Exploring the status of diversity management, inclusion practices and the implementation challenges experienced in the South African FMCG sector.

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Masters of Business Administration Degree

by
Sisanda Rulashe
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Supervised by: Dr. Preeya Daya
PLAGIARISM DECLARATION

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Sisanda Rulashe
ABSTRACT

In adhering to legislative goals; South African organisations are slowly transforming their workforce to be more representative and aligned to the demographic profiles within the country. The study reviewed the status of diversity within a sample of FMCG manufacturing organisations using quantitative analysis of EEA2 reports. Demographic representation was confirmed within the organisations although there was less representation in Top and Senior Management positions. The study highlighted that the promotion rate of Black employees to Senior Management positions was less when compared to that of White employees within the organisations. This has future implications in terms of grooming Black talent in the country.

The study then interviewed representatives in Human Resources, Management and Employee positions to ascertain the diversity management and inclusion practices being implemented in the organisations. In the understanding of diversity; participants acknowledged that demographics, culture and personality as being the main factors. Although all organisations had a diversity committee, the formalisation of diversity management and inclusion policies was not implemented in certain organisations. This was an indication of diversity management not being a strategic imperative for the organisations although literature advises otherwise. The study verified that current inclusion practices, i.e. social events, were termed to be short-term and the effect was not sustained in the organisations. The mentoring and induction processes were highlighted to be key improvement areas for organisations.

The aim of this research is to confirm the status of diversity within the FMCG sector. It is also to identify the initiatives being implemented and any challenges experienced in managing diversity and creating an inclusive environment.
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GLOSSARY OF TERMS

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<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>AA</td>
<td>Affirmative Action</td>
</tr>
<tr>
<td>BBBEE</td>
<td>Broad based Black economic empowerment</td>
</tr>
<tr>
<td>Black</td>
<td>All employees who are African, Coloured and Indian</td>
</tr>
<tr>
<td>CEE</td>
<td>Commission for Employment Equity</td>
</tr>
<tr>
<td>Designated groups</td>
<td>Black people and women</td>
</tr>
<tr>
<td>Diversity</td>
<td>All of the ways in which people differ</td>
</tr>
<tr>
<td>EE</td>
<td>Employment equity (excludes White men but includes White women)</td>
</tr>
<tr>
<td>EEA2</td>
<td>Form used to request an employer's EE report from Dept of Labour</td>
</tr>
<tr>
<td>EAP</td>
<td>Economically Active Population</td>
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<td>FMCG</td>
<td>Fast Moving Consumer Goods</td>
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ACKNOWLEDGEMENT

I would like to thank the FMCG manufacturing organisations and employees who agreed to participate in this research. It is their accommodation and assistance that has made this research report a reality.

I would also like to extend my sincere gratitude to my supervisor Dr. Preeya Daya for her excellent guidance and patience throughout this process.

Last but not least, I would like to thank my family and friends for their unwavering support throughout this MBA journey. Nangomso, ningadinwa bantu basekhaya.
CHAPTER 1:

1. Research Title

Exploring the status of diversity management, inclusion practices and the implementation challenges experienced in the South African FMCG sector.

1.1 Research Area and Problem

1.1.1 Purpose of the study

The purpose of the research was to gain a deeper understanding of diversity management and inclusion. This was through exploring the management styles used in the diverse environment and the inclusion practices that are prevalent in a sample of South African Fast Moving Consumer Goods (FMCG) manufacturing organisations and the implementation challenges faced in this sector.

1.1.2 Context of the study

The South African history was identified as comprising of inequality where a racial hierarchy was entrenched, with Whites at the apex followed by Asians, Coloureds and Africans at the very bottom (Booisen & Nkomo, 2009). While gender inequality is the oldest and most common diversity issue worldwide, racial inequality appears to be the predominant issue in both USA and South Africa where there has been a long history of systematic discrimination against Africans and other ethnic minorities (Shen, Chandaa, D’Nettob, & Monga, 2009). The democratic regime change in 1994 then influenced the change in South Africa’s socio-political environment. Inequality in education and workplace were one of the issues addressed by the appointed ANC government. The Employment Equity Act, 1998 was formulated as part of the legislative strategy to address the advancement of Black people in South Africa and thereby creating a diverse workforce.

Affirmative action (or employment equity) was thus designed to ensure that “suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employee” (SA Government
It is therefore the foundation on which diversity can be built. A diverse workforce was identified as having to be managed differently from a homogenous one due to individual differences within the group. Diversity management is then taken into consideration and defined by Bleijenbergh, Peters & Poutsma (2010) as the successor of traditional affirmative action programs which is more inclusive in approaching new personnel and proposes a broader understanding of individual differences.

Diversity management compels the organisation and its culture to be renegotiated and reconceptualised from a perspective other than the dominant culture (Booysen & Nkomo, 2009). The current dominant culture in the South African workplace is stated to have ‘a bias towards Western or Anglo-Saxon management practices and not Afro-centric practices’ (Booysen & Nkomo, p1, 2009). This culture therefore impacts how diversity management is implemented and whether the workers respond well to the management practices or not.

It is to be noted that Jain et al. (2003) in a citation maintain that affirmative action and employment equity programmes are legislatively driven, whereas diversity management is strictly voluntary and motivated by business objectives (Booysen & Nkomo, 2009). There is thus a need for management to consider and review their current diversity management practices to ensure the workforce is also motivated to meet those planned business objectives.

Reviewing diversity management practices is essential as it is reported that while the South African workforce is becoming increasingly diversified, discrimination is still a problem (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006). The workforce previously surveyed perceived elements of discrimination in the workplace which could indicate that the dominant Anglo-Saxon culture did not yet accommodate the Afro-centric workforce in its practices. The simple presence of diversity does not guarantee that inclusion will also exist (Ferdman, Avigdor, Braun, Konkin, & Kuzmycz, 2010).

Diversity management then highlights the importance of practices that will emphasise the collective experience of inclusion by the workforce which is defined as ‘the aggregated degree to which members of a group feel valued by, engaged with and able to express themselves authentically within their work group, as individuals and as members of multiple identity groups’ (Ferdman et al., p1, 2010).
Management then needs to consider that the experience of inclusion is termed to be a psychological state and is more likely to be present in situations where the organisation fosters inclusive behaviour on the part of its workforce and leaders. Hirshberg (2009) found that respondents in his study reported experiencing more inclusion to the degree that they perceived their supervisor to behave inclusively (Ferdman et al., 2010).

