsha Campus (Engineering).
- Alice Campus (Farm Management).

Programmes offered at PFET colleges are meant for both Pre- Grade 12 and Post-Grade 12 students. The NCV Programmes are designed to accommodate Pre-Grade 12 learners who want to do vocationally related courses. Report 191 Programmes are designed for those who have passed Grade 12 and want to obtain National Diplomas in various fields.

Lovedale PFET College has a staff complement of approximately three hundred (300) people, including academic and support staff. The study aimed at assisting Lovedale PFET College in its diversity management strategies and practices. Due to

similarities between the various PFET colleges, this study would be beneficial to all similarly-structured colleges in South Africa.

1.2 PROBLEM STATEMENT

As stated in the introduction of this chapter, it is apparent that the challenge of managing a diverse workforce is faced by many institutions across the world. This challenge requires an effective response from organisations in managing diversity. In response to the global challenge of diversity management, specifically workforce diversity, organisations have been forced in conjunction with constitutional and organisational requirements, to develop strategies and practices which focus on accommodating and valuing people with their differences.

Organisations recognise that failure to craft and implement these practices will lead to an array of challenges including skills shortages, under-utilised customer potential and an unimproved market understanding (Mor Barack, 2005:256). In addition, Principal and Benton (2011:1) state that organisations that promote and achieve a diverse workplace will attract and retain quality employees and increase customer loyalty.

Thus, the focus of this study was to look at best practices for the management of organisational diversity, including how the identified practices take into consideration the socio-cultural and political environment of the organisation. In order to do this, the following research questions and objectives were used as instruments to guide the study.

1.2.1 Research Questions

The primary research question was:

What are the recommended diversity management practices that characterise effective organisations and to what extent are these applied at Lovedale PFET College?

Sub-problems:

Sub-problem 1

- What is diversity management?

This sub-problem was addressed by a literature study of diversity management theory.

Sub-problem 2

- What kind of diversity management practices are recommended in literature?

This sub-problem was addressed by a literature study that focused on identifying best practices in this regard.

Sub-problem 3

- What diversity management practices are utilised at Lovedale PFET College?

This sub-problem was addressed through an empirical study.

Based on the results of the theoretical study, a questionnaire was developed and administered to senior managers, academic and support staff at Lovedale PFET College. Respondents were requested to indicate the extent to which they believe best diversity management practices were being applied at Lovedale PFET College.

Sub-problem 4

- How can the results from Sub-problem 2 and Sub-problem 3 be integrated to provide recommendations for improvements at Lovedale PFET College?

The results from the literature survey together with the results from the empirical study were integrated to provide the Lovedale PFET College with recommendations for improvement, where necessary.

1.2.2 Research Objectives

The research objectives of the study were to:

- Investigate prevailing theory relating to best practices in diversity management in organisations, both locally and globally.

- Conduct an empirical study, using questionnaires as a data gathering tool to determine the extent to which various categories of staff comprising senior managers, lecturers and support staff members believe that Lovedale College is following best practices in diversity management.
- Compare prevailing diversity management practices at Lovedale College with best practice theory in diversity management.
- Make suggestions and recommendations to Lovedale College, if necessary, for the improvement of their own diversity management practices.

1.3 RESEARCH METHOD

The two approaches commonly used in research studies are the quantitative approach and the qualitative approach. For this study, both qualitative and quantitative approaches were used. A qualitative approach was used because it allows the study to be considered from an interpretive perspective. Employees are different in quite a number of ways and these differences can be seen in the way they relate to issues.

In the observation of Wimmer and Dominick (2000:104), the interpretive investigator believes that human beings are fundamentally different and cannot be pigeon-holed. Similarly, Babbie (2007:23) states that the use of a qualitative approach allows the researcher to reflect the embedded richness of meaning encountered. In other words, it allows the researcher to explain his findings beyond surface meaning and indicate how and why things happen which is not possible when only a statistical or quantitative approach is used. In addition, a qualitative approach, according to Corbin and Strauss (2008:14), allows the researcher to get at the inner experience of participants, to determine how meanings are formed through and in culture and to discover rather than to test variables.

On the other hand, a quantitative approach holds that the research must be limited to what we can observe and measure objectively - that which exists independently of the feelings and opinions of individuals (Welman, Kruger & Mitchell, 2005:6). This approach focuses on numbers rather than processes. This grants an opportunity to

the researcher to ask people in a structured way, questions on their opinions and views so that hard facts and statistical results can be produced.

In this study, initially interviews were conducted for the purpose of obtaining data from senior management relating to prevailing diversity management policies and practices at the Lovedale PFET College. Secondly, from the combined results of the theoretical/desktop study together with the information derived from the interviews, a questionnaire was designed in order to be administered to all the respondents in the sample group.

1.3.1 Demarcation of the Study

Demarcation of research enables the researcher to focus on a manageable research structure. This minimises ambiguity and confusion in the research process.

1.3.1.1 Target Population

O'Leary (2010:161) refers to population as the total membership of a defined class of people, objects or events. In this study, this referred to the number of people who were potential respondents or participants in the study. An unambiguous demarcation of the population gave a secured basis for planning the study, reporting the findings and assessing their reliability. The population for this study consisted of employees at Lovedale PFET College, from senior management to the operational employees, including both academic and support staff. It was not possible to include all employees due to a number of constraints such as time limits and financial factors hence a sample was drawn from the population.

1.3.1.2 Geographical and Organisational Demarcation

The empirical component of the research study was conducted at the three campuses of the college, namely King Williams Town, Alice and Zwelitsha, as well as at the administrative headquarters in King Williams Town. The institution employs 300 employees in these categories: senior managers, academic and support staff.

The research included all categories, due to the fact that all employees were exposed to the implementation of diversity management practices.

1.3.1.3 Subject Demarcation

The study focused on diversity management in organisations including diversity management strategies and systems. The study also looked at developing better practices in the management of diversity at organisational level particularly as it pertained to PFET Colleges.

1.3.2 Sampling Method

There are many methods of sampling in research but for the purpose of this study, a stratified sampling method was used. Stratified sampling is a method of sampling used to ensure adequate representation of a sub-sample (Wimmer & Dominick, 2000:88). Through stratified sampling, the sample is divided into smaller groups called strata and each of the strata is selected based on specific variables which distinguish it from others.

For example, the sample was taken from various categories of employees at Lovedale PFET College. According to Du Plooy (2002:15), a stratified sample is drawn, not only to draw a representative sample, but to include sub-groups in the population. The population can be divided into different strata based on characteristics or variables. In this case, the different strata at Lovedale PFET College included the various senior managers, the lecturing staff and the support staff. The different categories or levels were chosen for the study because each category tended to vary from the other. In addition each group may have its own needs or perspectives. Most importantly, the study included all levels of staff who normally tend to be exposed to diversity management policies, strategies and practices.

1.4 SIGNIFICANCE OF THE RESEARCH

It is apparent that in S.A. and in other countries, the labour force is increasing in diversity and will continue to do so in the future. As the marketplace for goods and services becomes increasingly global, businesses must understand and embrace diversity in their workforce if they intend to remain relevant to their market and achieve optimum results from their human resources (Bigelow and Peterson, 2002:4).

Managing diversity is a key responsibility of organisations, as failure to do this will impact negatively on the productivity and profitability of the organisation. Kenyon (2005:1) supports this by stating there is evidence that managing a diverse workforce effectively, can contribute to increased staff retention and productivity. The author further adds that it can enhance the organisation's responsiveness to an increasingly diverse world of customers, improve relations with the surrounding community, increase the organisation's ability to cope with change and expand on creativity.

Diversity breeds creativity, retention and innovation (Penfold, 2013:1). This means that the more organisations manage workforce differences, the more organisations benefit in terms of new and different ideas for improvement of organisational processes, policies and systems. Kenyon (2005:1) states that the best teams who generate the most cohesion for other team members are not afraid taking risks, suggesting new ideas and striving for better practices and innovation.

The outcomes of this study could assist the management at Lovedale PFET College, employees at the college, other educational institutions and scholars in the field of diversity management and cross-cultural psychology to better understand the importance of managing workforce diversity.

1.5 DEFINITION OF CONCEPTS

The following concepts that appear in the introduction to this study, the statement of the main problem and sub-problems, will be briefly explained to prevent different interpretations.

- **Diversity**

Diversity refers to human characteristics that make people different from one another. The sources of these differences are complex, but they can generally be grouped into two categories: those over which people have little control or no control and those over which they have some control (Gomez-Meija, Balkin & Cardy, 1998:116)

- **Workforce Diversity**

Workforce diversity means that organisations have a heterogeneous mix of people in terms of gender, race, ethnicity and sexual orientation (Robbins *et al.*, 2009:12).

- **Managing Diversity**

Diversity management refers to the voluntary organisational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organisational structures through deliberate policies and programs (Mor Barack, 2014:218)

1.6 ASSUMPTIONS

The following assumptions applied to this study:

- Diversity management practices are implemented at Lovedale PFET College.
- Diversity management practices impact positively on the operations and productivity of an organisation.

1.7 OUTLINE OF THE STUDY

- Chapter One: The introduction of the study and its main problem and sub-problems are discussed. Key concepts are defined. The objectives of the research and research methodology are discussed, followed by the outline of the study.
- Chapter Two: The nature, challenges and outcomes of diversity are discussed. This is accomplished by distinguishing between concepts of diversity and diversity management, need for diversity management and actual management of that diversity.
- Chapter Three: Different diversity management strategies are discussed, including the cultural implementation model and the diversity paradigm action options.
- Chapter Four: Research methodology used in the study is presented and discussed.
- Chapter Five: Data collected by means of an empirical study is analysed. Results are presented, followed by a discussion and interpretation of the results.
- Chapter Six: The conclusions of the study and solutions to the main and sub-problems through the integration of the theoretical and empirical aspects are reviewed.

1.8 CONCLUDING REMARKS

In Chapter one, the main and sub-problems were discussed and an overview of the study was described. It was noted that diversity exists within organisations, and organisations have to manage it properly for the benefit of both employees and the organisation. In doing so, organisations have to develop diversity management strategies in order to benefit from the outcomes of a diverse workforce.

To add perspective to the main problem and sub-problems a brief outline of Lovedale PFET College, the target organisation of the empirical research, was discussed. The remaining chapters will address the main problem and sub-problems as described in the chapter.

CHAPTER TWO

THE NATURE, CHALLENGES AND OUTCOMES/BENEFITS OF DIVERSITY MANAGEMENT

2.1 INTRODUCTION

According to Rosado (2006:5) today's diversity population pool and workforce is simply not going to go away, but will actually increase. The author further states that this is the direction of the future - multicultural, multiethnic and multilingual communities. Organisations that promote and achieve a diverse workplace will attract and retain quality employees and increase customer loyalty.

In Chapter one, the problem statement, sub-problems and significance of the research study were described. The purpose of this study was to identify from the current theory, best practices in diversity management and to determine by means of the empirical study, the extent to which Lovedale PFET College applied these diversity management best practices.

In this chapter, the nature of diversity is discussed by means of examining the definition of diversity, and diversity management concepts are discussed, followed by an investigation of the need for diversity management, the challenges and the outcomes of diversity management. In the following section diversity, its nature and diversity management are discussed.

2.2 THE DISTINCTION BETWEEN DIVERSITY AND DIVERSITY MANAGEMENT

Today, the term diversity is alternately reviled and revered, depending upon one's experience and interpretation of what the term means (Cox & Beale, 1997:13). These authors define diversity as a mix of people with different socially relevant group identities, working or living together in a defined social system. They further

state that although this definition fits demographical categories such as national origins, gender, race and age covered under U.S civil rights laws, it also includes other group affiliations such as occupational specialisation and organisational level. In South Africa, the Employment Equity Act No. 55 of 1998 refers to the following demographical categories: 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.

In addition to this definition, Thomas (1996:5) defines diversity as referring to any mixture of items characterised by differences and similarities. Furthermore, the author states that:

- Diversity is not synonymous with differences but encompasses differences and similarities.
- Diversity refers to the collective (all inclusive) mixture of differences and similarities along a given dimension.

Cox (2001:3) finds the term diversity to have many interpretations: it is neither so broad as to mean any difference between people, nor so narrow as to be limited to differences of gender and race. The author adds that diversity is the variation of social and cultural identities among people existing together in a defined employment or market setting.

The commonality of the above definitions is that differences between people can include differences in all forms, whether that of gender, race, sex, age, religion, occupation or education. It is therefore clear that people are different, whether in the workplace or otherwise and there is a need for the management of those differences. These differences have to be managed in a correct manner for the benefit of the organisation. In this chapter the benefits of diverse employees will be discussed in detail.

Diversity management according to Cox and Beale (1997:20) refers to creating a certain “pro-diversity” organisational climate. Mor Barack (2014:218) defines diversity management as voluntary organisational actions that are designed to create greater

inclusion of employees from various backgrounds into the formal and informal organisational structures through deliberate policies and programmes. In addition, Lueger (2002:1) explains the management of diversity as a strategy to promote the perception, acknowledgement and implementation of diversity in organisations and institutions. These ideas show that diversity management is a broad concept and implies the implementation of different strategies. Reference to climate implies positive consequences of these strategies for both the organisation and employees.

Managing diversity is an on-going process that unleashes the various talents and capabilities which a diverse population brings to an organisation, community or society, so as to “reject rejection”, celebrate diversity and maximise the full potential of all people in a cultural context where everyone benefits (Rosado, 2006:4).

It is therefore evident that there is a clear distinction between diversity and diversity management. Diversity clearly refers to the differences that characterise the workforce, whereas diversity management refers to the creative ways of dealing with and managing those differences. The following paragraph illustrates the reasons for the need of organisational diversity management, as well as the impact of effective diversity management.

2.3 NEED FOR DIVERSITY MANAGEMENT

Managing diversity results in minimising the negative impact of differences found in a multi-cultural workforce, in a manner which results in the highest level of productivity for both the organisation and individuals. Productivity is directly connected to a diverse workforce because the more diverse the workforce is, the more the organisation improves productivity. This argument is supported by Hamilton, Nickerson and Owan (2004:1) by stating that a number of firms and business executives have proposed a “business case for diversity”, which argues that a more diverse workforce is not necessarily a moral imperative, but is in fact a source of competitive advantage for two reasons which are outlined below.

Firstly, a more diverse customer base may be better served by a more diverse workforce that can effectively communicate with customer sub-groups. Secondly,

some assert that “diverse teams produce better results” arguing that heterogeneous team members will provide a broader range of ideas and potential solutions to a given problem.

Hamilton *et al.* (2004:1) assert that a diverse team can generate productivity gains if three factors are present. Firstly, team members must have different skills, abilities or information. In this way the team may gain from the complementarities among its members. Secondly, the different skills, abilities or information of team members must be relevant to one another. This means that little complementary occurs if the skills of one team member are not relevant to the production of a teammate. Thirdly, communication is necessary for team members to perform the relevant joint tasks and engage in knowledge transfer to enhance productivity. Increases in communication costs reduce the gains achievable from skills diversity. This implies that a productive workforce will tend to be diverse along skills, abilities and information dimensions, but homogeneous in other dimensions such as demographics. According to the same authors, this reduces communication costs or what is termed “costs of cross cultural dealing”.

The authors further provide a theoretical framework to analyse the impact of both skill diversity and demographic diversity on productivity, as well as explain team turnover in a production setting. Firstly they confirm, as argued by Hamilton *et al.* (2004:1) that output is higher when there are benefits of collaboration and significant skill diversity. Secondly, they identify three paths through which demographic diversity affects productivity and turnover: (1) diversity could inhibit knowledge transfer among team members; (2) diversity could reduce peer pressure by weakening social ties and trust among team members; and (3) “tastes for discrimination” create non-pecuniary disutility of joining or remaining on a demographically diverse team. These three paths collectively imply that demographic differences could harm team productivity and raise team member turnover.

In addition, Tirmizi (2008:1) highlighted some of the broad ways in which culture impacts and manifests the working teams at organisational, team and individual level. The author further states that when an organisation consist of individuals with same

value orientation, policies and procedures follow naturally and smoothly and expectations are mutually understood, when an organisation consist of individuals with different value orientations, three possibilities exist:

- The organisation can lack awareness of the differing value orientation or their significance and proceed with their orientations of the dominant group.
- The difference can be acknowledged and made explicit but those in the minority forced to assimilate: or
- The differences can be acknowledge and pluralistic norms developed that meet the needs of all.