1.1.3 Significance of the study

Research focus:
The research focus was on the South African FMCG sector. The retail sales of food, beverages, tobacco and personal care have an annual worth of R 91 billion in April 2011 (Statistics South Africa, 2011). The FMCG manufacturing sector which supplies the retail industry is an important part of the transformational process within South Africa in terms of the workforce it employs. The top five sectors in terms of the number of economically active people involved as at March 2007 are: Wholesale and Retail (23.4%); Community, Social & Personal services (18.3%); Manufacturing (13.9%); Financial intermediation, Insurance, Real estate & Business services (10.4%) and Agriculture, Hunting, Forestry & Fishing (8.5%) (Bezuidenhout, Bischoff, Buhlungu, & Lewins, 2008).

The whole manufacturing sector has been identified as the least progressive sector in relation to employment equity at Top and Senior Management level and professionally qualified level in comparison to the identified Community services, Electricity, Mining, Motor trade, Wholesale trade sectors in South Africa (Department of Labour, 2011).

This research studied a sample of FMCG organisations as an indication of the status of diversity practices within South African organisations and what inclusion practices are used by the different organisations to manage and retain diverse employees. The study focused on the white-collared office work environment as the manufacturing factories mainly employ non-White labourers due to the unskilled or semi-skilled requirements of the work involved. Therefore the labour is not as diversified as the office work environment as indicated in Table 1.
In South Africa the diversity theory is way ahead of practice, while almost all organisations have EE and AA policies, few organisations have comprehensive diversity policies and most initiatives seem to be limited to relatively simple hiring quotas or superficial training on peripheral diversity issues such as sexual harassment (Allard, 2002; Booysen & Ngambi, 2004; Booysen & Nkomo, 2009). This study aimed to confirm whether the above statement was prevalent in the FMCG sector.

Table 1: SA Economically Active Population Representation (Department of Labour, 2011)
1.2 Research Questions

South African literature is limited on what is being implemented internally in the FMCG organisations. Organisations have realised that the extent to which these demographic workforce changes are effectively and efficiently managed will affect organisational functioning and competitiveness (Harvey, 1999; Kuczynski, 1999; Roberson, 2006). Roberson (2006) further states that by understanding their current approach to diversity management, managers may be better equipped to identify strategies for creating more diverse and/or inclusive organisations, it will be seen as leadership’s commitment to diversity.

The study aimed to fill a gap in the evaluation of the South African FMCG sector and provide an indication of the levels of diversity within the organisations in terms of demographic representation such as race, gender, age, disability. This will confirm whether there is actual diversity within the work environment of the organisational sample.

The following questions were formulated and in preparation for the interviews conducted in the organisations.

1. What is the organisation’s diversity status?

The aim of this question was to explore the demographic representation of the racial and gender profiles within the organisation. This would confirm whether there is real diversity to be managed by organisations.

2. How does the organisation define diversity?

3. How does the organisation define inclusion?

Question 2 and 3 aimed to verify whether the organisations have a narrow or broad definition of diversity and this would impact the inclusion practices being implemented within the organisation. BooySEN & Nkomo (2009) confirmed that an organisation valuing diversity establishes an important foundation in creating an inclusive environment for the workers.
4. What is the organisation doing to manage diversity and inclusion?

This question’s aim was to clarify what the organisations were doing in managing inclusion and sought to understand the inclusive practices these organisations were using. This insight could be used in diverse teams to facilitate inclusion for positive outputs for the business.

5. What are the key challenges that the organisation is facing in implementing diversity and inclusion strategies?

The aim of this question was to understand the challenges that could potentially lead to a downfall of some of the practices and what negative impact such practices have caused to the business. This insight could be used to identify non-inclusive practices that should be minimised in the experiential learning of the organisation.

The study sought to explore the demographic representation of groups in the FMCG industry, diversity and inclusion practices used by management. The insight could be used by businesses as an indication of what they can do or avoid doing in order to ensure a diverse yet inclusive workforce. This would be especially important in the context of businesses that want to retain diverse talent. The benefits of effective diversity management include reducing turnover, absenteeism and attracting the best candidates as the labour market shrinks (Shen, Chandaa, D’Nettob, & Monga, 2009).

From the study a comparison was made to the 16 best practice strategies that create an organisational culture that values diversity as defined by Booysen & Nkomo( 2009). To foster a culture of inclusion a comparison was made to the Integrated Human Relations Management system as defined by Pless & Maak (2004). Referal was be made to Roberson’s (2006) list of attributes for diversity and inclusion.
1.2.1 Research Objectives:

Based on the understanding that there is limited research in the FMCG manufacturing sector, the objective of this paper was:

- To explore the state of diversity based on the sample analysed.
- To identify the diversity management practices used by management in the different organisations and the commonalities therein.
- To highlight the inclusion practices used by the organisations in the sample.
- To confirm challenges experienced by these organisations with the particular management practices.

1.2.2 Delimitations of the study

The study focused on organisations that operate in the FMCG manufacturing sector. These were organisations that employ more than 50 employees. The sample was of employees that work in an office (white-collared) environment. The study did not extend to the factory working environment although total the number of people employed by the organisation included factory workers. The methodology focused on interviews with the Employees, Management and Human Resource representative.
1.2.3 Definition of terms

- Black is defined as Africans, Coloureds, Indians and Chinese who are South African citizens by birth or who have obtained citizenship prior 27 April 1994.

1.2.4 Scope of research:

Organisations: The research focused on 4 FMCG organisations based in South Africa. The organisations had to have a minimum of 50 employees.

Occupation: The main contact was the Human Resources representative, Managers and Employees.

The limitation of the scope was that the size of the sample is four organisations due to the limited availability of the required organisation representatives.

1.3 Assumptions

- The responses are assumed to be true. The validity of the respondents’ answers could not be audited due to the subjective nature of the research.
- There is diversity in the various organisations.
- There are challenges experienced in diversity management of the workforce.
- There are inclusion practices in the various organisations and some are being implemented.
- There are challenges in the implementation of diversity management and inclusion practices.
- Managing diversity will influence an inclusive environment within the organisation.

1.4 Research Ethics and Research Ethical Clearance Form:

This study raised no ethical concerns and was approved by the University of Cape Town Ethical Review Committee. The four areas of potential ethical transgression as summarised by Diener & Grandall as cited in Bryman & Bell (2007) and how they were mitigated in this study are presented below.