It is this reason that organisations need to be vigilant, be able to embrace and deal with cultural differences amongst workforce in particular work teams amongst workforce. In the context of improving workplace performance this may be important in different ways, as the team can work together to solve performance problems or even overcome performance problems caused by the cultural diversity of the group.

A multicultural workforce needs to be managed as one of the elements of a diverse workforce. The concept of multiculturalism addresses the multicultural workforce challenge in its definition. Multiculturalism is a system of beliefs and behaviours that recognises and respects the presence of all diverse groups in an organisation or society. It acknowledges and values socio-cultural differences, encouraging and enabling continued contribution within an inclusive cultural context which empowers all within the organisation or society (Rosado, 2006:2).

The rationale for managing diversity includes moral and ethical reasons such as fairness and upholding the dignity of every person. It also encompasses legal reasons such as honouring civil rights laws, which are well established in the United States and becoming more common in other places around the world (Cox & Beale, 1997:29), including India and South Africa.

India is one of the countries working very hard towards addressing the imbalances that were created by the Caste System. Jain and Ratman (1994:6) explain that the preamble of the Indian Constitution provides for securing social, economic and political justice, equality of status and opportunity for all citizens. According to the

authors, the Indian Caste system is the traditional organisation of south Asian, particularly Hindu society into a hierarchy of hereditary groups called castes or jatis. This led to different treatment of various groups of society and workers at large, depending which caste the person belonged to. Affirmative Action in employment for scheduled castes and scheduled tribes in India was instituted to address the imbalances. It enforces the reservation posts, training and empowering of the previously disadvantaged groups. Jain and Ratnam (1994:8) in the International Journal of Manpower discuss the measures that are put in place to effect the constitutional provisions in India:

- Quotas and rosters.
- Relaxation of qualification/standards.
- Pre-employment training.
- Special provisions for promotions.
- Review, monitoring and processing of complaints about non-compliance.

A similar situation is found in South Africa with the South African Employment Equity Act 55 of 1998, whereby Affirmative Action measures are designed to ensure that suitably qualified people from designated groups have equal opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer. Designated groups mean black people, women and people with disabilities and designated employers mean:

- A person who employs 50 or more people.
- A person who employs fewer than 50 employees but has a total annual turnover that is equal to or above the applicable annual turnover of a small business.
- A municipality, as referred to in Chapter seven of the constitution.
- An organ of state as defined in Section 239 of the constitution, but excluding local spheres of government, the National Defence Force, the National Intelligence Agency and the South African Secret Service.
- An employer bound by collective agreement in terms of Section 23 or 31 of the Labour Relations Act, which appoints it as a designated employer in terms of the EEA, to the extent provided for in the agreement.

These measures from both countries - India and South Africa - clearly indicate that through correcting or redressing the imbalances of the past, organisations will always be faced with the challenge of a diverse workforce. This knowledge forces organisations to embrace, deal with and manage diversity.

The need to manage diversity is not only to satisfy the wishes of a particular department in government or fulfil certain legislation, but it is for the benefit of the institution or the organisation. When discussing the use of power of diversity to retain staff, Allen (2001:1) provides an example of Camp, Dresser and McKee (CDM) Inc, based in Cambridge that excels in keeping or retaining its staff through sound diversity programmes. CDM's Human Resources Department collaborated with its Diversity Advisory Council to explore cultural issues that could influence retention and developed programmes to enhance staff development and, in turn retention. The collaborative process included the following:

- Identification of staff concerns via multiple channels.
- Development of potential programs to address top concerns.
- Open forum to discuss concerns and perhaps try out new programs.
- Final development and implementation of pilots and programs.

The Diversity Advisory Board at CDM was formed in 1993 with a goal of helping the firm to achieve a culture that supports cultural differences, recognises the balance that must be established between work and life, and fosters a feeling of belonging for all. Retention of good talent especially in engineering, accounting and medicine related careers is a challenge as there is high labour competition in the labour market. Sound programs and support are required in the diverse workforce to retain good talent.

Bhatia, Khandelwal, Harit, Taneja, Yadav, Das, Paul, Jangra, Siddiqui and Khutuja (2008:6) in their study on diversity management opportunities and challenges, highlight the following as some reasons why organisations have to manage diversity:

- A large number of women are joining the workforce.
- Workforce mobility is increasing.
- The number of young workers in the workforce is increasing.

- The proportion of ethnic minorities is increasing constantly in the total work force.
- International careers and expatriates are becoming a common phenomenon.

Mor Barak (2005:2) adds to this by mentioning that immigration (guest workers), gender and ethnic differences continue to change the composition of the workforce dramatically. This author also claims that the economy moves diversity to the top of the agenda. In South Africa immigration laws such as the Immigration Act of 2002 allow immigrants with a valid work permit to be in the employ of any institution or organisation. For example, according to Mataboge (2013:1) less than 300 000 Zimbabweans stay legally in South Africa. However, South Africa is spending approximately R99 million a year on sending illegal immigrants back to their countries, mostly Zimbabweans. This shows the influx of people coming to South Africa to seek jobs and other opportunities.

After defining diversity management, Cox and Beale (1997:4) also highlight the need of managing diversity by proposing diversity competency as the solution in the management of diversity. The authors see diversity competency as a process of learning that leads to an ability to respond effectively to the challenges and opportunities posed by the presence of social and cultural diversity in a defined social system.

It is therefore evident that diversity in the workforce exists not only in South Africa but in other countries as well. This suggests that there is a need for the management of diversity for the benefit of the organisations affected. In South Africa diversity is complex and there are many challenges in managing diversity effectively. These challenges will be addressed in the next section.

2.4 DIVERSE WORKFORCE MANAGEMENT CHALLENGES

Once an organisational decision is made to value and promote diversity among staff, the challenge lies in trying to manage this diversity through systematic and planned commitment to recruit, train, reward and promote a heterogeneous mix of employees

(Mateo, Magdalena, Smith & Suzanne, 2001:1). These authors also indicate that an enormous and continuous amount of time, energy and resources are needed to achieve the goals of diversity management. Successful management of today's increasingly diverse workforce is one of the most important global challenges faced by corporate leaders, human resources managers and management consultants (Mor Barak, 2005:2).

Mateo *et al.* (2001:75) have identified the following challenges facing organisations that are seeking to embrace diversity:

- Staff commitment to diversity.
- Recruiting and empowering staff champions.
- Identifying the value added to the system by group differences.
- Empowering staff through skills development.

In addition to the above mentioned challenges, Bhatia *et al.* (2008:9) have also identified other challenges in managing employee diversity, and these are:

- Individual versus group fairness: This issue is closely related to the difference in divisive versus better i.e. how far management should go in adapting HR programmes to diverse employee groups.
- Resistance to change: Long established corporate culture is very resistant to change and this resistance is a major roadblock for women and minority groups seeking to survive and prosper in the corporate setting.
- Resentment: Equal employment opportunities were imposed by government rather than self-initiated. The response to this forced change was in many cases grudging compliance.
- Group cohesiveness and interpersonal conflict: Although employee diversity can lead to greater creativity and better problem solving, it can also lead to open conflict and chaos if there is mistrust and lack of respect among groups. This means that as organisations become more diverse, they face greater risks that employees will not work together effectively. Interpersonal friction rather than co-operation may become the norm.
- Backlash: Some groups in the organisation feel that they have to defend themselves against encroachment by using their gender or ethnicity to lay

claim on organisational resources. Women and minority groups may view a firm's cultural diversity policy as a commitment to improving their chances of advancement.

The problems of managing today's diverse workforce do not stem from the heterogeneity of the workforce itself, but rather from the unfortunate inability of corporate managers to fully comprehend its dynamics, divest themselves of their personal prejudicial attitudes and creatively unleash the potential embedded in the multicultural workforce (Mor Barak, 2005:02). Gardenswartz and Rowe (1998:294) identify major saboteurs as key obstacles to diversity management initiatives. It is clear that when diversity management initiatives are aborted, disappointing efforts are made to ensure failure of diversity management initiatives. The following are the major saboteurs identified by Gardenswartz and Rowe (1998:294):

- Perceived lack of relevance – Employees should believe that the accomplishments from a diversity initiative matter, however they might not and this means that relevance is relative. Therefore organisations have a duty of ensuring that the workforce understands the relevance, vitality and importance of a particular initiative and the associated benefits.
- An “Us versus Them” mentality – Frequently, resistance to diversity initiatives is due to the sense of polarisation that employees might fear or anticipate. This happens for example when white males are singled out as all powerful, while other employees are seen as pitiful and powerless victims. It also occurs when any group (e.g. ethnic, racial, gender, departmental or union) is advertised as the beneficiary of diversity-related change initiatives and the winner of the resources battle at the expense of other employees.
- Lack of understanding at the top regarding the nature and implication of commitment – It always tends to be much easier to get verbal commitment from executives to engage in diversity initiatives than to get real, sustained change. In theory, the potential benefits of effective diversity management seem promising, but the realisation of what the commitment entails on a continuous basis tends to result in ambiguous messages and behaviours.
- Failure to set context – Diversity initiatives appropriately implemented are designed to add strength to a company's strategic position. That means the

whole landscape of an industry – domestically and/or globally – has to be looked at. Who are the other players in the industry? From where employees are drawn? What skills and knowledge are internally available? What skills and knowledge are lacking?

- Not doing the up-front work – If proper preparations are done in the soil, any plant can thrive. This metaphor has relevance to the setting up of successful diversity initiatives.
- Absence of clear goals and objectives – The rationale for pursuing diversity, identifying necessary changes and determining how those changes will be measured and evaluated are bedrock questions. The organisation should not begin diversity initiatives until serious discussions around goals and objectives with attendant measurements and evaluation questions, have taken place.
- Lack of sufficient tailoring and rationale in training – One of the most common mistakes organisations make is that training often becomes the diversity initiative. It is the manifestation and the measurement of it. Training has an extremely valid role to play in any change effort, but it has to be conducted in the service of achieving something tangible and specific.
- Human nature and reluctance to change – As a species, human beings tenaciously hang onto the status quo whether or not it works for their health and advantage. Weak egos, a desire to control resources and almost everything else in the environment, a shaky self-esteem and vested interests are among a few of the reasons human beings resist change.

These saboteurs, singularly or collectively, can influence the success or failure of diversity management initiatives (Gardenswartz & Rowe, 1998:294).

With any challenge facing an organisation, if minds are applied to resolve it and there are strategies that could be used to overcome those challenges, less failure would be experienced. Researchers such as (Gardenswartz & Rowe, 1998 & Mor Barack, 2005) have proposed such strategies and organisations have tested some of them. Those strategies will be addressed in Chapter three of this study, while the next section deals with the benefits/outcomes of diversity management.

2.5 THE BENEFITS/OUTCOMES OF DIVERSITY MANAGEMENT

The business case for diversity has been reinforced by global demographic trends and skills shortages. Coetzee and Schreuder (2010:51) indicate that if an employer develops employee potential, employees are enabled to optimally contribute to the company's performance. Coetzee and Schreuder (2010:51) have found that employee job satisfaction and commitment are related to a positive diversity climate. Thomas and Ely (2001:35) mention some of the benefits of a diverse workforce as: increased profitability, going beyond financial measures to encompass learning, creativity, flexibility, organisational and individual growth and the ability of a company to adjust rapidly and successfully to market change.

The above points focus on the most critical outcomes of diversity management and the benefits for the organisation, even though there are additional benefits for the employee. Added to this, Mor Barack (2005:234) has confirmed that there are accumulating evidence that the benefits of inclusive diversity practices centre around three areas:

- The opportunity to drive business growth and productivity by leveraging the many facets of diversity, such as marketing more effectively to minority communities or to senior citizens.
- Cost savings due to lower turnover, less absenteeism, improved productivity and gaining the upper hand against the competition by being more appealing to women, previously disadvantaged groups and minority groups, thus attracting talent.
- The positive effect that diversity management has on the company's image and stock prices.

The above points clearly indicate that organisations can benefit from effective diversity management. In support of the above, Bhatia *et al.* (2008:11) highlight similar benefits, but also add the following: better image, an effective and happy workforce, expansion of the market and improved teamwork.

By enacting policies and systems that facilitate the inclusion of all employees, the employment barriers traditionally suffered by woman and minorities can be

overcome. Such policies open the doors to job advancement and promotions that have monetary benefits for individual employees, their families and the organisation as a whole (Mor Barack, 2005:229).

It is therefore evident that that there is connection between productivity and diversity management. Mor Barack (2005:234) provides an example of this relationship by mentioning a study conducted in the banking sector that documented an association between racial diversity and improved performance. The study included 63 banks from certain states of the United States of America: California, Kentucky and North Carolina. The second hypothesis in this study was the relationship between racial diversity and improved performance which was moderated by the organisational strategy. More specifically higher levels of racial diversity were positively related to a company's performance when a growth strategy was pursued, and was negatively related to performance when the company pursued a downsizing strategy.

This therefore confirms that there are benefits from properly crafted organisational strategies which include that of diversity management. There are in addition, other benefits already mentioned that the organisation can enjoy through properly crafted strategy, policies, systems and procedures that seek to achieve inclusiveness.

In the following section various relevant legislative frameworks are examined and discussed. These are critical, as laws established in democratic countries provide direction to relevant organisations. It is therefore very important for organisations to consult these legislative frameworks in the process of developing policies, systems, strategies and procedures.

2.6 LEGISLATIVE PERSPECTIVE ON WORKFORCE DIVERSITY

Globally, countries are striving to embrace diversity on different levels and in different situations. This is encouraged by the United Nations (UN) through its International Bill of Rights that consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights and two optional protocols (Lauterpacht,2013:1-20). The United Nations is not the only organisation making

these recommendations, as the International Labour Organisation (ILO) is another international organisation playing a critical role in promoting employees' rights.

South Africa is one of the countries represented in the above-mentioned bodies and the country has assimilated many of the recommendations made by the UN and the ILO. South Africa is not only implementing recommendations and declarations made by these organisations, but there is Constitution and legislation promoting the rights of the workforce. In the rights that are enshrined in the Constitution and legislations, the right to equality is prominent.

South African employment equity legislation (Employment Equity Act 55 of 1998) emphasises that historically disadvantaged groups should be afforded the same opportunities as those who were previously advantaged. This act prohibits discrimination against any person and encourages equal treatment. Section 15 of the act describes affirmative action measures as designed to ensure that suitably qualified people from designated groups have equal employment opportunities and that people are equitably represented in all occupational categories and levels in the workplace of the designated employer. Designated groups mean black people, women and people with disabilities, whilst designated employer means a person who employs 50 or more employees.

This implies that there is a transition taking place in South African organisations, one that leads to different groups joining the workforce and others obtaining higher positions. This means that diversity in organisations is encouraged by law and there is a need for it to be properly managed. Nel, Werner, Poisat, du Plessis and Ngalo (2011:146) state that diversity management is more than affirmative action. According to these authors, affirmative action creates diversity by correcting numbers based on representation of different groups in the population. Diversity management, on the other hand, aims at managing the differences amongst people and encourages the employment of people from different backgrounds.

This section focused on the position of the legislation regarding diversity management. It proves that diversity management is something that organisations should adopt and is encouraged by the laws of the land.

2.7 CONCLUDING REMARKS

This chapter focused on various diversity management factors such as the need for diversity management, the challenges facing organisations in managing diversity and strategies of how to deal with diversity management challenges. This chapter also addressed the benefits that the organisation can gain from properly managing a diverse workforce and it examined the position of relevant legislation on diversity management.

Diversity management is necessary as it benefits organisations through the influx of diverse skills, represents a good image of the company, improves productivity, retains skilled employees and it is a legal imperative in South Africa. It is clear that there are challenges facing organisations in the crafting and implementation of strategies and systems. This section addressed the approaches that organisations can adopt. The next chapter will address strategies that can be adopted by organisations in dealing with a diverse workforce which are beneficial for the organisation.

CHAPTER THREE

DIVERSITY MANAGEMENT STRATEGIES

3.1 INTRODUCTION

To respond effectively to today's multifaceted and increasingly competitive business environment, organisations and managers must adopt complex organisational and managerial philosophies and strategies that require intricate mind sets and behaviours for implementation. This has implications for increased labour competition in the labour market, where organisations seek out employees equipped with the best set of knowledge and skills. This requires organisations to be knowledgeable in dealing with a diverse workforce.