1. Harm to participants
2. Lack of informed consent
3. Invasion of Privacy
4. Deception
1. **Harm to participants:** The researcher followed the following guidelines to ensure that the research does not pose any ethnical threats to the interviewees. To ensure that no harm is conducted in the interviews, prior to the start of the interview, the researcher asked the interviewees if they request anonymity or confidentiality.

2. **Informed Consent: Participants:** The researcher achieved informed consent by providing the interviewees with as much information as possible about the research so that they can make a choice whether or not they wish to continue as a participant. A consent form was signed as proof of agreement to continue. The interviewees also filled in their demographic details as part of the agreement.

3. **Invasion of privacy:** Interviewees were asked before the interview commences whether they consent to the use of recording equipment during the interview. In order to respect the privacy of the participants during the interview, the researcher offered the interviewees the option to withdraw from answering the questions they are not comfortable with answering.

4. **Deception:** In order to avoid deception taking place, the researcher provided the interviewees with all of the relevant information that the interviewee would require in order to participate completely. The researcher also informed the interviewee of how a theory was going to be built from the data collected from their interview. Finally, the researcher informed the interviewees about the purpose of the research.

An ethical clearance was granted by the University of Cape Town - GSB. This can be found in Appendix A of this document.
CHAPTER 2:  

2. Literature Review

2.1 What is the organisation’s diversity status?

Miller & Katz (2002) notes that organisations do not exist in a vacuum and therefore changes in the external environment require organisations to change and adjust their portfolios of competencies rapidly. Those external factors—new laws, regulations and industry shifts—are an invitation for organisations to do new things not only out of necessity but also to improve efficiency and the overall environment of the workplace. In South Africa these external political and social factors have necessitated that organisations should be aware of their diversity status.

In SA the statistics suggest that most power is still held by the White male group. For instance, White males, who comprise approximately 4.3% of the total SA population, held more than 80% of management positions in 1994 and in 2007 they still held 51% (Booysen & Nkomo, 2009). The Commission of Employment Equity report (2011) published the following statistics where the White males and females contributed 12.2% to the Economically Active Population (EAP) yet they contribute 73.1% of Top Management and 64.1% of Senior Management positions.

![South African % of Economically Active Population - 2010/2011](image)

Figure 2: SA - Racial representation of EAP (Department of Labour, 2011)

In terms of gender; females contribute 44.8% to the Economically Active Population yet they contribute 19% of Top Management and 29.3% of Senior Management positions.
Diversity has to be representative throughout the organisation. Hubbard (2004) also states that diversity leadership commitment which is defined as demonstrated evidence and actions taken by leaders to support, challenge and champion the diversity process within their organisation is critical to the diversity change process.

Miller & Katz (2002) further states that everyone is affected by the overall environment in the organisation—the sum of its skills, education, training, written and unwritten policies, practices, physical layout, technology, competitive position and growth rate.

Skerry, 2002; Rothman, Lipset & Nevitte, 2003 cited in Herring, 2006 also state that diversity creates emotional conflict among co-workers. This emotional conflict manifests itself in the form of clashes and other problems that deter the organisation from being effective and profitable.

### 2.2 How does the organisation define diversity?

Thomas (2006) states that in many organisations; executives and internal diversity leaders are confused about the concept of diversity. Some do not examine the effectiveness of their version of diversity. Others are not clear on the definition and basic principles behind the diversity efforts and therefore make a standard excuse of “diversity means different things to different people” rationale.

Diversity efforts must be grounded in well-understood and articulated concepts for them to be sustainable and effective. These concepts then work as a map that gives consistent direction to the diversity efforts (Thomas R. J., 2006). An organisation’s definition is then the basis on how they can approach the management of such diversity.

Literature has various definitions on the term diversity. Diversity has been defined as the ‘collective amount of differences among members within a social unit.’ This definition then incorporates all types of differences, including any unique dimensions that specific individuals may bring to work and it avoids excluding differences that may be valued by some group members (Ferdman, et al., 2010).

Whereas Milliken and Martins (1996) makes a distinction by defining diversity on the observable or readily detectable attributes such as race or ethnic background, age or gender and diversity with respect to less visible or underlying attributes such as education, technical abilities, functional background, tenure in the organisation or socioeconomic background, personality characteristics or values (Cummings et al., 1993; Jackson et al., 1995; Tsui et al., 1992).
Diversity is also defined as a collective mixture characterised by differences and similarities that are used in pursuit of organisational strategic objectives. Diversity management is the process of planning for, organising, directing and supporting these collective mixtures in a way that adds a measurable difference to organisational performance (Hubbard, 2004). Roberson (2006) also asserts that diversity in organisations would be characterised by the representation of people with a range of similarities and differences (Bleijenbergh, Peters, & Poutsma, 2010) views an equal representation of different groups in the workforce as being a long-term investment in human capital.

According to the CEE (2011) report, representation of race and gender at all levels of the economically active population is yet to be achieved in South Africa.

Within the organisational level, Hubbard (2004) further segments diversity into four interdependent and sometimes overlapping aspects: Workforce Diversity, Behavioural Diversity, Structural Diversity and Business and Global Diversity.

- **Workforce Diversity** encompasses group and situational identities of the organisation's employees (i.e. gender, race, ethnicity, religion, sexual orientation, physical ability, age, family status, economic background and status and geographical background and status).

- **Behavioural Diversity** encompasses work styles, thinking styles, learning styles, communication styles, aspirations, beliefs/value system, as well as changes in employees' attitudes and expectations.

- **Structural Diversity** encompasses interactions across functions, across organisational levels in the hierarchy, across divisions and between parent organisations and subsidiaries and across organisations engaged in strategic alliances and cooperative ventures.

- **Business and Global Diversity** encompasses the expansion and segmentation of customer markets, the diversification of products and services offered and the variety of operating environments in which organisations work and compete (Hubbard, 2004).

Miller & Katz (2002) advises that diversity is an attribute embodied in every individual and states the Paradox of Diversity where human beings are like all people by sharing similar needs and wants—to experience joy and love, to be safe, etc. Also we are like some people as we share culture and experience. Yet they are like no other people as we are each unique unto ourselves (Miller & Katz, 2002).
Ferdman et al.’s (2010) broad definition could not be evaluated properly for this research due to time constraints and limitation of access to such information. The diversity definition to be used in the research is a narrow definition based on readily observable attributes such as race, age, gender and disability - what Hubbard (2004) terms as workforce diversity and the representation thereof as discussed by Roberson (2006). It is understood that acknowledging the underlying attributes – termed as behavioural diversity (Hubbard, 2004) - is an essential part of diversity management especially if the organisation aims to have an inclusive culture.