The focus of this chapter is the various strategies and techniques that organisations can employ to embrace diversity. These strategies and techniques include local, regional and global diversity management strategies. Diversity management is not only a domestic challenge as it goes beyond domestic boundaries. This is confirmed by Ozbilgin and Tatli (2008:18) who state that global diversity management is recognised as a key strategic asset in various research studies on global organisations. For example, the authors argue that one of the key strategic survival and growth assets of global organisations would be their global mindsets, which includes skills such as curiosity and concern, complexity acceptance, diversity consciousness, opportunity seeking, faith in process, continuous improvement, long-term perspective and system thinking. This chapter will also seek to unpack how organisations can go about implementing useful strategies.

3.2 ROLE PLAYERS IN DIVERSITY MANAGEMENT

Workplace diversity is claimed to be one of the most important challenges facing managers today. Demographic trends, changing labour supply patterns, immigration, and increased globalisation imply an increase in heterogeneous groups of employees for organisations to manage (Hamilton *et al.*, 2004:1). This challenge is

faced by individuals and managers, with each member of the organisation having a role to play, with other key role players who represent the driving force of diversity management. Cox (2001:19) has identified one key role player in his change model on diversity. However, in an analysis of his work, it can be seen that the author only focused on leadership as the strategic role player in diversity management and did not consider other major stakeholders which could play a vital role in diversity management.

There are other key stakeholders, besides that of leadership who play in vital role in diversity management. These key stakeholders are addressed in Figure 3.1:

- Senior managers (Strategic level).
- Human Resources Practitioners (Operational level).
- Supervisors and employees (Operational level).

Figure 3.1
Role players in diversity management



Source: Self Design

Figure 3.1 indicates that leadership plays a strategic role and that strategy does not operate in vacuum. There are other stakeholders who have to be responsible for execution of that strategy and in this model human resources practitioners, supervisors and employees generally, all have a role to play.

In most organisations, the department of human resources is responsible for advising line managers and supervisors in human resources related matters, including those of discipline and workforce conduct. It is therefore their duty to ensure that policies and procedures are followed accordingly. Supervisors, line managers and employees have to work together (co-operate) to ensure that there are no deviations from the set rules and procedures. It therefore the role of all stakeholders to ensure that diversity is properly managed in organisations. The next section deals with the human resources paradigm in diversity management.

3.3 THE HUMAN RESOURCES PARADIGM IN DIVERSITY MANAGEMENT

Mor Barak (2005:213) explains that according to the ASA (Attraction-Selection-Attrition) Cycle, individuals are typically attracted to organisations that appear to have members with values similar to their own. In turn, organisations select new members who are similar to their existing members because hiring these new members continues to make everyone feel comfortable. Recruiting practices often emphasize hiring people from sources that have historically been reliable and selecting candidates whose characteristics are similar to those employees who have been successful in the past (Mor Barak, 2005:213). The author adds, that as the result of the above, employees who do not fit in well with the dominant organisational culture eventually leave or are fired creating a selective attrition process that supports and maintains a workforce that is homogeneous.

In recent decades, human resource managers have recognised the need to adopt effective diversity management practices in order to overcome barriers to diversity and reap the rewards of a diverse workforce. Kossek and Lobel (1996:1) summarise the four prevailing HR approaches to diversity management and offer an original approach of their own. The four approaches are as follows:

- *Diversity enlargement.* This approach focuses on increasing the representation of individuals of different ethnic and cultural backgrounds in the organisation. The goal is to change the organisational culture by changing the demographic composition of the workforce. For example, the Norwegian government backed a draft law that obliges companies to appoint women to at least 40% of their directorship (Oslo, 2003 cited in Mor Barak, 2005).
- *Diversity sensitivity.* This approach recognises the potential difficulties introduced by bringing together individuals from diverse backgrounds and cultures in the workplace. It attempts to overcome these difficulties through diversity training that is aimed at sensitizing employees to stereotyping and discrimination while also promoting communication collaboration. The assumption embedded in this approach is that increased sensitivity to differences will improve performance. Although this is sometimes the case, in other instances it is not, particularly during training which is not linked to corporate goals and initiatives and is not supported by its long term policies. In this case it can create more harm than good. Emphasising differences can backfire by re-enforcing stereotypes and highlighting intergroup differences rather than improving communication through understanding and common interests (Kossek & Lobe, 1996).
- *Cultural audit.* This approach aims at identifying the obstacles that limit the progress of employees from diverse backgrounds and block collaboration amongst groups in the organisation. The audit is usually performed by outside consultants who obtain data from surveys and focus groups and then identify areas in which employees who are different from the dominant group feel that they are blocked from performing to their best ability.

To deal effectively with diversity within the workplace, leadership needs to develop relevant and meaningful approaches/strategies that identify and achieve organisational goals. The following section deals with diversity management approaches/strategies that have the purpose of creating a corporate culture that embraces diversity.

3.4 DIVERSITY MANAGEMENT APPROACHES/STRATEGIES: CREATING A CORPORATE CULTURE THAT EMBRACES DIVERSITY

Embracing diversity is about creating a new organisational order. Finding out what to do in a time of rapid change is the challenge (Gardenswartz & Rowe, 1998:250). These authors suggest inclusivity as a good strategy for embracing diversity, arguing that it pays dividends in the end. Inclusivity is a term bandied about wherever people have a diverse work environment. It implies a comprehensive openness – an environment that welcomes any person who can do the job, regardless of race, age, gender, sexual preference, religion, ethnicity, or physical ability (Gardenswartz & Rowe, 1998:250). The authors discuss the symptoms of inclusivity as follows:

- Employees are welcome and accepted regardless of life-style variations.
- All segments of the population are represented in the executive suite.
- Air time at meetings is not dominated by any one group.
- Ethnic, racial, and sexual slurs or jokes are not welcome.
- Cliquishness between groups is absent.
- Variety in dress and grooming is the norm.
- Warm, collegial relationships exist between people of diverse backgrounds.
- There is sensitivity to and awareness of different religious and ethnic holidays and customs.
- Selection of food and refreshments at organisationally sponsored functions or food facilities takes into account religious and personal preferences.
- Flexibility exists to accommodate personal responsibilities outside the job.

These symptoms of inclusivity are supported by the strategies identified by Seago (1996 cited in Mateo, 2001:1 *et al.*), and have proven successful by some organisations. The strategies are:

- Increase in staff governance.
- Setting clear expectations.
- Increasing communication.
- Increasing staff coaching and education.

The above points focus on different strategies, which organisations including Lovedale PFET College can adopt and utilise. Involvement of staff in governance and policy development, and training and development are amongst the most critical diversity management strategies.

Karabacakoglu and Ozbiligin (2010:2) in their research on global diversity management, draw a picture of how Ericson (now Sony-Ericson), the international cell phone company, embraces diversity, elucidating some of the strategies used in that organisation. Ericson's approach to diversity focuses on core personal differences which are cultivated in order to achieve competitive advantage. These strategies include:

- Promoting an environment where people bring a variety of backgrounds, styles, perspectives and beliefs to the groups in which they interact.
- Respecting and valuing differences in the workplace contributes to the success of the business and optimises the willingness and ability of employees to contribute to the success of the organisation.

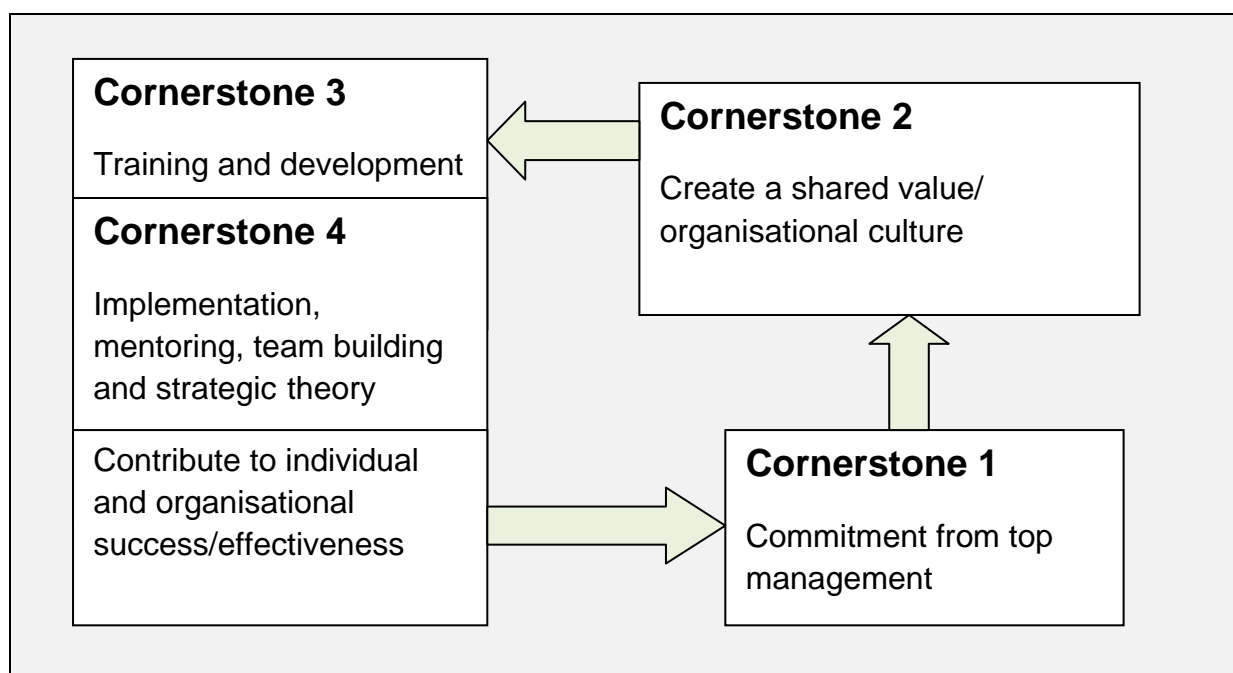
In addition to these, Mor Barak (2005:3) identifies other strategies that might be useful to organisations. These include training, orientation and cultural understanding as the needs of management and employees of any company, whether it is national, international, multinational or global, include a deep understanding of individuals who live in other national and cultural contexts, and their ability to work within a global team framework. Mor Barak (2005:6) also suggests that inclusion of the workforce in organisational information networks and in decision-making processes has been linked to better job opportunities and career advancement in organisations.

Cox and Beale (1997:2) mention diversity competency as the best way to deal with diversity challenges in the workplace. These authors do not think of competency in managing diversity as a list of skills, but rather define diversity competency as a process of living that leads to an ability to respond effectively to the challenges and opportunities posed by the presence of social and cultural diversity in a defined social system (Cox & Beale, 1997:2). There are also certain diversity models that

have been developed to assist organisations and individuals in diversity management.

Van de Wal and Ramotsehoa (2001 cited in Van Zyl, Kleynhans & Du Plessis 2011:5) have developed a cultural intelligence implementation model. This model, illustrated in Figure 3.2 focuses on ways of dealing with cultural differences in the workplace. This model emphasises the importance of understanding different people and their cultures. It also looks at the skills, knowledge, abilities and attitudes that are needed for one to be able to deal with a diverse workforce. Van de Wal and Ramotsehoa (2001 cited in Van Zyl, Kleynhans & du Plessis 2011:5) identify four cornerstones which contribute to organisational success and effectiveness.

Figure 3.2
Cultural intelligence implementation model



Source: Van de Wal and Ramotsehoa (2001 cited in Van Zyl *et al*, 2011:5)

This model suggests that diversity management must be on the agenda of the organisation for the purpose of individual and organisational success/effectiveness. Lundin and Nelson (2010 cited in Van Zyl *et al* 2011:4) are of the opinion that top management should acknowledge that business and social culture are business

partners and this must be an established belief, not only in words but rather in actions. Van Zyl *et al* (2011:1) expands by saying that in order to focus on the business and social culture, as well as to improve cultural intelligence amongst leaders and employees, as a priority, top management should be committed to improving their own cultural intelligence and that of subordinates. This is the first cornerstone and therefore it is clear that management has a huge role to play in ensuring that there are clear instructions and motivation, as well as inspiring their employees with regards to openness towards other cultural groups. Lundin and Nelson (2010 cited in Van Zyl *et al.* 2011:5) indicate that top management should live the values and purposely influence the leaders below the executive team. Furthermore, top management should set company policy with regards to cultural openness and the improvement of cultural intelligence which should be communicated clearly to all.

The second cornerstone deals with the creation of the shared value of organisational culture. It acknowledges and emphasises the important role of organisational culture in productivity and learning on all levels. Zaidi *et al.* (2010 as cited in Van Zyl *et al.* 2011:4) explains that good performance and effective decision making are achieved through teamwork and a shared value system.

The third cornerstone deals with training and development. According to Van de Wal and Ramotsehoa (2001:8 cited in Van Zyl *et al.* 2011:5), training provides an understanding of the values, beliefs, customs and preferences of the other group and enhances cultural diversity. Developmental sessions through practical workshops can be held where people of different cultural groups discuss areas of similarities and differences with regards to cultural values and behaviours.

Cornerstone four deals with implementing: mentoring, team building and strategic thinking. Van der Wal and Ramotsehoa (2001 as cited in Van Zyl *et al.* 2011:6) assert that employees should be empowered by means of relevant mentoring in the organisation. A mentoring system can develop a sense of competence and professional identity which, in turn will help employees to develop a mature personality. Agumba and Fester (2010 as cited in Van Zyl *et al.* 2011:6) explain that mentoring refers to an interactive and dyadic relationship between a senior

employee and an inexperienced employee. By having an interactive relationship with an experienced person, complex issues with regard to new culture/values can be sorted out.

Thomas (1996:20) proposes a paradigm that could be utilised in the diversity management process. This paradigm referred to in Figure 3.3 can be used as a guiding principle for a particular initiative implemented within a specific organisation. A paradigm according to Thomas (1996:20) is a set of rules and regulations (written or unwritten) that does two things:

- It establishes or defines boundaries.
- It tells you how to behave inside the boundaries in order to be successful.

Figure 3.3
The diversity paradigm's action options

OPTION	DESCRIPTION
1. Include/exclude	Include by expanding the number and variability of mixture components; or exclude by minimising the number and variability of mixture components.
2. Deny	Minimise mixture diversity by explaining it away.
3. Assimilate	Minimise mixture diversity by insisting that "minority" components conform to the norms of the dominant factor.
4. Suppress	Minimise mixture diversity by removing it from your consciousness – by assigning it to the subconscious.
5. Isolate	Address diversity by fostering room for all attitudes, albeit with limited superficial interactions among the mixture components.
6. Tolerate	Address diversity by fostering room for all attitudes, albeit with limited superficial interactions among the mixture components.
7. Foster mutual adaptation	Address diversity by fostering mutual adaptation in which all components change somewhat, for the sake of achieving common objectives.

Source: Thomas (1996:20)

This is a way of thinking that facilitates diagnosis, understanding and action planning. It can also assist organisations by providing a way of organising data, of discovering and recognising patterns. Thomas (1996:19) states that as a basis, a paradigm concerning diversity should address two fundamental questions: (1) considering the diversity mixture at hand, what are the available action choices? (2) What are the factors that determine which action is selected?

It is evident that there are challenges facing organisations in managing diversity, but it is also evident that there could be ways of overcoming these challenges. This section highlighted strategies related to addressing diversity management challenges, as well as strategies that organisations can use to implement diversity management. It is understood that organisations can benefit through proper implementation of these strategies.

3.5 CONCLUDING REMARKS

This chapter focused on diversity management strategies which could be utilised as best practices by organisations. These strategies, if properly implemented by the organisation can improve productivity, attract and retain a skilled workforce. These are some of the benefits of diversity management strategies.

Education and training, organisational strategy, communication and employee involvement are some of the best strategies that have been identified. All of this cannot be achieved with the involvement and dedication of management and leadership of an organisation. All of the stakeholders who are affected by diversity, namely employees and supervisors have important roles to play. In the next chapter, the research design and methodology used in this study are discussed.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapters a theoretical overview, of best diversity management strategies and practices, was presented. The need for diversity management, challenges of diversity management and benefits of diversity management were discussed. Models and theories were presented and based on these models as well as relevant literature the importance of aligning diversity management with organisational strategies emerged as a critical factor.

An organisational strategy should be accompanied by the setting of diversity management goals and objectives and the development of policies that guide the implementation of these objectives. It is evident that education, training and development are important in ensuring that a diverse workforce is properly managed.

In this chapter the research methodology utilised for this study is discussed. The research design is reviewed, followed by an overview of different approaches to research and the various sources of data and the data collection and analysis processes used in this research are discussed.

4.2 RESEARCH DESIGN

Burns and Burns (2008:5) define research as a process of systematic enquiry or investigation into a specific problem or issue that leads to new or improved knowledge. In addition, it refers to the process in which scientific methods are used to expand knowledge in a particular field of study (Welman & Kruger, 2001:2).

Research involves the application of various objective methods and techniques in order to create scientifically obtained knowledge. Research design is the plan according to which researchers obtain research participants (subjects) and collect

information from them (Welman & Kruger, 2001:46). In addition, Maree (2007:70) defines research design as a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, data gathering techniques to be used and data analysis to be done. A research design according to Burns and Burns (2008: 82) entails:

- A clear operational statement of theoretical background.
- A framework, actual problem or issue to be investigated.
- Unambiguous and operationally stated hypothesis.
- Random selection or assignment of subject into groups.
- Random selection or assignment of groups for specific treatments or conditions of the experiment.
- Specifying the order or arrangement of giving the treatment or treatments to the groups.
- Specifying the sequence and types of observations or measurements to be taken.
- Specifying how the observation/measurements will be obtained and analysed.

The two approaches commonly used in research studies are the quantitative approach and qualitative approach. For this study, both qualitative and quantitative approaches were used. A qualitative approach was used because it allows the study to be considered from an interpretive perspective. Employees are different in quite a number of ways and these differences can be seen in the way they relate to issues.

In the observation of Wimmer and Dominick (2000:104), the interpretive investigator believes that human beings are fundamentally different and cannot be pigeon-holed. Similarly, Babbie (2007:23) states that the use of a qualitative approach allows the researcher to reflect on the embedded richness of meaning encountered. In other words, it allows the researcher to explain his findings beyond surface meaning and indicate how and why things happen which is not possible when only a statistical or quantitative approach is used. Added to this, a qualitative approach according to Corbin and Strauss (2008:14) allows the researcher to explore the inner experience of participants, to determine how meanings are formed through and in culture and to discover rather than to test variables.

On the other hand, a quantitative approach holds that the research must be limited to what we can observe and measure objectively, that which exists independently of the feelings and opinions of individuals (Welman, Kruger & Mitchell, 2005:6). This approach focuses on numbers rather than focusing on processes. This has granted an opportunity to the researcher to ask people in a structured way, questions on their opinions and views so that hard facts and statistical results can be produced.

For the purposes of this study, a theoretical study was done and a questionnaire was designed and administered to all the respondents in the sample group. This was done through distribution of the questionnaire to campuses and various departments at Lovedale PFET College. The purpose of the survey was to address the sub-problems as stated below.

4.3 ACTIONS TAKEN TO ADDRESS THE SUB-PROBLEMS

The following sub-problems were developed from the main problem:

Sub-problem 1

What is diversity management?

This sub-problem was addressed by a literature study of diversity management theory.

Sub-problem 2

What kind of diversity management practices are recommended in literature?

This sub-problem was addressed by reviewing literature that identified best practices in diversity management.

Sub-problem 3

What are the current diversity management practices at Lovedale PFET College?

This sub-problem was addressed through an empirical study. This was done through a survey. A questionnaire was developed and distributed among senior managers, academic and support staff at Lovedale PFET College. Respondents had to indicate the extent to which they believed best practices were applied at Lovedale PFET College.

Sub-problem 4

How can results from Sub-problem two and Sub-problem three be integrated to provide recommendations for the improvements at Lovedale PFET College? The researcher integrated the results from the literature survey together with the results from the empirical study to provide the college with recommendations for improvement where necessary.

Brynard and Hanekom (2006:36), define data as factual evidence that is collected through scientific investigation. The authors further differentiate between primary and secondary data:

- Primary data is data collected by researchers and this can be done through interviews and field work.
- Secondary data is data used by researchers which has been collected by other researchers concerning other research problems and this could be done through unpublished books, newspapers and the internet.

To broaden knowledge in the area of study, the researcher used a combination of primary data and secondary data. To gather primary data, the researcher conducted interviews with senior managers at Lovedale PFET College for the development of the questionnaire. The questionnaire was administered to senior managers, academic and support staff.

4.4 EMPIRICAL STUDY

In order to gather information about the specified target group, a descriptive survey was conducted. A descriptive survey is a technique used for gathering statistical information about the attributes, attitudes or actions of population by administering standardised questionnaires to some or all of its members (Collis & Hussey, 2003:66). Many methods could be used to gather the required information empirical study. For example, depending upon researchers plans interviews, questionnaires, group discussions and observation could be used (Kumar, 2005:24).

4.4.1 Population

Population is defined as the study object, which may be individuals, groups, organisations, humans, products and events, or the conditions to which they are exposed (Welman & Kruger, 2001:46). It also refers to a group in the universe which possesses specific characteristics (for example, public officials with post-graduate degrees). The universe refers to all subjects who possess the attributes which the researcher is interested in researching (for example, the entire number of inhabitants in the country who possesses a post graduate degree). The purpose of the research determines which subjects, objects and other phenomena are to be chosen as the population from which the sample will be selected (Brynard & Hannekom, 2006:55).

The size of the population usually makes it impractical and uneconomical to involve all the members of the population in a research project. Consequently, researchers have to rely on the data obtained from a sample of the population (Welman & Kruger, 2001:46). The population for this study was employees at Lovedale PFET College. It included senior managers, academics and support staff.

4.4.2 Sampling

A *sample* is a sub-group of the population you are interested in (Kumar, 2005:164). A sample is aimed at understanding the whole population from which it is drawn and explaining some facet of this target population. *Sampling* refers to the process used to select a portion of the population for study (Maree, 2007:79).

In determining the sample, there are no fixed rules, only guidelines which suggest the size of the representative percentage of the population to be studied. The following guidelines, according to Brynard and Hannekom (2006:4), could be followed:

- The more homogeneous the population, the smaller the sample size required.
The more heterogeneous the population, the larger the sample required.
- The sample error is probability; the sample should be as large as possible.
The larger the sample, the more accurate the conclusion will be.

There are two major classes to which sampling methods belong. They are *probability* methods and *non-probability* methods. Probability methods are based on the principles of randomness and probability theory, while non-probability methods are not (Maree, 2007:172). In the case of probability, we can determine the probability that any element or member of the population will be included in the sample. In non-probability sampling by contrast, we cannot specify this probability, insofar as it does exceed zero. Some elements have no chance of being included in some examples of non-probability samples (Welman & Kruger, 2001:47).

Probability sampling methods

The following four methods can be classified under probability sampling methods:

- Simple random sampling - In this method, each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen.
- Stratified random sampling - In this method of sampling, the population is divided into a number of homogeneous, non-overlapping groups called strata. Within each stratum, independent sampling (e.g. simple random or systematic sampling) is then conducted. The strata can be formed based on natural subgroups or on available information.
- Systematic sampling - The manner in which a systematic sample is drawn is by systematically moving through the sample frame and selecting every element. To introduce randomness into the procedure, the starting point is chosen at random.
- Cluster sampling - This method is similar to stratified sampling in the sense that the population is also divided into a number of non-overlapping groups. However these groups are usually much smaller than strata. They are called clusters and this method of sampling involves the random selection of a number of clusters from which either all elements or a randomly selected number from the sample will be selected.

Non Probability Sampling Methods

The following four methods can be classified under non probability sampling methods:

- Convenience sampling - This method refers to situations where population elements are selected based on the fact that they are easily and conveniently available. It is quick and cheap, but does not result in representative samples.
- Quota sampling - To use this method of sampling, the researcher first has to identify categories of people that need to be in the sample and the required number (quotas) in these categories. Sampling is then done by means of, for example convenience sampling, until the quotas have been reached.
- Snowball sampling - This method is often used in cases where the population is difficult to find or where the researcher's interest is in an interconnected group of people. Examples are the elites of medium-sized cities or homeless people in the same type of rare job. The starting point with this method is making contact with one or more people who belong to the population.
- Purposive sampling - This method of sampling is used in special situations where the sampling is done with a specific purpose in mind. Researchers rely of their experience, ingenuity and/or previous research findings to deliberately obtain units of analysis in such a manner that the sample they obtain may be regarded as being representative of the relevant population.

For the purposes of this study, a simple random sampling method was used as it was assumed that respondents or target population was relatively similar in terms of their responses to the variables being investigated. In this case, they were all employed at the same college, and therefore subjected to the same environment, which was characterised by diversity.

4.4.3 Question Development and Design

Question development and design are an important part of the research process, since it is where the data is generated. When a questionnaire is designed, the researcher has to keep in mind what type of data will be generated by the questions and the statistical techniques that will be used to analyse it. For the development of the questionnaire used in this study, the following guidelines presented by (Maree, 2007:158), were taken into account:

- Appearance of questionnaire.
- Question sequence.

- Wording of questions.
- Response categories.
- Use of language that the respondents will understand.
- Avoid ambiguity, lack of precision or vagueness - questions should be clear and the respondent must know exactly what is being asked.
- Avoid double questions.
- Avoid leading questions - questions should not lead or guide the respondent to answer in a certain way.
- Avoid asking knowledge questions, including questions that a respondent will find difficult to answer, or memory questions.
- Avoid asking hypothetical questions- answers tend not to be very reliable.
- Avoid double - negative questions as they are confusing.
- Items must be formulated in the first person.
- Preferably items must be formulated as statements and not questions.

The questionnaire (ANNEXURE B) used in this study was divided into three sections:

- Section A - This section contained biographical questions designed to provide a relevant profile of the respondents. The questions were closed, and the respondents had to choose the correct alternative in a multiple choice type approach. The questions related to gender, age, home language, position, length of service, highest qualification, racial group and religion and were presented to the respondents. Question A9 required the respondents to indicate their understanding of diversity management.
- Section B - This section contained questions aimed at assessing the extent to which diversity management strategies were applied at Lovedale College. The questions were designed using a four point Likert scale, which ranged from strongly agree to strongly disagree.
- Section C - This section contained questions aimed at diversity management outcomes. The questions were designed using Likert scales, ranging from strongly agree to strongly disagree.

- The last question was an open invitation to respondents to add anything else they wanted on the diversity management practices at Lovedale PFET College.

Reliability and validity are considered when developing a measuring instrument. Measurement involves the assignment of numbers, in terms of fixed rules, to individuals (or objects) to reflect differences between them according to some or other characteristics or attributes (Welman & Kruger, 2001:130). The concept of validity and reliability are presented below and discussed in terms of this study.

4.4.4 Reliability

Reliability of an instrument means that if the same instrument is used at different times or administered to different subjects from the same population, the findings should be the same. This refers to the extent to which a measuring instrument is repeatable and consistent (Maree, 2007:215).

There are a number of different types of reliability (Maree, 2007:215), which are:

- Test re-tested method – this type of reliability of an instrument is determined by administering the instrument to the same subjects on two occasions. The first set of scores is then compared with the second set of scores by calculating a correlation coefficient. Such a coefficient will take on a value close to zero if the instrument has low reliability, and close to one if it has high reliability. In this case, the responses received in the pilot study were compared with those of the main survey. The response trends were similar in nature.
- Equivalent form reliability – a measure of this type of reliability is obtained by administering the instrument and then on a second occasion administering an equivalent instrument - measuring the same construct - to the same subjects. Comparing the two sets of scores by means of a correlation coefficient provides the degree of this type of reliability of the instrument. Since a

different instrument is used on the second occasion, the possibility of the memory effect problem is eliminated.

- Split - half reliability – To obtain a measure of this type of reliability, the items that make up the instrument is divided in two, forming two separate instruments. To divide the items, three methods are commonly used:
 - The even numbered items form one of the instruments and the odd numbered items comprise the other instrument.
 - The items are randomly assigned to the two instruments.
 - The first half of the items form one of the instruments and the second half make up the other instrument.
- Internal reliability – this type of reliability is also called internal consistency. When a number of items are formulated to measure a certain construct, there should be high degree of similarity among them since they are supposed to measure one common construct.
- The coefficient that is used to measure the internal reliability of an instrument is called Cronbach's Alpha co-efficient and is based on the inter-item correlations. If the items are strongly correlated with each other, their internal consistency is high and the alpha coefficient will be close to one. The following guidelines for the interpretation of Cronbach's Alpha have been suggested by Maree (2007:216) :
 - 0.90 - high reliability.
 - 0.80 - moderate reliability.
 - 0.70 - low reliability.

Reliability of 0.80 is regarded more acceptable in most applications while values lower than 0.60 are regarded as unacceptable.

For the purpose of this study, Chronbach's Alpha was used to estimate the reliability and the consistency of the responses to statements in the questionnaire. Of all the

statements that loaded onto Factor 1, the results revealed alpha scores of 0.9 and above which were higher than 0.8.

For Factor 4, the score for Statement 22 was reversed as it had a negative correlation with Statement 14. The results reveal a total Cronbach's Alpha of 0.49 which shows lower internal consistency and reliability among the two statements that loaded on to Factor 4. The reader therefore should read results of Factor 4 with caution.

4.4.5 Validity

The validity of an instrument refers to the extent to which it measures what it is supposed to measure. According to Maree (2007:216), there are a number of different types of validity, namely:

- Face validity – Face validity refers to the extent to which an instrument “looks” valid. In other words, does the instrument appear to measure what is supposed to measure? This type of validity cannot be quantified or tested, but any instrument should be scrutinised by experts in the field to ensure a high degree of face validity.
- Content validity – This kind of validity refers to the extent to which the instrument covers the complete content of the particular construct that it sets out to measure. To ensure the content validity of an instrument, the researcher usually presents a provisional version to experts in the field for their comments before finalising the instrument. In this case the questionnaires were submitted to an expert in the field of human resources management and organisational behaviour, who verified that the content was measuring the construct under investigation, namely diversity and diversity management practices.
- Construct validity – This kind of validity is needed for standardisation and has to do with how well the constructs covered by the instrument is/are measured by different groups of related items.

- Criterion validity – This type of validity is probably the ultimate test as to whether an instrument measures what it is supposed to measure. To be able to measure the degree of criterion validity of an instrument, scores on an existing instrument, which is known to measure the same construct, should be available for the sample of subjects.

The following factors have been identified by Maree (2007:218) as threats to validity and should be seriously considered by the researcher:

- The reliability of the instrument - if the instrument is not reliable, it cannot be valid.
- Some respondents may tend to agree or say yes to all questions - to guard against this, formulate some questions positively and some questions negatively.
- Social desirability (respondents answer in a manner they think is expected) - carefully formulate items and their response levels for which this may be a problem in order to minimise this phenomenon.
- Item bias (some groups systematically score items higher or lower than others due to external factors such as language or cultural differences) - cultural differences occur frequently since the meaning of items is not the same for different cultures. Gender bias is also common.

For the purpose of this study, the questionnaire was checked for the content, as well as the construct validity to ensure that the items in the questionnaire reflected the main concepts, as revealed in the theory. The questionnaire was also checked to determine whether the concepts used in the instrument were clear and concise.

4.4.6 Pilot Study

A pilot study or preliminary investigation is “a dress rehearsal of the main investigation” because it is similar to the planned investigation, though on a smaller scale. It is conducted in the proposed area of research involving the people at whom the main study is aimed (De Vos *et al.* 2002 cited in Brynard & Hanekom, 2006:50).

Welman and Kruger (2001:141) explain the purpose of the pilot study as inter alia:

- To detect possible flaws in the measurement procedures (such as ambiguous instructions and inadequate time limits) and in the operation of the independent variable/s.
- To identify unclear or unambiguously formulated items. Not only should the actual question be put to the participants, but they should also be asked to indicate how they have interpreted the formulated questions.
- At the same time, such a pilot study allows researchers or their assistants to notice non-verbal behaviour (on the part of participants) that possibly may signify discomfort or embarrassment about the content or wording of the questions.