2.3 How does the organisation define inclusion?

Similar to the diversity definition, an organisation first has to acknowledge what it defines as inclusion before it can attempt to manage the various factors within such a definition. This is supported by Miller & Katz (2002) Figure 3: Way of life model.

Some organisations read the best practices reports and then invest in programs that have worked well in other organisations. This is an unsustainable program if the practices are done without a connection to the mission, strategies of the organisation and an integrated plan to achieve an inclusion breakthrough (Miller & Katz, 2002).

Roberson (2006) agrees that inclusion is described as the way an organisation configures its systems and structures to value and leverage the potential and thereby limiting the disadvantages of the
differences. Ferdman (2009) cited a definition of inclusive behaviour as 'the behaviours manifested by a person and his or her work group members, together with the organisational policies and procedures, that foster an inclusive climate'' (Ferdman, Avigdor, Braun, Konkin, & Kuzmycz, 2010). The above definition highlights the importance of the dynamics within the organisation with regards to individuals (employees and leaders), teams and organisational policies and procedures. One needs to be aware that the creation of an inclusive organisational environment is a real challenge that implies profound transformation on an individual level and that might be far from easy to influence and realise (Pless & Maak, 2004).

Nyambegera (2002) advises that it is a waste of talent when countries and organisations espouse policies of exclusion of particular ethnic groups. Miller and Katz (2002) further suggest that an organisation should have the below components for leveraging diversity and creating a culture of inclusion by focusing on five key elements:

- New competencies:
- Enabling policies and practices
- Leveraging a diverse workforce
- Community and social responsibility
- Enhanced value to a diverse marketplace

In the African context, Nyambegera (2002) advise that if organisations deliberately embrace approaches of 'inclusion' rather than 'exclusion' in managing their human resource and appreciate the inherent employee 'difference', it could improve the image and effectiveness of organisations operating here. The approaches must be adapted though to the local cultural contexts. Based on this view the international literature would have to be firstly assessed in terms of suitability to the South African business and cultural context.

Miller & Katz (2002) basically advise that to sustain a culture of inclusion, an organisation needs to create a new set of policies and practices that not only support new competencies but also create the environment that enables all people to do their best work. An organisation’s structures, both formal and informal, have a great deal to do with a person’s ability to contribute. Many organisations have best practice policies but get fail to implement (Miller & Katz, 2002). This highlights the necessity of
the question of WHY do the organisations fail during implementation? What are the challenges they face when they attempt to implement a diversity and inclusion policy.

2.4 What is the organisation doing to manage diversity and inclusion?

Kamenou (2010) cites that there have been criticisms, in relation to both the theory of advocating diversity management, as it ignores any moral or value-laden arguments, focusing only on short-term business gains (Dickens, 1999) and also in relation to its practice, as it seems to be taking a superficial approach on how ‘to do’ diversity (Prasad and Mills, 1997; Lorbiecki and Jack, 2000). Roberson (2006) still maintains that the management of diversity has become an important business imperative. Nyambegera (2002) cited Ross and Schneider (1992) that organisations should base managing diverse groups on a business case of not wasting talent and emphasising on proper utilisation of the skills and potentials of all employees, regardless of race, ethnicity, age and gender.

Therefore it is difficult for business not to acknowledge the impact of diversity management on the bottom-line. In South Africa, Booysen and Nkomo (2006) cited Nkomo and Stewart (2006) in saying the business case had to be made to reduce the political element in the EE practices, thus making it more acceptable for the White male management in highlighting the ‘economically viable’ aspect.

Nyambegera (2002) differentiates between managing diversity as a concept on cultural change and learning with a focus of maximising potential, rather than promoting fairness and avoiding discrimination, which is the main focus of equal opportunities. Diversity approaches are seen as being proactive in their focus of all differences.

The key to diversity management hinges on strategic thinking and people-centred policies. While diversity management is an approach that revolves around employees, the HRM function is the custodian of the people management processes. These functions have considerable overlap (Shen, Chandraa, D’Nettob, & Monga, 2009). Nyambegera (2002) recognises that ethnicity in African countries is a challenge to the search for ‘integrative HRM practices’ because of diverse ethnic groups and social values such as kinship and paternalism.

In Phase 4 of the Transformation stages for building a culture of inclusion Pless and Maak (2004) note how the HR systems and processes need to be adapted to reflect the organisational values and culture.
Thomas (2006) lists initiatives that a organisation can do to ensure a more diverse and inclusive environment. This list could be criticised as previously cited as taking a superficial approach on how ‘to do’ diversity (Prasad and Mills, 1997; Lorbiecki and Jack, 2000; Kamenou, 2010). However Booysen (2007) highlights that guidance is needed for the South African organisations as very few of them have comprehensive diversity policies and most organisations seem to be limited to relatively simple hiring quotas or superficial training on peripheral diversity issues like sexual harassment.

In the initiatives listed; mentoring is advised to be helpful in the endeavour to build an inclusive work environment since it fosters relationship building beyond ranks and hierarchies, creates trust and encourages mutual learning and enabling between mentors and mentees (Pless & Maak, 2004). In the South African context Khanyile & Maponga (2007) advise that African professionals need mentoring due to limited exposure in the past to the corporate environment compared to other ethnic groups. This makes it difficult for an African professional to have a mentor who understands the African culture and background to give them the support they need. Booysen (2007) then advises that corporates should demonstrate commitment to transformation by appointing African males and females at Senior Management and Executive level, to act as coaches, mentors and role models. This should be formalised talent management.
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<tr>
<td>Recruiting efforts designed to help increase diversity within the organisation</td>
<td>75%</td>
</tr>
<tr>
<td>Diversity training initiatives, education and/or awareness efforts</td>
<td>66%</td>
</tr>
<tr>
<td>Community outreach related to diversity</td>
<td>61%</td>
</tr>
<tr>
<td>Diversity-related career development (e.g., mentoring)</td>
<td>39%</td>
</tr>
<tr>
<td>Celebrating different cultural events (e.g., Black History Month, Hispanic Heritage Month)</td>
<td>38%</td>
</tr>
<tr>
<td>Measuring the management of diversity performance of managers</td>
<td>34%</td>
</tr>
<tr>
<td>Support groups</td>
<td>24%</td>
</tr>
<tr>
<td>Bilingual training for managers and employees</td>
<td>22%</td>
</tr>
<tr>
<td>Explicit promotion opportunities to break through the “glass ceiling”</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural orientation programs</td>
<td>19%</td>
</tr>
<tr>
<td>Training in English as a second language</td>
<td>19%</td>
</tr>
<tr>
<td>Use of symbols to promote diversity (e.g., logos or slogans)</td>
<td>17%</td>
</tr>
<tr>
<td>Diversity-related conflict resolution</td>
<td>16%</td>
</tr>
<tr>
<td>Organisation-paid literacy training</td>
<td>11%</td>
</tr>
<tr>
<td>Very informal efforts, nothing structured at all</td>
<td>19%</td>
</tr>
</tbody>
</table>


Figure 5: Diversity Initiative involvement (Thomas R. J., 2006)

In the effort of transformation Thomas (2006) advises that corporate downsizing is also used in organisations as they attract previously unsought professional capabilities while laying off individuals whose capabilities no longer mesh with their mission, vision or strategy (Thomas R. J., 2006). In South Africa the effort to attract and advance Black people has been seen by some as lowering of standards and reverse discrimination (Coetzee, 2005). To exasperate the situation – the expertise is seen being with the same people who feel threatened by the transformation (Booysen L., 2007). The fears of
White males have to be addressed before any progress can be seen in the organisations (Coetzee, 2005).

Inclusive behaviours have to be identified and maintained in an effort to create an inclusive environment for the employees. Within a team Miller & Katz (2002) suggests the following inclusive behaviours:

- All individuals must learn to greet others authentically.
- In a truly inclusive environment misunderstandings are addressed and disagreements resolved as soon as possible.
- Team members must take the time to listen, listen, listen and respond when people share their ideas, thoughts and perspectives.
- Everyone must communicate clearly, directly and honestly.
- Everyone on the team needs to understand the group’s tasks and how each task relates to the mission of the organisation.
- Every person on the team has a contribution to make, so make sure all voices are heard.
- Ask other team members to share their thoughts and experiences and accept all frames of reference.
- Notice the behaviour of each person on the team and speak up if you think people are being excluded.
- Make careful choices about when the team will meet and what it will work on.

2.5 What are the key challenges that the organisation is facing in implementing diversity and inclusion strategies?

Pless and Maak (2004) note that while many organisations already have diversity policies and/or initiatives such as training programs in place, they often do not show the desired results like the reduction of turn-over among talented people of colour (Thomas and Gabarro 1999). This highlights that there are challenges being experienced by the organisations in implementing the agreed policies.
Thomas (2006) advises that one of the barriers in managing workforce diversity is the prevalent politicised definition of diversity as affirmative action and affirmative action as diversity. As long as these definitions hold sway and affirmative action remains controversial, it will remain difficult to make a compelling case for moving forward with diversity and diversity management.

Booysen & Nkomo (2006) contradict that perhaps the positivist and instrumental approaches that dominate the literature on diversity management do not fit societies like SA, which need fundamentally to change their entire social and economic fabric to attain social justice for previously oppressed majorities while ensuring a new vision of inclusiveness for all. Within South Africa it is difficult not to politicise diversity as the correction of past racial imbalance is still in progress. The comments within organisations are recorded as one White manager described the problem as 'It is like asking turkeys to vote for Christmas' (Booysen and Nkomo, 2006).

The challenges noted from the literature have individual, team and organisational focus:

**Individuals.**
Within a work environment there are two identified roles – that of a manager (deemed to be a leader) and an employee (deemed to be a follower). Pless & Maak (2004) finds this to be a problem as the definition of superiors as “thinking subjects” and employees as “executing objects” - employee thought and action potential is consequently stunted. Employees are expected to adapt themselves to the way of thinking and behaviour of their superiors (Dachler and Hosking, 1995). Management has been programmed to apply a traditional management style with a focus on individuals rigid control mechanisms, while a group-oriented style may be more supportive for the effectiveness of team diversity and related policies and practices (Bleijenbergh, Peters, & Poutsma, 2010). This framework then already limits the concept of inclusion and the value of diversity as “independent thought and behaviour appears to be threatening (undermining the superior) and thus is unwanted. Consequently, the creative and innovative potential inherent in a diverse workforce cannot be activated” (Pless & Maak, 2004).

Pless and Maak (2004) further suggest the role of management should change to that of ‘relational and interactive aimed at involving all people within the organisation. In the relational role as mentor, coach, moderator, facilitator and cultivator, the leader is no longer the sole author of a particular reality
but rather becomes a co-author, and to some extent a lead-author, in a community of equal employees (Dachler, 1992; Dachler and Dyllick, 1988).’

Management should be aware of their conscious or unconscious management practices as Milliken and Martins (1996) noted that similar to racial and gender differences, age differences between a supervisor and a subordinate appear to be related to lower levels of positive affect for the subordinate on the part of the supervisor and indirectly to lower performance evaluation (Judge & Ferriss, 1993). This highlights the subjective dynamic that is not easily identified and therefore uncontrollable for the organisations.

Thomas (2010) also notes the impact of ‘the doer manager’ sees himself as the centre of the action. From his perspective, the organisation promoted him because of his doer capabilities and expects that he will continue to _do_; therefore, in his view, his primary focus should be on doing. Further, people are assigned to him not as assets to be empowered, but rather as assets to serve as extensions of him, to expand his capability to engage in doing. In essence, managing people (diverse or not) is not a legitimate priority for the doer manager. The Doer Management model is particularly inappropriate for achieving the goals of the organisation. First, it discourages acceptance of diversity. Doer managers seek people who can predictably clone their behaviour. They aren't interested in the ways differences can enhance corporate profits. Second, doer managers don't see managing people as a legitimate activity. They will always have difficulty managing a diverse workforce because they place no priority on managing people in general (Thomas R. J., 2010).