Before conducting a pilot study, the questionnaire was submitted to the editor and language specialist at Lovedale PFET College for comment on clarity and conciseness of the content and structure of the questionnaire. The questionnaire was found to be clear and concise.

The questionnaire was distributed to a pilot sample of nine respondents who were asked to state the difficulties in answering the questions. There were no concerns raised by these individuals. The time taken to answer the questionnaire was then confirmed to be 15 minutes.

4.4.7 Administering the Questionnaire

A researcher has to consider the following in terms of the implementation and administration of the questionnaire (Lancaster, 2005:138):

- Method of administering the questionnaire, for example, face-to-face versus non-personal.
- Method of distribution/returning the questionnaire for example, telephone, mail or computer based.
- Method of recording the responses.

For this study, the following process was followed in administering the questionnaire. The questionnaire was hand-delivered by campus administrative officers to all eligible participants on various campuses of Lovedale PFET College. The respondents were then requested to return the completed questionnaire to administrative officers on campuses at a specified date. Twenty (20) days were provided for the completion of the questionnaires.

4.4.8 Data Analysis

The questionnaire was coded and the researcher assigned one as the code for the lowest ranked variable (strongly disagree) and four for the highest ranked variable (strongly agree). The data which was collected from respondents was recorded in a Microsoft Excel file and was submitted to a statistician at the Nelson Mandela Metropolitan University who processed the information based on guidelines provided. The results were then interpreted. Descriptive and inferential statistics, including the results are presented in Chapter five.

4.4.9 Response Rate

The questionnaire was distributed by hand through campus administrative officers to all eligible employees of Lovedale PFET College. After 15 days, ninety responses were received and were, for the purposes of the analysis, taken as the final number of participants. The response rate for the study was considered good as it was more than the 50-200 range required for viability. The results for Section A are presented and interpreted below.

4.5 RESULTS AND ANALYSIS OF SECTION A: BIOGRAPHICAL INFORMATION

In this section the results of Section A are presented and analysed. The respondents were asked to give information pertaining to their gender, age, racial group, positions, length of service in years, religion and highest qualification obtained.

4.5.1 Biographical Information

The following table presents responses with regards to gender.

Table 4.1: Gender

Demographical Variable: Gender	Category	Response Frequency	Percentage (%)
	Male	46	51
	Female	44	49
Total		90	100

The results in Table 4.1 indicate that 51% of the respondents are male and 49% are female. This also indicates that both males and females are adequately represented in the responses.

The results in Table 4.2 below reflect the differences in terms of age, where respondents were required to choose the age category relevant to them.

Table 4.2: Age

Demographical Variable: Age	Category	Response Frequency	Percentage (%)
	18-25	7	8
	26-35	37.8	38
	36-45	22.2	22
	46-55	16.7	17
	Other	15.6	16
Total		90	100

The age of the respondents range from 18 to 55+ years, with the largest number of people 38%, falling in the category of 26 to 35 years.

Table 4.3 below indicates the home language of the respondents.

Table 4.3: Home language

Demographical Variable: <i>Home Language</i>	Category	Response Frequency	Percentage (%)
	IsiXhosa	69	77
	English	8	9
	Afrikaans	5	6
	Other	8	8
Total		90	100

The results in Table 4.3 indicates that the home language of the staff at Lovedale PFET College is mostly IsiXhosa 77%, followed by English nine percent (9%), Afrikaans six percent (6%) and other languages eight percent (8%).

Table 4.4 indicates the spread over different positions at Lovedale PFET College.

Table 4.4: Positions

Demographical Variable: <i>Position</i>		Category	Response Frequency	Percentage (%)
	Management	Deputy Director	3	3
		Middle Manager	10	11
		Campus Head	5	6
		Programme Manager	5	6
		Academics	34	37
		Support Staff	33	37
Total			90	100

Most of the respondents are academic staff (37%) and support staff (37%). The rest are in managerial positions (26%).

Table 4.5 indicates the length of service of the respondents.

Table 4.5: Length of Service

Demographical Variable: <i>Length of service</i>	Category	Response Frequency	Percentage (%)
	0-2 years	39	43
	3-4 years	15	17
	5-10 years	20	22
	11-15	6	7
	15+	10	11
Total		90	100

The results show that the college has a larger percentage, (43%) of employees with a short length of service (less than 2 years). There are (17%) of the respondents who have a length of service of three to four years and therefore (60%) in total who have less than four years of service, which might have implications for the continuity of culture at the college. On the positive side, it could also mean that these respondents are less affected by historical management practices at the college and their responses would be more reflective of the culture prevalent at the time of the study.

The respondents were required to indicate their highest qualifications. The results are presented in Table 4.6.

Table 4.6: Highest Qualification

Demographical Variable: <i>Highest Qualification</i>	Category	Response Frequency	Percentage (%)
	Trade	3	3
	Matric Certificate	5	6
	Diploma	31	34
	Degree	17	19
	Post graduate degree	28	31
	Other	6	7
Total		90	100

The results indicate that most of the respondents (34%) have either a diploma or a degree (19%), or a post graduate degree (31%), which is expected from a college of this nature as it is an academic institution.

Table 4.7 shows the distribution of race among the respondents.

Table 4.7: Race

Demographical Variable: <i>Race</i>	Category	Response Frequency	Percentage (%)
	Coloured	3	3
	African	78	86
	White	7	7
	Indian	1	2
	Other	1	2
Total		90	100

The results show that most of the respondents (86%) are African. Although this might give the perception of homogeneity, the theory indicated that diversity is much broader than race or language.

The respondents were required to indicate their religion. The results are presented in Table 4.8.

Table 4.8: Religion

Demographical Variable: <i>Religion</i>	Category	Response Frequency	Percentage (%)
	Christianity	86	95.6
	Judaism	2	2.2
	Other	2	2.2
Total		90	100

The majority of respondents (95.6%) are Christian.

The last question in Section A required the respondents to indicate attendance of diversity workshops. The results are presented in Table 4.9.

Table 4.9: Workshop Attendance

Demographical Variable: <i>Workshop Attendance</i>	Category	Response Frequency	Percentage (%)
	Yes	11	12
	No	79	88
Total		90	100

This table indicates that (88%) of the respondents have never been exposed to diversity training.

4.6 CONCLUDING REMARKS

In this chapter the research methodology used to address the sub-problems was discussed. The chapter concluded with the presentation and discussion of the demographical information of the respondents who participated in this study. The respondents were mostly male, between the ages of 26 to 35, with tertiary qualifications. The respondents were mostly Africans and Christians, with IsiXhosa being the main language. In the following chapter, the empirical findings of the survey will be presented and interpreted.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF RESULTS

5.1 INTRODUCTION

In the previous chapter an outline was provided of the research design and methodology used in this study. The data was collected by means of a survey using a questionnaire. This tool was used to obtain knowledge and information about the research problem. The findings were analysed through statistical analysis. The aim of this chapter is to assist in the resolution of Sub-problems 3 and 4 since Sub-problem 2 was already addressed in the literature study.

Sub-problem 3

What are the current diversity management practices at Lovedale PFET College?

Sub-problem 4

How can the results from Sub-problem 2 and Sub-problem 3 be integrated to provide recommendations for the improvements at Lovedale PFET College?

In this chapter, the results of the survey are presented. The results are presented in the same sequence as they appear in the questionnaire which consisted of three sections: A, B and C.

The data collected from Section A of the questionnaire was presented and analysed in Chapter four. The focus of this chapter is on the following sections:

Section B: Diversity Management Strategies.

Section C: Diversity Management Outcomes.

The chapter includes a presentation and analysis of means scores and standard deviations of the results from the survey, frequency scores (related to specific categories), Principal Component Analysis and the Cronbach's Alpha for the

components identified through Principal Component Analysis. In addition, the relationship between diversity management strategies and diversity management outcomes is investigated. Lastly, the relationship between selected biographical data and results is explored.

5.2 ANALYSIS AND INTERPRETATION OF SECTION B: DIVERSITY MANAGEMENT STRATEGIES

Section B of the questionnaire required the respondents to indicate the extent to which they agreed that diversity management strategies were in place at Lovedale PFET College. Table 5.1 shows the means and standard deviations scores for Section B.

Table 5.1: Means and Standard Deviations of Scores: Section B

No	Diversity Management Strategies	N	Mean	SD
1.	Diversity management is a key part of the college's strategic plan	90	2.69	0.94
2.	Clear diversity management goals and expectations are reflected in the strategic plan	90	2.54	0.80
3.	Policies address the needs of the college's diverse workforce	90	2.59	0.83
4.	Employees are directly involved in crafting organizational strategy	90	2.11	0.73
5.	Equity plans are included in the organisational strategy	90	2.56	0.84
6.	All segments of the college's population are represented in the top leadership team of the college	90	2.42	0.83
7.	Top management provides direction for the creation of an environment that supports diversity	90	2.47	0.82
8.	The college management clearly communicates their commitment to diversity	90	2.37	0.73
9.	The college management constantly models its commitment to diversity	90	2.37	0.77
10.	Managers treat each person with fairness and dignity	90	2.49	0.78
11.	There is sensitivity with regards to different racial and ethnic customs	90	2.77	0.77
12.	Religious and personal preferences are taken into account in the selection of food for college functions	90	2.41	0.81
13.	Employees from other countries are welcomed, respected and treated as equals	90	3.16	0.65
14.	Flexibility exists to accommodate diverse personal responsibilities outside the job	90	2.72	0.75
15.	Employees are welcomed and accepted regardless of life style	90	2.94	0.80
16.	Social events are arranged where people from diverse backgrounds can interact	90	2.19	0.90
17.	Diverse group members are complimented for the way	90	2.48	0.75

	they interact informally			
18.	New employees are welcomed into diverse social groups at work	90	2.57	0.74
19.	Informal social celebrations are opened to all staff, irrespective of their diversity	90	2.44	0.84
20.	A feeling of inclusivity exists in the informal interaction at the college	90	2.54	0.81
21.	Policies, systems and procedures support diversity at the college	90	2.37	0.69
22.	Cultural audits are conducted at the college to determine if diversity goals and objectives are achieved	90	1.93	0.68
23.	Diversity is taken into account during recruitment drives	90	2.49	0.84
24.	Diversity management measures are aimed at workplace transformation	90	2.49	0.78
25.	Employees are involved in diversity management programs	90	2.10	0.79
26.	Input from all groups is encouraged during meetings	90	2.83	0.80
27.	Management verbally interacts with employees about the importance of diversity management	90	2.22	0.80
28.	Policies related to diversity management are provided to all employees	90	2.07	0.78
29.	Employees are allowed to express themselves in the language of their choice	90	2.57	0.86
30.	In every section or department there are interactions about the importance of diversity management	90	2.26	0.80
31.	Mutual respect is ingrained as an important value in the organization	90	2.63	0.81
32.	People of different generations are encouraged to be respectful towards each other	90	2.86	0.79
33.	Respect for both male and female employees is promoted	90	3.06	0.77
34.	Employees are encouraged to respect each other irrespective of their religious affiliations	90	2.92	0.80
35.	Employees are encouraged to attend diversity management initiatives and programmes	90	2.02	0.76
36.	Training is provided to leaders to improve their	90	2.00	0.78

	understanding of diversity management			
37.	Training is offered to develop an understanding of the values, beliefs, customs and preferences of other groups	90	2.06	0.75
38.	Workshops are conducted in diversity management	90	1.89	0.57
39.	Diversity days are held to celebrate the richness of cultures	90	1.89	0.76
40.	Staff encourage students to value diversity	90	2.43	0.87

An analysis of the mean and standard deviation of variables in Section B revealed an aggregate mean of 2.45. This indicates a tendency towards disagree, which is also evident from twenty four of the forty statements in this section which received a mean score of less than 2.5, while only 16 statements show a tendency towards agree. The highest mean scores were Statements 13 and 33:

- Statement 13 (Employees from other countries are welcomed, respected and treated as equals) with a mean score of 3.16.
- Statement 33 (Respect for both male and female employees is promoted) with a mean score of 3.06.

Bhatia *et al.* (2008:6) in their study, have highlighted international careers and expatriates as becoming common phenomena and add that a large number of women are joining the workforce (*refer to paragraph 2.2*).

The lowest mean scores were statements 22, 38 and 39:

- Statement 22 (Cultural audits are conducted at the college to determine if diversity goals and objectives are achieved) with a mean score of 1.93 and a standard deviation of 0.68.
- Statement 38 (Workshops are conducted in diversity management) with a mean score of 1.89 while the standard deviation is 0.57.
- Statement 39 (Diversity days are held to celebrate the richness of cultures) with a mean score 1.89 and a standard deviation of 0.76.

This indicated agreement amongst respondents that there was a lack of awareness and a lack of education about diversity at the college. This was contrary to some of

the strategies proposed by Gardenswartz and Rowe (1998:248) that indicate that the organisation should ensure there is sensitivity to and awareness of different religious and ethnic holidays and customs. Mateo *et al.* (2001:1) also advocate staff coaching and education (*refer to paragraph 3.4*).

These results show that there is a gap between what theory proposes as best strategies and the extent to which Lovedale PFET applies these theories and strategies. Although the theoretical study highlighted the importance of the development and application of diversity management strategies, inclusivity is regarded as a good strategy. Mateo *et al.* (2001:1) explain the symptoms of inclusivity (*refer to paragraph 3.4*). These symptoms include amongst others:

- Employees are welcomed and accepted regardless of life style.
- All segments of the population are presented in the executive suite.
- There is sensitivity to and awareness of different religious and ethnic holidays.

The empirical study revealed that the institution did not apply diversity management strategies.

5.3 ANALYSIS AND INTERPRETATION OF SECTION C: OUTCOMES OF DIVERSITY MANAGEMENT

Section C of the questionnaire required the respondents to indicate the extent to which they agree that the desired outcomes of diversity management are evident at the college. Table 5.2 shows means and standard deviations for Section C.

Table 5.2: Means and Standard Deviations of Scores: Section C

No	Diversity Management Outcomes	N	MEAN	SD
1.	The college retains skilled employees because of good diversity management practices	90	2.33	0.81
2.	Diversity management at the college is positively affecting the performance of the employees	90	2.40	0.78
3.	Diversity management contributes to the development of the college	90	2.52	0.80
4.	Diversity management contributes to innovation at the college	90	2.50	0.77
5.	Diversity management results in organizational growth at the college	90	2.50	0.78
6.	Diversity management results in individual growth at the college	90	2.44	0.85
7.	The college enjoys a positive institutional image and reputation due to the way diversity is managed	90	2.43	0.75
8.	The college is attracting skilled people from various backgrounds	90	2.74	0.79
9.	There is good relations among employees from different backgrounds	90	2.23	0.75
10.	Employees feel positive towards working at the college	90	2.69	0.80

An analysis of mean and standard deviation of variables in Section C revealed an aggregate mean of 2.5. This indicates a tendency towards agree, with five of the ten statements being 2.5 or more. The highest score was for Statement 8 (the college is attracting skilled people from various backgrounds) with a mean score of 2.74 and a standard deviation of 0.79. Mor Barack (2005:234) indicates that there is accumulative evidence that one of the benefits of inclusive diversity practices is cost saving to due to lower turnover, less absenteeism and improved productivity and winning the competition for talent.

The lowest mean score was for Statement 1 (the college retains skilled employees because of good diversity management practices) with a mean score of 2.33 and a

standard deviation of 0.81. This indicates the gap between attracting good talent and retaining it. The respondents disagreed that the college retained talent through diversity management strategies.

In this section, a qualitative analysis in the form of mean and standard deviations was presented. In the following section, the frequency scores and percentages for statements in Section B are presented. The reason for presenting frequency scores is that mean scores provide an average score and do not always highlight specific discrepancies in the responses received. The frequency responses are then further analysed in terms of specific categories, such as Organisational Strategy and Leadership/Management.

5.4 ANALYSIS OF RESULTS OF SECTION B: STRATEGIES FOR DIVERSITY MANAGEMENT

Table 5.3 presents the frequency scores and percentages for statements in Section B.