Other than the employee –manager dynamic Sutherland (2008) cites Booysen (2005) that there are three social identities in the South African workplace that face different challenges: Africans that have the political power but are now frustrated by the slow transformation process; White males by contrast feel threatened by a perceived lack of future opportunities and feelings of being unvalued, especially when they are expected to mentor and coach new African recruits, and the third group find themselves in the middle, in between White males and Africans – these are Indians, Coloureds and White females who were not sufficiently White or of the wrong gender to benefit from apartheid and now find themselves not being Black enough (Sutherland, 2008).

Work teams.

S. Rulashe – MBA Research Report
Boone & Hendriks (2008) identified three team mechanism variables (collaborative behaviour, accurate information exchange and decision-making decentralisation) as major contributor to a diverse team’s performance. Pless & Maak (2004) argues that true and cooperative teamwork, which is an important element in cultural change processes, is virtually impossible in corporate structures that are based on hierarchy and dominance. The competitive “survival of the fittest”-imperative works against genuine teamwork. This environment also restricts open discussions, as the voice and word of a privileged or domineering person (i.e. the team leader) prevails (Pless & Maak, 2004).

The change for group development much like individual development requires people to enter unfamiliar territory and to reconcile their old beliefs with new information and new realities (Ferdman, Avigdor, Braun, Konkin, & Kuzmycz, 2010). In an American study Watson & colleagues (1993) confirmed the development within a team is a process where the diverse group results in negative outcomes in the beginning and this is presumed to be because it takes time for the group members to get over their interpersonal differences once a certain level of behavioural integration (Hambrick, 1994) has been achieved, groups may be able to obtain benefits from the greater variety of perspectives inherent within a diverse group (Milliken & Martins, 1996). This study could highlight that what is termed as a failure of diversity & inclusion implementation as identified by Miller & Katz (2002) is the timing factor within the organisation as the teams still need to adjust to the new culture. The challenge here then is that organisations expect positive results quickly after an implementation of a policy.

Also in contrast to the current management trend of constantly changing team compositions (Sennett, 1998), an inclusive team culture requires constancy in team composition so that a workable trusting relationship can be established (Pless & Maak, 2004). This identified need for consistency within the workforce, could pose a challenge for the organisations that require constant change and innovation for competitive advantage. Further research is recommended on how to attain and sustain inclusion in a constantly changing environment.

Pless and Maak (2004) further note that when within an organisation the relational framework is built on closeness, co-operation and reciprocal recognition, mutual trust is more likely to develop. While building trust is a lengthy process, it can be quickly lost. Therefore trust requires continual nurturing if it is to be maintained.
How do you build trust in an environment where incremental changes in the composition of the workforce actually may be more noticeable and more disturbing to White men than to women and minorities, who are accustomed to operating in an environment in which they are not the majority (Mobley & Payne 1993)? This change may help explain the backlash against diversity and diversity training programs in organisations (Milliken & Martins, 1996).

Organisation:
Thomas (2010) has identified the failure to institutionalise (lock in) cultural change as a major error in organisation. Cultural change, though essential, is not enough. Cultural manifestations—systems, policies and practices—must be altered to reflect the change. This too can be a challenge (Thomas R. J., 2010).

Continued Practice - once the basic concepts have been introduced, continued reinforcement of and practice in applying them are critical. Diversity capability isn’t achieved by one or two educational workshops. It requires a persistent, continuous effort to understand and operationalise the diversity concepts. Without this effort, sustained progress with individual and organisational capability just won’t happen (Thomas R. J., 2006).

Thomas (2006) comments on how most organisations are filled with barriers—rigid structures, poor training processes, outmoded equipment, misguided incentive programs and discriminatory promotion and assignment practices that keep people from contributing the full breadth of their skills, ideas and energies to the organisation’s success. Expressed in conscious and unconscious behaviours, as well as routine practices, procedures and by-laws; these barriers are typically rooted in the very culture of an organisation. They favour people who are most like the founders or senior leaders of the organisation. These barriers can be invisible but they are demeaning, discouraging, distracting, exhausting and seemingly insurmountable to those who bump up against them every day.

Conclusion:
The literature highlighted the need to understand the meanings of diversity and inclusion before management can manage them. There has been no confirmation of whether the definition then impacts on the success or failure of the implementation of diversity or inclusion management. Effective management of diversity means minimising or eliminating the negatives. Again, the appropriateness of
exclusion or inclusion as a response depends not on personal philosophy but on context (R. Roosevelt Thomas, 2006).

The literature then notes how some of the challenges faced in implementation are not visible or have been in the culture of an organisation that inclusion will require relearning for the whole organisation and sustained positive action to stop it. The management of the practices are advised not to be prescriptive as the South African context is faced with a myriad of emotions and historical circumstances that will impede on the initiatives.
CHAPTER 3:

3. Research Methodology

3.1 Research Approach & Strategy
The research would be termed as an exploratory study which is defined as the means of finding out what is happening, asking questions and to assessing a situation in a new light (Saunders, Lewis, & Thornhill, 2009). In alignment with the principal ways of conducting exploratory research; the research aimed to find out what is happening in terms of diversity within a sample of FMCG manufacturing organisations and asked questions through interviews with the employees. This was done to assess the situation within these organisations.

This was a deductive research based on identifying the status of diversity and the inclusion management practices. The method was mixed due to the combination of qualitative and quantitative methods used. The interviews were qualitative and the statistical demographic representation of the employees’ diversity from the EEA2 reports will be quantitative.

There was also an archival research element as administrative records and documents were used as principal source of data (Saunders, Lewis, & Thornhill, 2009). The 2010 EEA2 report served as a confirmation of the demographic representation to clarify the diversity of the organisation. The EEA2 report was taken as a resultant product of ‘day-to day activities’ within the organisations and therefore use of such document was appropriate for the research.

3.2 Research Design, Data Collection Methods and Research Instruments

The research was cross-sectional as it provided a ‘snap-shot’ view of the diversity and inclusion practices within the FMCG sector. Cross-sectional study is defined as the study of a particular phenomenon at a particular time (Saunders, Lewis, & Thornhill, 2009). The FMCG manufacturing sector has changed and will continue to change over time but due to the time limitation of the study this research could not be done as longitudinal. The research was about the status of diversity within the researched period.

The research was a combination of data collection methods listed below:
To evaluate the level of diversity – the research used primary documents (Saunders, Lewis, & Thornhill, 2009) (Employment equity and turnover reports) from each organisation to confirm people employed identified by race, sex, physical ability, education level and position within the organisation.