Table 5.3: Strategies for Diversity Management: Section B

No	Diversity Management Strategies	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1.	Diversity management is a key part of the college's strategic plan	23.3 (21)	32.2 (29)	34.4 (31)	10.0 (9)
2.	Clear diversity management goals and expectations are reflected in the strategic plan	11.1 (10)	36.7 (33)	44.4 (40)	7.8 (7)
3.	Policies address the needs of the college's diverse workforce	13.3 (12)	41.1 (37)	36.7 (33)	8.9 (8)
4.	Employees are directly involved in crafting organizational strategy	4.4 (4)	18.9 (17)	60.0 (54)	16.7 (15)
5.	Equity plans are included in the organisational strategy	12.2 (11)	41.1 (37)	36.7 (33)	10.0 (9)
6.	All segments of the college's population are represented in the top leadership team of the college	8.9 (8)	37.8 (34)	40.0 (36)	13.3 (12)
7.	Top management provides direction for the creation of an environment that supports diversity	13.3 (12)	27.8 (25)	51.1 (46)	7.8 (7)
8.	The college management clearly communicates their commitment to diversity	6.7 (6)	31.1 (28)	54.4 (49)	7.8 (7)
9.	The college management constantly models its commitment to diversity	6.7 (6)	30.0 (27)	56.7 (51)	6.7 (6)
10.	Managers treat each person with fairness and dignity	5.6 (5)	50.0 (45)	32.2 (29)	12.2 (11)
11.	There is sensitivity with regards to different racial and ethnic customs	13.3 (12)	56.7 (51)	23.3 (21)	6.7 (6)
12.	Religious and personal preferences are taken into account in the selection of food for college functions	6.7 (6)	41.1 (37)	38.9 (35)	13.3 (12)
13.	Employees from other countries are welcomed, respected and treated as equals	27.8 (25)	62.2 (56)	7.8 (7)	2.2 (2)
14.	Flexibility exists to accommodate diverse personal responsibilities outside the job	11.1 (10)	55.6 (50)	27.8 (25)	5.6 (5)

15.	Employees are welcomed and accepted regardless of life style	23.3 (21)	53.3 (48)	17.8 (16)	5.6 (5)
16.	Social events are arranged where people from diverse backgrounds can interact	7.8 (7)	27.8 (25)	40.0 (36)	24.4 (22)
17.	Diverse group members are complimented for the way they interact informally	6.7 (6)	43.3 (39)	41.1 (37)	8.9 (8)
18.	New employees are welcomed into diverse social groups at work	8.9 (8)	44.4 (36)	41.1 (37)	5.6 (5)
19.	Informal social celebrations are opened to all staff, irrespective of their diversity	8.9 (8)	40.0 (36)	37.8 (34)	13.3 (12)
20.	A feeling of inclusivity exists in the informal interaction at the college	6.7 (6)	54.4 (49)	25.6 (23)	13.3 (12)
21.	Policies support diversity at the college	4.4 (4)	35.6 (32)	52.2 (47)	7.8 (7)
22.	Cultural audits are conducted at the college to determine if diversity goals and objectives are achieved	1.1 (1)	16.7 (15)	56.7 (51)	25.7 (23)
23.	Diversity is taken into account during recruitment drives	11.1 (10)	41.1 (33)	36.7 (33)	11.1 (10)
24.	Diversity management measures are aimed at workplace transformation	7.8 (7)	43.3 (39)	38.9 (35)	10.0 (9)
25.	Employees are involved in diversity management programs	5.6 (5)	20.0 (18)	53.3 (48)	21.1 (19)
26.	Input from all groups is encouraged during meetings	28.9 (26)	35.6 (32)	25.6 (23)	10.0 (9)
27.	Management verbally interacts with employees about the importance of diversity management	5.6 (5)	28.9 (26)	47.8 (43)	17.8 (16)
28.	Policies related to diversity management are provided to all employees	4.4 (4)	20.0 (18)	53.3 (42)	22.2 (20)
29.	Employees are allowed to express themselves in the language of their choice	10.0 (9)	51.1 (46)	24.4 (22)	14.4 (13)
30.	In every section or department there are interactions about the importance of diversity management	5.6 (5)	31.1 (28)	46.7 (46)	16.7 (15)
31.	Mutual respect is ingrained as an important value in the organization	11.1 (10)	51.1 (46)	27.8 (25)	10.0 (9)

32.	People of different generations are encouraged to be respectful towards each other	17.8 (16)	56.7 (51)	18.9 (17)	6.7 (6)
33.	Respect for both male and female employees is promoted	27.8 (25)	54.4 (49)	13.3 (12)	4.4 (4)
34.	Employees are encouraged to respect others irrespective of their religious affiliations	23.3 (21)	50.0 (45)	22.2 (20)	4.4 (4)
35.	Employees are encouraged to attend diversity management initiatives and programmes	3.3 (3)	20.0 (18)	52.2 (47)	24.4 (22)
36.	Training is provided to leaders to improve their understanding of diversity management	4.4 (4)	17.8 (16)	56.7 (51)	21.1 (19)
37.	Training is offered to develop an understanding of the values, beliefs, customs and preferences of other groups	4.4 (4)	17.8 (16)	56.7 (51)	21.1 (19)
38.	Workshops are conducted in diversity management	0 (0)	11.1 (10)	66.7 (60)	22.2 (20)
39.	Diversity days are held to celebrate the richness of cultures	3.3 (3)	13.3 (12)	52.2 (47)	31.1 (28)
40.	Staff encourage students to value diversity	8.9 (8)	42.2 (38)	32.2 (29)	16.7 (15)

Table 5.3 illustrates the perceptions of respondents regarding diversity management strategies. All statements in Section B are grouped into categories based on their similarities:

- Statements 1-5 (Organisational Strategy).
- Statements 6-10 (Management/Leadership).
- Statements 11-15 (Organisational Culture, Structure and Application).
- Statements 16-20 (Social Interaction).
- Statements 21-25 (Policies, Procedures and Systems).
- Statements 26-30 (Communication).
- Statements 31-34 (Promotion and Practice of Respect).
- Statements 35-40 (Diversity Education and Training).

In the analysis of this section, for each statement the responses for strongly agree were combined with the responses for agree to comprise a percentage out of one

hundred percent. The difference was automatically allocated for disagree/strongly disagree. The analysis showed that (53%) of the respondents in Category 1 (organisational strategy) disagreed/strongly disagreed that the organisational strategy addresses diversity management, while (47%) of the respondents agreed/strongly agreed with statements one to five.

In the second category, consisting of statements six to ten (management/leadership), (56%) of the respondents disagreed/strongly disagreed that management is providing direction in terms of communication and modelling of their commitment to diversity management, while (44%) of the respondents agreed/strongly agreed. This is contrary to the first cornerstone of the Cultural Intelligence Implementation Model that encourages top management commitment in dealing with differences amongst workforce particularly those of cultural differences (Van de Wal & Ramotsehoa, 2001 cited in Van Zyl *et al.* 2011:5) (*refer to paragraph 3.3*). In this category, it was also indicated that there is inadequate representation of diversity in leadership positions.

The category “Organisational culture, Structure and Application” – statements 11 to 15 shows that (70%) of the respondents agreed/strongly agreed that the culture and structures embrace a diverse workforce, while 30% disagreed/strongly disagreed that the culture and structures accommodate all people from different backgrounds.

Of the respondents, (42%) agreed/strongly agreed with statements under the category (social interaction, statements 16 to 20), meaning there are interactions amongst staff members and management, while (52%) of the respondents disagreed/strongly disagreed.

In statements 21 to 25 under category “Policies, procedures and systems”, (63%) of the respondents disagreed/strongly disagreed with statements, whilst (37%) per cent of the respondents agreed/strongly agreed that policies and processes addressed diversity management.

Statements 26 to 30 are categorised as “Communication” and (56%) of the respondents disagreed/strongly disagreed with statements, while (44%) of the

respondents agreed/strongly agreed with the statements. Seago (1996) cited in Mateo *et al.* (2001:1), identified communication as a management strategy that has been proven to be successful (*refer to paragraph 3.3*).

In the “Promotion and Practice of Respect” category (Statements 31 to 34), an overwhelming majority of the respondents agreed/strongly agreed with the statements - (73%), while (23%) disagreed/strongly disagreed.

In the last category on “Diversity Education and Training”, with statements 35 to 40, (55%) of the respondents disagreed/strongly disagreed with the statements, while (45%) of the respondents agreed/strongly agreed. Van de Wal and Ramotsehoa (2001 cited in Van Zyl *et al.* 2011:5)

state that training and development provides an understanding of the values, beliefs, customs and preferences of the other group and enhances cultural diversity (*refer to Figure 3.2*).

In conclusion, the responses to these categories indicated that organisational strategy and diversity management policies and procedures received high percentages. This indicates that the majority of the respondents agreed that good diversity management policies and procedures as well as the inclusion of diversity management in organisational strategy, can yield good outcomes. In the next section the results of Section C on diversity management outcomes will be analysed.

5.5 ANALYSIS OF RESULTS OF SECTION C: DIVERSITY MANAGEMENT OUTCOMES

Table 5.4 presents the results for Section C: Diversity Management Outcomes. The frequency scores are presented with raw scores in bracket

Table 5.4: Diversity Management Outcomes: Section C

No	Diversity Management Outcomes	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
1.	The college retains skilled employees because of good diversity management practices	6.7 (6)	34.4 (31)	44.4 (40)	14.4 (13)
2.	Diversity management at the college is positively affecting the performance of the employees	5.6 (5)	41.1 (37)	41.1 (37)	12.2 (11)
3.	Diversity management contributes to the development of the college	8.9 (8)	44.4 (40)	36.6 (34)	8.9 (8)
4.	Diversity management contributes to innovation at the college	7.8 (7)	45.6 (41)	37.8 (34)	8.9 (8)
5.	Diversity management results in organizational growth of the college	10.0 (9)	37.8 (34)	44.4 (40)	7.8 (7)
6.	Diversity management results in individual growth at the college	11.1 (10)	34.4 (31)	42.2 (38)	12.2 (11)
7.	The college enjoys a positive institutional image and reputation due to the way diversity is managed	8 (8.9)	32.2 (29)	52.2 (47)	6.7 (6)
8.	The college is attracting skilled people from various backgrounds	15.6 (14)	48.9 (44)	30.0 (27)	5.6 (5)
9.	There are good relations among employees from different backgrounds	20.0 (18)	57.8 (52)	17.8 (16)	4.4 (4)
10.	Employees feel positive towards working at the college	14.4 (13)	46.7 (44)	32.2 (29)	6.7 (6)

Table 5.4 shows the respondents perceptions with regards to the outcomes of diversity management. There are ten statements in this section and respondents were expected to indicate the extent to which they are in agreement with the outcomes of diversity management.

Of the respondents, (59%) indicated that they disagreed/strongly disagreed with statement 1 (college retains skilled employees through good diversity management), while (41%) agreed/strongly agreed with the statement.

There was a spread of responses to statement 2 (diversity management at the college is positively affecting the performance of the employees) with 54% of the respondents disagreeing/strongly disagreeing with the statement, whilst 46% agreed/strongly agreed with the statement. Thomas and Ely (2001:35) mention a few benefits of diversity management. Amongst these are increased profitability and a movement beyond financial measures (*refer to paragraph 2.5*).

In statement 3 (diversity management at the college is positively affecting the performance of the employees), 54% of the respondents agreed/strongly disagreed with the statement, whilst 46% disagreed/strongly disagreed. Thomas and Ely (2001:35) mention creativity as one of the benefits of diversity management (*refer to paragraph 2.5*).

With regards to Statement 4 (diversity management contributes to innovation at the college), 53% of the respondents agreed/strongly agreed, while (47%) disagreed/strongly disagreed. Thomas and Ely (2001:35) mention organisational growth and individual growth as some of the benefits of diversity management. Mor Barack (2005:234) adds by saying the opportunity to drive business growth and productivity by leveraging the many facets of diversity such as marketing more effectively to minority communities or to senior citizens, is one of the outcomes of diversity management.

Statement 5 (diversity management results in organisational growth of the college), elicited (48%) agreed/strongly agreed responses, whilst (52%) of the respondents disagreed/strongly disagreed with the statement. Robinson and Dechant (1997) cited in Mor Barack (2005:234) state that there is accumulative evidence that one of the benefits of inclusive diversity practices is the positive effect that diversity management has on the company's image and stock prices (*refer to paragraph 2.5*).

Statement 6 (diversity management results in individual growth at the college), 45% of the respondents agreed/strongly agreed with the statement, whilst 55% of the respondents disagreed/strongly disagreed with the statement.

In statement 7 (the college enjoys a positive a positive institutional image and reputation due to the way diversity is managed), 40% of the respondents agreed/strongly agreed with the statement, while 60% of the respondents disagreed/strongly disagreed with statement. Bhatia *et al.* (2008:11), highlighted a few benefits of diversity management, and one of those is better image and teamwork (*refer to paragraph 2.5*).

In statement 8 (the college is attracting skilled people from various backgrounds), 64% of the respondents agreed/strongly agree with the statement, whilst (36%) disagreed/strongly disagree with the statement. Robinson and Dechant (1997) cited in Mor Barack (2005:234), state that cost saving due to: turnover, less absenteeism, improved productivity and winning the competition for talent by being more attractive to women, previously disadvantaged groups and minority groups is one of the outcomes of diversity management (*refer to paragraph 2.5*).

Of the respondents, (77%) agreed/strongly agreed with statement 9 (there are good relations among employees from different backgrounds), with (23%) disagreed/strongly disagreed with the statement.

In the last statement (employees feel positive towards working at the college), 60% agreed/strongly agreed with statement 10, whilst (40%) disagreed/strongly disagree with the statement.

It is therefore evident that attraction and retaining of skilled employees and good performance is directly linked to proper diversity management. In the next section, the results of the factor analysis, using principle component of variables for both Section B and Section C are presented.

5.6 FACTOR ANALYSIS

The aim of factor analysis is simplification and to make order out of chaos, by identifying basic underlying factors that explain a larger number of other related variables in a parsimonious way (Burns & Burns, 2008:440). According to these authors, a factor is a sort of super-variable with its commonness expressed by the group of variables having high inter-correlation, but low correlations with other group.

Principle Component Analysis (PCA) according to (Burns & Burns, 2008:440) is the extraction of the main factors or components from a group of statements based on the level of correlation amongst statements. Once factors are identified they are used in further inferential statistics.

5.6.1 Principle Component Analysis of Variables in Section B

Principle Component Analysis (PCA) is aimed at identifying the main components presented in data by finding out where the most variance is in the data or where the data is most spread out (using a correlation matrix). The eigenvectors in the data are lines that indicate the direction in which the data is most spread out while the eigenvalues indicate the variation of the data on the eigenvector. The eigenvectors with highest eigenvalues are extracted, qualitatively analysed and labelled. Eigenvectors with little value are excluded because they do not contribute significantly to understanding the data. PCA therefore considers the linear presentation (eigenvectors) of the variable and derives the maximum eigenvalue from variables. It then removes this variance and derives another linear combination, which explains the maximum proportion of remaining variance through successive iteration (Burns & Burns, 2008:444). In doing this, factor axis method is used to extract variables.

In the case of this study, nine principle components or factors were extracted from the data. One of these components had only one factor loading on it, and the extraction was re-done and eight factors were extracted. These factors were qualitatively evaluated by the researcher to identify commonalities amongst the variables and were then labelled based on these commonalities. Table 5.5 shows

the correlation between the factors in Section B and, in yellow highlighting, the correlations of statements that loaded onto each other.