To establish how diversity is managed – the research used an interview method directed at management asking how they manage a diverse team. As this was an exploratory study, closed questions would not be suitable for the research as it would have limited the response scope of research and insight into the creativity used by the different managers. There was a targeted response of 2 active managers per organisation.

The interview also discussed what has not worked in diversity management for the manager. What challenges did they experience in the implementation of organisational policies?

The research used an interview or focus group to confirm the employees’ perspective on the diversity and inclusion. This was to confirm if the definition and understanding of inclusion filtered down to the employees. It also verified the management practices on diversity management and the challenges of implementing such practices.

To explore inclusion practices, organisation HR policies and interviews as stated above were used.

It was assumed that each organisation could be experiencing different challenges and therefore the answers will not be the same across all the organisations. Therefore the interview did not limit the answer of the participant.

3.2.1 Data collection methods

‘To ensure that the evaluation data you collect are accurate and reliable, use more than one method of collecting information. When you use interviews to collect data, also use a method with complementary strengths and weaknesses’ (Phillips, 2010).

The research used structured interviews; focus groups and organisation recorded information on employees and turnover rate.

The interviews were structured as the questions were pre-planned. These questions were open-ended as the research sought in-depth information based on the personal experiences of the respondents. Some
of the interviews had a combination of structured and unstructured as further questions were asked of the respondents to better understand their insight on the practices within the organisations.

The data was collected through face-to-face interviews and (Phillips, 2010) noted the following disadvantages with interviews:

- Interviews are potentially biased, both in how the interview is conducted and how the interviewee responds from the perspective of the interviewer, the interviewee, situational variables and the interaction of these. For example, a female interviewee may respond differently to a female interviewer than she would to a male interviewer on some topics.
- Some people find interviews threatening and will not provide candid information.
- It can be difficult or impossible to determine the accuracy of the information provided by the interviewee.

The above points are supported by Saunders, Lewis and Thornhill (2009) where they cite data quality issues of interviews to be reliability, forms of bias, validity and generalisation.

The interviews were recorded on audio with the respondent’s permission. Audio was also cited by Saunders et al. (2009) as having a disadvantage of inhibiting some interviewee’s responses and reduce reliability.

The EEA2 reports collected were used as a source data to counter the issues of using interviews as the main data collection method. E-mail correspondence was also used for further questions.

### 3.3 Population and sample

South African food supply manufacturers are counted to be a population of 293 (Alibaba.com, 2011) out of a global population of 52,044. The number of employees in these organisations has not been confirmed.

The sampling frame was organisations targeted from the JSE list and the organisations that employ above 50 people within the organisation mentioned in the FMCG website reports. The sampling frame used resulted in some organisations being excluded.

This was a non-probability sample due to the targeted method of sourcing organisations. A non-probability sample is described as “a sample that has not been selected using a random selection method. Essentially, this implies that some units in the population are more likely to be selected than
others” (Bryman & Bell, 2003). The aim of the non-probability sample was to gain access and to ensure the organisation had a diverse number of employees. Therefore the assumption was that if the organisation is big and diverse, their response will have more insight on diversity management and inclusion practices within the organisations.

Table 2: Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Total organisations contacted</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organisation refused to respond</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Organisations located but unable to make contact</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Unable to locate organisation</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Organisations that agreed</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Ineligible organisations</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Response Rate</strong></td>
<td><strong>13.7%</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Active Response Rate</strong></td>
<td><strong>16.6%</strong></td>
</tr>
</tbody>
</table>

The initial sample target was 5 organisations within South Africa in the Gauteng region with contacts of 30 representatives overall. The sample was then biased towards organisations with offices in Johannesburg although they have offices nationally. It is acknowledged that the business culture in the regional offices might differ but the HR policies will be the same nationally. 35 organisations were contacted to in the research. The resultant sample target was 4 organisations with 29 representatives. The research had an organisational 13.7% response rate and 16.6% active response rate based on the calculation of:

\[
\text{Total response rate} = \frac{\text{total number of responses}}{\text{Total number in sample – ineligible}}
\]

\[
\text{Total active response rate} = \frac{\text{total number of responses}}{\text{Total number in sample – (ineligible + unreachable)}}
\]

(Saunders, Lewis, & Thornhill, 2009, p220)
Permission was gained through cold-calling the HR department of the organisations and emailing the letter of request. The UCT alumni were also used as a contact point of entry within the organisations. Once permission was obtained, the HR representative was the contact point in organising middle management and employee representative. The instruction was to organise a diverse portfolio of representatives.

**Table 3: Profile of respondents**

<table>
<thead>
<tr>
<th>Description of respondent type</th>
<th>Total Number sampled</th>
<th>Respondents In each organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Representative</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Middle Management representative</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Employee representative</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>

The research had contact with 97% of the targeted respondents. The number of employee representation in the focus groups was increased in some of the organisations in comparison to the initial three respondents required.

### 3.4 Research Criteria

#### 3.4.1 Validity and reliability

Martin (2009) defines a reliable process as one that has turned up a reliable prediction $N$-times in the past, where $N$ is a very large number. Based on this definition, the qualitative and subjective nature of the proposed research does not guarantee a reliable prediction as the context of work conditions differs in each organisation.

Martin (2009) further defines a valid prediction as a prediction that turns out to be true. A prediction is always about *the future* and, as such, it cannot be judged to be valid before the predicted future actually happens. The connection of the experiment being valid and reliable is ‘all things being equal’. The ‘all things being equal’ condition is not guaranteed in the research as the organisations are open and uncontrolled systems. The organisations also have different policies and practices. The
management implementation of such practice is also not a constant variable due to different personalities employed within the organisations.

Miles & Huberman’s (1994) tactics for testing or confirming findings was used for guidance in the research. The analytics tactics of checking for representativeness of the respondents comments was used. Triangulation of the data could not be done as the qualitative data was based on subjective views of the respondents.

3.4.2 Internal validity or credibility
Swanson & Holton (2005) advised that **internal validity or credibility** deals with the question of how research findings match reality. It probes the congruence between findings and reality and the wholeness of that depiction. Internal validity addresses the extent to which the findings make sense and are credible to the people we study as well as to our readers. (Swanson & Holton, 2005). The research sought to verify the internal validity through the interview confirmation with the employees in comparison to the EEA2 report submitted by the organisations to the Department of Labour.