Table 5.5: Factor Analysis for Section B (Diversity Management Strategies)

Pattern Matrix^a

	Factor							
	1	2	3	4	5	6	7	8
SB1	,633	,067	,028	,078	-,013	,062	,236	-,004
SB2	,613	-,015	-,022	,078	,032	,101	,171	-,061
SB3	,809	-,025	-,012	,019	-,106	,010	,195	-,007
SB4	,616	,077	,131	,171	-,028	,014	-,131	,109
SB5	,711	,010	,049	-,059	,091	-,127	-,057	-,142
SB6	,483	,019	,199	-,005	-,039	,036	-,042	-,060
SB7	,504	,130	,185	,114	-,187	,030	,058	-,127
SB8	,645	-,005	,235	,026	-,269	,047	-,142	-,015
SB9	,462	,180	,173	-,003	-,361	-,112	-,107	-,052
SB10	,116	-,019	,075	,025	-,088	,003	,023	-,489
SB11	,095	,250	,067	,205	,063	-,219	-,086	-,192
SB12	,038	,345	,010	,109	-,059	-,173	-,080	-,125
SB13	-,007	,035	,315	,278	,202	-,143	,207	-,229
SB14	,119	,098	,130	,574	-,212	-,005	,174	-,049
SB15	-,199	-,041	,217	,229	-,111	-,060	,008	-,096
SB16	,037	,181	,052	,093	-,631	,052	,051	,078
SB17	,077	,079	-,043	,048	-,741	-,018	,072	-,040
SB18	-,107	-,095	,179	,067	-,420	,027	,188	-,259
SB19	-,085	,235	,086	-,122	-,276	,154	,392	-,070
SB20	,141	,041	-,040	-,038	-,083	,011	,725	,066
SB21	,072	,026	,338	,151	,023	-,121	,248	-,089
SB22	-,198	,084	,098	-,498	,046	-,191	,126	-,114
SB23	,378	-,034	,010	-,131	-,057	-,051	,163	-,374
SB24	,482	-,247	,059	-,089	,006	-,089	,245	-,440
SB25	,211	,129	-,129	,041	-,196	,233	-,141	-,402
SB26	,061	,247	,168	,059	-,031	,285	-,260	
SB27	,159	,134	,010	-,162	-,054	-,076	,036	-,627
SB29	-,108	,147	,050	,116	,016	,019	,116	-,615
SB30	,061	,076	-,004	-,266	-,354	-,028	-,072	-,563
SB31	,124	,027	,436	-,266	,050	-,031	,051	-,378
SB32	,106	,039	,809	-,229	-,061	,071	-,147	-,069
SB33	,126	,005	,870	,057	-,001	,065	,019	,203
SB34	,119	,001	,583	,137	-,131	,021	,209	,057
SB35	,028	,223	,002	,261	,056	,197	-,054	-,603
SB36	,159	,410	,121	-,026	,139	,230	-,111	-,418
SB37	-,004	,836	-,019	-,032	-,199	,000	,138	,020
SB38	,001	,703	,016	-,138	-,090	,126	,091	-,028

SB39	-,044	,382	,039	,042	,169	,634	,005	-,048
SB40	,041	-,228	,088	,130	-,180	,685	,027	-,163

Table 5.5 shows eight factors extracted and the items that loaded onto each factor. The following table is a summary of the factors that were extracted and the items which loaded onto each factor.

Table 5.6: Factor Loading For Extracted Variables (Section B)

Factor_B1 = mean (SB1,SB2,SB3,SB4,SB5,SB6,SB7,SB8,SB9,SB24)
Factor_B2 = mean (SB36,SB37,SB38)
Factor_B3 = mean (SB31,SB32,SB33,SB34)
Factor_B4 = mean (SB14,SB22r)
Factor_B5 = mean (SB16,SB17,SB18)
Factor_B6 = mean (SB39,SB40)
Factor_B7 = mean (SB19,SB20)
Factor _B8 = mean (10,24,25,27,29,30,35,36)

It is evident that Factor B1 had the most (10) variables loaded on to it. Factor B8 had eight variables loading on to it, while the variables that loaded on to the other factors varied between four loaded on to Factor B3 and two loaded on to Factors B4, B6 and B7.

After a qualitative analysis of the commonalities of the variables, the factors were labelled as follows:

- Factor 1 Leadership and Strategy.
- Factor 2 Diversity Training.
- Factor 3 Promotion and Practice of Respect.
- Factor 4 Structure and Application.
- Factor 5 Social Interaction.
- Factor 6 Workshops and Diversity Days.
- Factor 7 Social Integration.
- Factor 8 Variety of Interact

The labelling of these factors was informed by the theoretical study and specifically strategies aimed at managing diversity in organisations, as well as the essence of the statements posted in the questionnaire, which were also derived from the literature study.

To determine the reliability and consistency of the statements that loaded onto Factor 1, the Chronbach's Alphas were determined. The results are presented in Table 5.7.

Table 5.7: Chronbach's Alpha Analysis (Factor 1)

Average inter-item corr.: 0.52		
	Itm-Totl Correl.	Alpha if deleted
SB1	0.70	0.90
SB2	0.63	0.91
SB3	0.82	0.89
SB4	0.58	0.91
SB5	0.67	0.90
SB6	0.58	0.91
SB7	0.76	0.90
SB8	0.78	0.90
SB9	0.65	0.91
SB24	0.63	0.91
Cronbach Alpha: 0.91		

The results reveal a Chronbach's Alpha of 0.91, which shows internal consistency and reliability among the statements that loaded on to Factor 1. All the statements obtained an alpha of 0.9 or higher and it was not necessary to omit any of these statements in the correlation analysis that was performed.

To determine the reliability and consistency of the statements that loaded onto Factor 4, the Chronbach's Alpha was also determined. The results are presented in Table 5.8.

Table 5.8: Factor loading for Section C

Average inter-item corr.: 0.33	
	Itm-Totl Correl.
SB14	0.33
SB22r	0.33
Cronbach Alpha: 0.49	

For this factor, the score for statement 22 was reversed as it had a negative correlation with statement 14. The results reveal a total Chronbach Alpha of 0.49, which shows lower internal consistency and reliability among the two statements that loaded on to Factor 4. Further analysis related to this factor should be read with caution as only two statements loaded on to it and the Chronbach's Alpha is on the low side.

Other factors revealed a Chronbach's Alpha of between 0.49 and 0.82, which also showed lower internal consistency and reliability among the statements that loaded to them. These results are presented in Table 5.9.

Table 5.9: Correlations of Section B and Section C

Average inter-item corr.: 0.59		
	Itm-Totl Correl.	Alpha if deleted
SB36	0,55	0,82
SB37	0,71	0,63
SB38	0,68	0,70
Cronbach Alpha: 0.79		
Average inter-item corr.: 0.55		
	Itm-Totl Correl.	Alpha if deleted
SB31	0,53	0,83
SB32	0,72	0,74
SB33	0,73	0,74
SB34	0,62	0,79
Cronbach Alpha: 0.82		
Average inter-item corr.: 0.50		
	Itm-Totl Correl.	Alpha if deleted
SB16	0,65	0,57
SB17	0,60	0,63
SB18	0,48	0,75
Cronbach Alpha: 0.74		
Average inter-item corr.: 0.41		
	Itm-Totl Correl.	
SB39	0,41	
SB40	0,41	
Cronbach Alpha: 0.58		
Average inter-item corr.: 0.49		
	Itm-Totl Correl.	
SB19	0,49	
SB20	0,49	
Cronbach Alpha: 0.65		

All the statements obtained an alpha of 0.8 or lower and it was an indication of lower internal consistency and reliability among all statements that loaded onto Factors 2, 3, 4, 5, 6 and 7. Alphas of lower than .6 should be read with caution.

5.6.2 Principal Component Analysis of Variables in Section C

The results in Section C were also subjected to factor analysis to identify categories. Table 5.10 indicates the factors identified in Section C and variables that loaded on to each factor.

Table 5.10: Factor Loading For Section C (Outcomes of Diversity Management)

	Factor	
	1	2
SC1	,688	-,096
SC2	,911	-,140
SC3	,366	,150
SC4	,717	,230
SC5	,714	,247
SC6	,832	,059
SC7	,187	,605
SC8	-,111	,978
SC9	,056	,592
SC10	,352	,348

Two factors loaded, identified five variables loaded on to the first factor and three on the second factor.

On inspection, no commonalities could be identified between the variables that loaded on to each factor and it was therefore decided not to label the factors, or to use the factors in analysis.

In the next section, the relationship between diversity management strategies and diversity outcomes are explored. The extracted factors for Section B were correlated

with the extracted factors in Section C to determine which diversity management strategies had the biggest influence on outcomes of diversity.

5.7 CORRELATION BETWEEN DIVERSITY MANAGEMENT STRATEGIES (SECTION B) AND DIVERSITY OUTCOMES (SECTION C)

Correlations were drawn between the responses to extracted factors from Section B (diversity management strategies) and responses to the extracted factors from Section C (diversity outcomes). The results are presented in Table 5.11.

Table 5.11: Correlations of Section B and Section C

	Factor B1	Factor B2	Factor B3	Factor B4	Factor B5	Factor B6	Factor B7	Factor C1
Factor_B1	1.000							
Factor_B2	0.408	1.000						
Factor_B3	0.591	0.351	1.000					
Factor_B4	0.355	0.152	0.243	1.000				
Factor_B5	0.435	0.372	0.404	0.321	1.000			
Factor_B6	0.226	0.320	0.168	0.256	0.249	1.000		
Factor_B7	0.319	0.329	0.345	0.142	0.432	0.192	1.000	
Factor_C1	0.445	0.368	0.342	0.126	0.297	0.328	0.207	1.000
Factor_C2	0.455	0.157	0.427	0.143	0.220	0.175	0.175	0.565

It is important to consider the correlation among B Factors and C Factors, as shown in the table (highlighted in light brown). The results show a correlation among Factor B1 (leadership and organisational strategy) and Factors C1 (retention of skilled employees) and C2 (performance), correlation between Factor B2 (diversity training) and Factor C1 (employee retention), Factor B3 (promotion and practice of respect) and Factors C1 and C2, between Factor B5 (social intersection) and C1 (retention) and C2 (performance), and between Factor B6 (workshops and diversity days) and C1 (retention of skilled employees).

The strongest correlations (.445 and .455) are among Factor B1 and Factors C1 and C2. Correlations among Factor B4 (support structure and application) and Factors C1 (.126) and C2 (.143) were low as well as between Factor B7 and Factors C1 and C2 (.175).

The results indicate that diversity management strategies such as: policies, procedures and systems, diversity training and leadership and organisational strategy have an influence on the retention of skilled employees and performance of the workforce.

5.8 COMPARISON OF RESULTS IN TERMS OF SELECTED BIOGRAPHICAL DATA

The purpose of this section is to indicate whether significant differences exist between the results obtained from the different sections of the questionnaires, in terms of the key factors identified and selected biographical data. For this purpose, a T-test was done and significance determined. The results are presented and discussed below, starting with gender.

5.8.1 Gender

Table 5.12 indicates the T-test results for the relationship between the identified factors and gender.

Table 5.12: T-Tests and Grouping: Gender

Factor	Mean	Mean	t-value	Df	p	Valid N	Valid N	SD	SD
	Male	Female				Male	Female	Male	Female
B1 Leadership and Strategy	2.56	2.35	1.70	88	0.0926	46	44	0.71	0.45
B2 Diversity Training	2.03	1.93	0.77	88	0.4411	46	44	0.62	0.57
B3 Promotion and Practice of Respect	2.92	2.81	0.78	88	0.4351	46	44	0.63	0.65
B4 Structure, Systems and Policies	2.89	2.90	-0.05	88	0.9583	46	44	0.60	0.57
B5 Variety of Interactions	2.41	2.41	0.03	88	0.9772	46	44	0.75	0.54
B6 Workshops and diversity days	2.08	2.25	-1.20	88	0.2315	46	44	0.75	0.61
B7 Social Integration	2.46	2.53	-0.52	88	0.6067	46	44	0.85	0.53
C1 Retention of Skilled Employees	2.52	2.36	1.11	88	0.2681	46	44	0.71	0.63
C2 Performance	2.81	2.59	1.66	88	0.0995	46	44	0.68	0.57

T-values above 0.05 show that results were drawn from samples that were normally distributed. Since the p-value is greater than 0.05 (or 5 percent), it can be concluded that there was no difference between the means obtained of the responses of male and female respondents on the factors extracted from Sections B and C. One can therefore state that male and female respondents were in agreement in terms of the strategies used for the management of diversity at Lovedale PFET College as well as the outcomes of diversity management strategies.

5.8.2 Age

The questionnaire distinguished between different age groups, namely 18-25, 26-35, 36-45, 46-55 and 56+. Space does not allow for presentation of all of the descriptive statistics for the comparison of these groups. However, the analysis of variance for the different facts in terms of age is presented below in Table 5.13.

Table 5.13: Age Differences: Analysis of Variance

Analysis of Variance		
	F	p
Factor_B1	1.09	0.3649
Factor_B2	0.76	0.5546
Factor_B3	0.31	0.8709
Factor_B4	0.35	0.8399
Factor_B5	0.41	0.8042
Factor_B6	1.69	0.1594
Factor_B7	0.06	0.9929
Factor_C1	1.26	0.2902
Factor_C2	0.36	0.8372

An analysis of variance of the scores received in terms of age indicated-values greater than 0.05 (or 5 percent) and it can therefore be concluded that there were no significant differences in the responses received from respondents from the various age groups with relation to both the strategies for and outcomes of diversity management.

5.8.3 Positions

The questionnaire distinguished between different positions, namely management, lecturers and support staff. Space does not allow for presenting all of the descriptive statistics for the comparison of these groups. However, the analysis of variance for the different facts in terms of position is presented below in Table 5.14.

Table 5.14: Position Differences: Analysis of Variance

Analysis of Variance		
	F	P
Factor_B1	1,72	0,1858
Factor_B2	0,36	0,7007
Factor_B3	0,01	0,9864
Factor_B4	2,56	0,0833
Factor_B5	0,10	0,9034
Factor_B6	1,09	0,3394
Factor_B7	0,13	0,8740
Factor_C1	0,63	0,5332
Factor_C2	2,78	0,0678
(No significant position differences)		

An analysis of variance of the scores received in terms of position indicated values greater than 0.05 (or 5 percent) and it can therefore be concluded that there were no significant differences in the responses received from respondents occupying different positions with relation to both the strategies for and outcomes of diversity management.

5.8.4 Length of Service

The questionnaire distinguished between the responses from respondents based on their length of service, namely 0-4 and 5+. All the descriptive statistics for the comparison of these groups are presented below in Table 5.15.

Table 5.15: Length of service: Analysis of variance

T-tests; Grouping: LOSnew									
	Mean	Mean	t-value	Df	p	Valid N	Valid N	Std. Dev.	Std. Dev.
	0-4 years	5+ years				0-4 years	5+ years	0-4 years	5+ years
Factor_B1	2,49	2,41	0,66	88	0,5130	54	36	0,59	0,63
Factor_B2	1,96	2,01	-0,36	88	0,7194	54	36	0,63	0,55
Factor_B3	2,86	2,88	-0,10	88	0,9203	54	36	0,66	0,62
Factor_B4	2,87	2,93	-0,48	88	0,6312	54	36	0,54	0,63
Factor_B5	2,36	2,48	-0,84	88	0,4045	54	36	0,63	0,69
Factor_B6	2,23	2,06	1,19	88	0,2356	54	36	0,63	0,75
Factor_B7	2,56	2,40	1,00	88	0,3194	54	36	0,68	0,75
Factor_C1	2,50	2,35	1,03	88	0,3040	54	36	0,72	0,60
Factor_C2	2,66	2,77	-0,79	88	0,4322	54	36	0,62	0,67
(No significant LOS differences)									

A descriptive analysis of the scores received in the categories in terms of length of service indicated values greater than 0.05 (or 5 percent) and it can therefore be concluded that there were no significant differences in the responses received from respondents with different lengths of service in relation to both the strategies for and outcomes of diversity management.

5.8.5 Training Attendance

The questionnaire distinguished between the responses of respondents who attended training on diversity and those who never attended training. Space does not allow for presenting all of the descriptive statistics for the comparison of these groups. However, the analysis of variance for the different facts in terms of training attendance is presented below in Table 5.12.

Table 5.16: Training Attendance: Descriptive Analysis

T-tests; Grouping: Attend train									
	Mean	Mean	t-value	Df	p	Valid N	Valid N	Std.Dev.	Std.Dev.
	No	Yes				No	Yes	No	Yes
Factor_B1	2,45	2,58	-0,70	86	0,4873	77	11	0,62	0,53
Factor_B2	1,97	2,15	-0,95	86	0,3467	77	11	0,59	0,62
Factor_B3	2,84	2,98	-0,64	86	0,5253	77	11	0,66	0,59
Factor_B4	2,89	2,86	0,14	86	0,8906	77	11	0,59	0,55
Factor_B5	2,39	2,67	-1,34	86	0,1822	77	11	0,67	0,49
Factor_B6	2,15	2,45	-1,42	86	0,1593	77	11	0,65	0,76
Factor_B7	2,50	2,36	0,59	86	0,5560	77	11	0,70	0,81
Factor_C1	2,41	2,80	-1,85	86	0,0684	77	11	0,68	0,46
Factor_C2	2,69	2,76	-0,31	86	0,7554	77	11	0,63	0,73
(No significant differences)				"Attend training"					

A descriptive analysis of the scores received in the categories in terms of training attended indicated values greater than 0.05 (or 5 percent) and it can therefore be concluded that there were no significant differences in the responses received from respondents in relation to both the strategies for and outcomes of diversity management.

5.9 CONCLUDING REMARKS

The main aim of this chapter was to present the data collected from the survey using frequency tables and percentages that showed the ratings of each variable in question. The empirical results were compared with the literature presented in chapters two and three, to find the variation and link empirical results with the concepts discussed in those chapters.

In Chapter six, final conclusions will be drawn and recommendations given which can be considered and applied as best diversity practices at Lovedale PFET College.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

In the previous chapter, the results from the survey were analysed and presented. In this chapter, information obtained from the literature study and the empirical results are used to draw conclusions and make recommendations. The objective of the study was to investigate literature recommendations for best diversity management practices that characterise effective organisations and to what extent do the management, academic and support staff believe that Lovedale PFET College is following best practices in diversity management.

6.2 OBJECTIVES OF THE STUDY

The significance of the study as discussed in Chapter one was derived from the fact that diversity management has a direct impact on the productivity and operation of an organisation. In addition, as the marketplace for goods and services becomes increasingly global, business must understand and embrace diversity in their workforce (Robins *et al*, 2009:30). The purpose of the study was to investigate the recommended diversity management practices that characterise effective organisations and to what extent these are applied at Lovedale PFET College.

The objectives of the study were as follows:

- Investigate prevailing theory related to best practices in diversity management in organisations both locally and globally.
- Conduct an interview with selected employees, including senior managers at Lovedale PFET College to develop an understanding of the diversity management strategies that have been applied at this institution.
- Conduct an empirical study using a questionnaire as a data gathering tool to determine the extent to which senior managers, academic and support staff

believe that Lovedale PFET College is following best practices in diversity management.

- Compare prevailing diversity management practices at Lovedale PFET College with best practice theory in diversity management, and
- Make suggestions and recommendations to Lovedale PFET College, if necessary, for the improvement of their own practices.

In order to form a base from which to address the objectives, the main problem was raised and sub-problems were identified. The solution to the main problem will be examined in relation to the sub-problems.

6.3 RESOLUTIONS TO THE SUB-PROBLEMS

The main problem was stated as follows:

What are the recommended diversity management practices that characterise effective organisations and to what extent are these applied at Lovedale PFET College?

From the main problem, sub-problems were developed.

6.3.1 Sub-Problem One

What is diversity management?

In Chapter two, a comprehensive literature study was undertaken to explain the distinction between diversity and diversity management. Diversity is a mix of people of different socially relevant group identities working or living together in a defined social system (Thomas, 1996:1). This definition fits demographical categories such as national origins, gender, race and age, and it also includes group affiliations such as occupational specialisation and organisational level (Cox, 2001:3).

Diversity can also be defined as any mixture of items characterised by differences and similarities, it not synonymous with differences but encompasses differences and similarities. Diversity refers to the collective (all inclusive) mixture of differences and similarities along a given dimension (Thomas 1996:5).

Diversity management refers to the creation of a certain “pro diversity” organisational climate. It is the pro-active attention and efforts of managers and other employees to respond effectively to the challenges posed by diversity in the workplace (Cox & Beale, 1997:20).

The bibliographical analysis of the results in Chapter four indicated that most employees at Lovedale PFET College had never attended training or workshops on diversity management. In the analysis of the strategies of diversity management, it was clear that there is a lack of training and education of diversity management at Lovedale PFET College. Therefore this indicated that the organisation needs to educate and train the workforce on diversity management so that they can gain an understanding of the concept.

In conclusion, diversity refers to differences amongst people, and each organisation has a duty to manage these differences. Employees have to be educated and trained about diversity management. This can be done through workshops or diversity management programs.

6.3.2 Sub-Problem Two

What kind of diversity management is recommended by literature?

In order to solve this problem, a comprehensive literature search was conducted to determine the recommended best practices in diversity management. In order for an organisation to reap rewards associated with diversity, proper strategies dealing with a diverse workforce must exist.

Bhatia *et al.* (2008:6), in their study on diversity management opportunities and challenges, have highlighted some reasons why organisations should manage diversity:

- A large number of women are joining the workforce.
- Workforce mobility is increasing.
- The number of young workers in the workforce is increasing.
- The proportion of ethnic minorities is increasing.
- International careers and expatriates are becoming common phenomenon.

In the literature, it was revealed that diversity is claimed to be one of the most important challenges facing managers today. Demographic trends, change in labour supply patterns, immigration and increased globalisation imply a much more heterogeneous group of employees for organisations.

Chapter three dealt specifically with diversity management strategies. It was shown that the literature revealed many strategies that could be adopted by organisations.

The following are some suggested strategies:

- Education and training.
- Inclusion of diversity management in organisational strategy.
- Policies and procedures that support diversity.
- Commitment from management and leadership.
- Communication.

The empirical study revealed that these critical strategies were not taken into consideration, or not given the full attention they deserved at Lovedale PFET College. Regarding the inclusion of diversity management in organisational strategy, it is suggested that the leadership/management at the college does not provide enough direction, nor have they strongly communicated the importance of diversity management. The factor analysis indicated that “organisational strategy, leadership, policies and procedures” correlated with the outcomes of diversity management (retention and performance). This was an important finding as it indicates the areas that the management of Lovedale PFET College should focus on in their efforts to manage diversity.

In conclusion, promoting an environment where people bring a variety of backgrounds, styles, perspectives, beliefs, as well as respecting and valuing differences results in the following benefits for an organisation:

- Better image.
- Attraction and retention of skilled employees.
- Better team work and improvement in performance.

6.3.3 Sub-problem Three

To what extent does Lovedale PFET apply best practices in diversity management?

The third problem was resolved by the empirical study conducted through questionnaires. To attain this goal, the questionnaire was divided into three sections, Section A: Bibliographical data, Section B: Diversity management strategies and Section C: Outcomes of diversity. The information gathered from the questionnaire was then interpreted and analysed in chapter five.

In order to reap the rewards of a diverse workforce, organisations have to ensure that there are strategies in place that specifically deal with the management of diversity. Section B of the questionnaire contained forty questions dealing with different diversity management strategies and these were categorised into eight factors:

- Organisational Strategy.
- Management/Leadership.
- Organisational Culture, Structure and Application.
- Social Interaction.
- Policies, Procedures and Systems.
- Communication.
- Promotion and Practice of Respect.
- Training.

The above listed strategies were then correlated with the outcomes of diversity management. The purpose of this was to identify which diversity strategies had more correlation with the diversity outcomes. Organisational strategy, diversity, diversity training, policies and procedures correlated more with the retention of skilled workers and performance of the workforce.

Based on the above findings, recommendations are presented for the management of diversity at Lovedale PFET College.

6.4 RECOMMENDATIONS

According to the findings of the survey, Lovedale PFET College had not been optimally applying best practices of diversity management. This was reflected by the employees stating that they had never been trained in diversity management. It was also indicated by the fact that the majority of the employees disagreed that diversity management is included in the organisational strategy.

Much can be done by the college, starting with the development of policies, training and education of the workforce, including diversity management in the organisational strategy and leadership involvement. In all of this leadership plays a vital role.

From the findings of the survey, it was revealed that more than half of the respondents disagreed that management provided direction by communicating and modelling diversity management. In order to address diversity management challenges and properly apply diversity management, leaders and managers at Lovedale PFET College would need to understand and adhere to the following:

- Leaders and managers must create a strategic plan to develop diversity initiatives throughout the organisation. Leaders and managers within the organisation must incorporate diversity policies into every aspect of the organisation and its purpose. Diversity strategic planning focuses on creating measurable ways diversity can support the strategic direction, goals and objectives of the organisation.
- In its strategic plan, the college would need to plan for conducting cultural audits, a training and education plan, a plan to recognise diversity-related accomplishments and measures of effectiveness. The strategic plan could also address accountability of implementing diversity initiatives.
- Leaders and managers within organisations are primarily responsible for the success of diversity because they must ensure that policies are effective. In policy development processes, managers and leaders should interact with employees. Employees' views and involvement are key to the success of diversity initiatives. The college must view employee participation as a necessary part of any diversity initiative, in order to develop and maintain effective diversity policies.

- Leaders and managers must develop a communication strategy to ensure that all staff at Lovedale PFET College is aware of the strategic plan and goals. This could be done through intranet, email and meetings. Communicating and interacting with the employees, will also give them an opportunity to elevate their diversity concerns to management.

According to the findings of the survey, most respondents had never attended a diversity management workshop or training. Diversity management training is an enabler. It is training that can provide an understating of the values, beliefs, customs and preferences of other group of employees.

- Lovedale PFET College would need to ensure that everyone attends a diversity workshop or training. This could be done through firstly ensuring that each management staff member is a certified trainer.
- Developmental sessions by means of workshops can be held where people of different cultures and backgrounds discuss areas of similarities and differences.
- Funds are provided for training and development, to include awareness training, cross cultural or gender team building training, diversity skills training for managers, supervisors and employees as well as diversity orientation training for Lovedale College Council Members.

6.5 PROBLEMS EXPERIENCED AND LIMITATIONS OF THE STUDY

No major problems were experienced. The study was conducted at one college and the results cannot necessarily be generalised. However, the study had merits in the sense that it highlighted best diversity management practices and their outcomes on the organisation and employees. The study also provided pointers for the management of Lovedale PFET College to improve diversity management practices.

6.6 AREAS FOR FUTURE RESEARCH

The following are the areas that have been identified for future research.

- The ideal content of a diversity management policy and content and modes of delivery for diversity awareness and training programmes.
- Using social media as a tool for creating a united employee body.
- A focus group study to determine how employees take initiatives to create a culture that is appreciative of diversity.

6.7 CONCLUDING REMARKS

Effective diversity management strategies such as good organisational strategy that caters for diversity management, diversity management policies and programmes, diversity training and workshops, good communication strategy and employee involvement enable the organisation to attract and retain skilled employees. Furthermore, an organisation improves performance through a mixture of different talents, ideas, innovations and creativity. Bhatia *et al.* (2008:11) highlight benefits and outcomes for an organisation that properly invests in diversity management as: an improved image, an effective and satisfied workforce, expansion of the market and better teamwork.

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ANNEXURE A

COVERING LETTER FOR QUESTIONNAIRE

1 September 2013

Dear Sir /Madam

SURVEY OF BEST PRACTICES IN DIVERSITY MANAGEMENT AT LOVEDALE PFET COLLEGE

Your assistance in completing and returning the attached questionnaire relating to the above study will be highly appreciated. It should not take more than a few minutes of your time. This information is a critical part of the research I have to conduct for my post-graduate studies in Human Resources Management. Section A of the questionnaire contains biographical questions. Section B contains questions relating to Best Practices in Diversity Management.

The biographical questions from this questionnaire do not enable the researcher to identify any participant, therefore you will remain **anonymous**. The information obtained will be used for statistical analysis in order to determine group trends. It would be appreciated if you complete the questionnaire and return to:

Alice Campus	: Campus Head Secretary	(Sis Yolanda)
Zwelitsha Campus	: Administration Officer	(Mr. Nqata)
King Campus	: Campus Head Secretary	(Sis Bulie)

Please return the completed questionnaire before the 20 September 2013.

Yours Sincerely

Zolani Chola

Assistant Director: HRM

Lovedale TVET College

Contact Details. : 073 624 1029 or 043 604 0722

ANNEXURE B

QUESTIONNAIRE

Section A Bibliographical Data

Please provide the following information by placing an X in the appropriate block.

A.1 Gender

Male		Female	
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A.2 Age

18-25	
26-35	
36-45	
46-55	
56+	

A.3 Home Language

IsiXhosa	
English	
Afrikaans	
Sotho	
Tsonga	
Other (specify)	

A.4 Position

Deputy Director	
Middle Manager	

Campus Head	
Programme Manager	
Academics	
Support Staff (Administration)	

A.5 Length of service at Lovedale

0-2 Years	
3-4 Years	
5-10	
11-15	
More than 15 Years	

A.6 Highest qualification

Trade	
Matric Certificate	
Diploma	
Degree	
Post graduate degree	
Other (please specify)	

A.7 Racial group

Coloured	
African	
White	
Indian	
Other, (please specify)	

A.8 Religion

Christianity	
Judaism	
Islam	
Buddhism	

Other (specify)

A.9 What is your understanding of diversity management?

A.10 Have you ever attended a diversity management training programme?

Yes	
No	

SECTION B
DIVERSITY MANAGEMENT STRATEGIES

Indicate the extent to which you agree with the following statements by making X in appropriate box.

	Diversity Management Strategies	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Diversity management is a key part of the college's strategic plan.				
2.	Clear diversity management goals and expectations are reflected in the strategic plan.				
3.	Policies address the needs of the college's diverse workforce.				
4.	Employees are directly involved in crafting organizational strategy.				
5.	Equity plans are included in the organisational strategy.				
6.	All segments of the college's population are represented in the top leadership team of the college.				
7.	Top management provides direction for the creation of an environment that supports diversity.				
8.	The college management clearly communicates their commitment to diversity.				
9..	The college management constantly models its commitment to diversity.				
10.	Managers treat each person with fairness				

	and dignity.				
11.	There is sensitivity with regards to different racial and ethnic customs.				
12.	Religious and personal preferences are taken into account in the selection of food for college functions.				
13.	Employees from other countries are welcomed, respected and treated as equals.				
14.	Flexibility exists to accommodate diverse personal responsibilities outside the job.				
15.	Employees are welcomed and accepted regardless of life style.				
16.	Social events are arranged where people from diverse backgrounds can interact.				
17.	Diverse group members are complimented for the way they interact informally.				
18.	New employees are welcomed into diverse social groups at work.				
19.	Informal social celebrations are opened to all staff, irrespective of their diversity.				
20.	A feeling of inclusivity exists in the informal interaction at the college.				
21.	Policies, systems and procedures support diversity at the college.				
22.	Cultural audits are conducted at the college to determine if diversity goals and objectives are achieved.				
23.	Diversity is taken into account during recruitment drives.				
24.	Diversity management measures are aimed at workplace transformation.				
25.	Employees are involved in diversity				

	management programs.				
26.	Input from all groups is encouraged during meetings.				
27.	Management verbally interacts with employees about the importance of diversity management.				
28.	Policies related to diversity management are provided to all employees.				
29.	Employees are allowed to express themselves in the language of their choice.				
30.	In every section or department there are interactions about the importance of diversity management.				
31.	Mutual respect is ingrained as an important value in the organization.				
32.	People of different generations are encouraged to be respectful towards each other.				
33.	Respect for both male and female employees is promoted.				
34.	Employees are encouraged to respect others irrespective of their religious affiliations.				
35.	Employees are encouraged to attend diversity management initiatives and programmes.				
36.	Training is provided to leaders to improve their understanding of diversity management.				
37.	Training is offered to develop an understanding of the values, beliefs, customs and preferences of other groups.				
38.	Workshops are conducted in diversity				

	management.				
39.	Diversity days are held to celebrate the richness of cultures.				
40.	Staff encourages students to value diversity.				

SECTION C
DIVERSITY MANAGEMENT OUTCOMES

Indicate the extent to which you agree with the following statements by making X in appropriate box.

	Diversity Management Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The college retains skilled employees because of good diversity management practices.				
2.	Diversity management at the college is positively affecting the performance of the employees.				
3.	Diversity management contributes to the development of the college.				
4.	Diversity management contributes to innovation at the college.				
5.	Diversity management results in organizational growth at the college.				
6.	Diversity management results in individual growth at the college.				
7.	The college enjoys a positive institutional image and reputation due to the way diversity is managed.				
8.	The college is attracting skilled people from various backgrounds.				
9.	There are good relations among employees from different backgrounds.				
10.	Employees feel positive towards working at the college.				

51. Is there anything else you would like to add in terms of diversity, diversity management or the outcomes of diversity management at the college?

Thank you.

Your participation is appreciated.

Z. Chola
Assistant Director: HRM
Lovedale PFET College