3.4.3 Reliability
Reliability is also termed as **consistency of the findings** by Swanson & Holton (2005). It is important in qualitative research to focus on “dependability” (Lincoln & Guba, 1985, p. 288) and consistency of the results obtained from the data. The standard in qualitative research is that research should be judged based on the extent to which other researchers concur that, given the purpose of the study, its methods, analysis and the information collected, the results are consistent and dependable (Swanson & Holton, 2005). The methods of interview and information comparison were consistent across the different organisations and will therefore be termed as reliable.

3.4.4 External validity or transferability
Swanson & Holton (2005) advise that **external validity or transferability of the findings** has issues of generalisability to other settings and problems. The goal of the research was to understand, not to generalise. Stake (1994) advise the use of the research to focus on *analytical generalisation*, which “involves a reasoned judgment about the extent to which findings from one study can be used as a guide to what might occur in another situation” (cited in Kvale, 1997, p. 233). (Swanson & Holton, 2005)

Table 4: Tactics for Testing or Confirming Findings
### TACTICS

**Assessing Data Quality**

<table>
<thead>
<tr>
<th>TACTICS</th>
<th>IMPROVE THE TRUSTWORTHINESS OF YOUR ANALYSIS BY…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking for Representativeness</td>
<td>→ Being critical of your tendency to over-generalise.</td>
</tr>
<tr>
<td>Checking for Researcher Effects</td>
<td>→ Examining your study for biases emerging from (1) researcher effects on the case and (2) effects of the case on the researcher. Manage these to the extent possible.</td>
</tr>
<tr>
<td>Triangulating</td>
<td>→ Using multiple sources of data, multiple methods and even multiple investigators to confirm the emerging findings (Merriam, 1998).</td>
</tr>
<tr>
<td>Weighing the Evidence</td>
<td>→ Critically evaluating if the data on which a conclusion is based is strong or weak.</td>
</tr>
</tbody>
</table>

**Looking at “Unpatterns”**

<table>
<thead>
<tr>
<th>TACTICS</th>
<th>IMPROVE THE TRUSTWORTHINESS OF YOUR ANALYSIS BY…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking the Meaning of Outliers</td>
<td>→ Seeking the outliers (discrepant case, atypical setting, unique treatment or unusual event) and verifying whether how what is present in this outlier is different from the mainstream theme(s).</td>
</tr>
<tr>
<td>Using Extreme Cases</td>
<td>→ Honing in on the extreme outlier to see what you can learn.</td>
</tr>
<tr>
<td>Following Up on Surprises</td>
<td>→ Reflecting on why you felt surprised—what does this tell you about your assumptions and biases? Then, going back into your data to “rebuild” your theory.</td>
</tr>
<tr>
<td>Looking for Negative Evidence</td>
<td>→ Consciously looking for negative or discrepant information that runs counter to the themes that are emerging.</td>
</tr>
</tbody>
</table>

**Testing Our Explanations**

<table>
<thead>
<tr>
<th>TACTICS</th>
<th>IMPROVE THE TRUSTWORTHINESS OF YOUR ANALYSIS BY…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making If-Then Tests</td>
<td>→ Creating “If-then” propositions and going back into the data to verify whether the “then” has happened.</td>
</tr>
</tbody>
</table>
### 3.5 Data analysis and interpretation

Qualitative data analysis is a process that entails (1) sensing themes, (2) constant comparison, (3) recursiveness, (4) inductive and deductive thinking and (5) interpretation to generate meaning. (Swanson & Holton, 2005) The interviews were audio-recorded and then transcribed. Atlas.ti was used as the computer-assisted data analysis software (CAQDAS).

The data analysis process is largely driven by the act of categorising and coding (Richards & Richards, 1994). The research used the deductive analytical approach which is defined as the one where ‘the researcher will seek to use existing theory to shape the approach that you adopt to the qualitative research process and to aspects of data analysis’ (Saunders, Lewis, & Thornhill, 2009).

The research already had specific questions to be answered and was therefore more structured and formalised. Key themes were coded and categorised according to the questions and objectives i.e the definition of diversity across the organisations. The frequency of the terms was also quantified to understand whether the theme can be generalised across the sampled organisations. The various answers were compared on whether they support or contradict each other in the respondents’ perception of the organisations.

The analysis process followed Swanson & Holton (2005) guide on four general stages of qualitative data analysis: data preparation, familiarisation, coding and generating meaning which is adapted from Miles & Huberman’s (1994) Tactics for Generating Meaning.
CHAPTER 4

4. Research Findings, Analysis and Discussion:

The research analysed the status of diversity within the organisations in comparison to the average Economically Active Population (EAP) representation in South Africa. The research questions were addressed in the interviews and the comparison was based on the understanding by the Human Resource, Management and Employee representatives.

4.1 What is the organisation’s diversity status?

The EEA2 reports submitted to the Department of Labour were used as a confirmation of the organisations’ diversity status. “The most important fact to bear in mind is that the data contained in the CEE reports are based only on a limited sample of the national labour market. This is due to the fact that the EEA requires employers with 150 or more employees to report annually and those with 150 employees and less to report biannually to the Department of Labour,” (Bezuidenhout, Bischoff, Buhlungu, & Lewins, 2008).

The number of employees hired by the organisations in the research sample ranged from 2241 to 4460. The analysis was based on percentages as the organisations do not have an equivalent number of employees in each organisation. As presented in Figure 6: Gender profile of employees in comparison to EAP report; with reference to gender representation within the workforce two of the organisations (A and D) are lagging.

![Figure 6: Gender profile of employees in comparison to EAP report (Department of Labour, 2010) (Department of Labour, 2011)](image-url)
In organisation A there was no barrier to Affirmative Action that was acknowledged in point 12 of the EEA2 report. In organisation D the barrier of female appointments was acknowledged as due to factory environment of the business. Organisations are investing in better machinery to increase output of factories; the barrier for female workers within the factory environment can be improved.

Table 5: Workforce racial profile

<table>
<thead>
<tr>
<th></th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>National EAP</td>
<td>73.6%</td>
<td>11%</td>
<td>3.2%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Gauteng EAP</td>
<td>77.9%</td>
<td>3.8%</td>
<td>2.2%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Org A</td>
<td>65%</td>
<td>5.4%</td>
<td>7.3%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Org B</td>
<td>59.3%</td>
<td>14.8%</td>
<td>8.5%</td>
<td>16.1%</td>
</tr>
<tr>
<td>Org C</td>
<td>58.8%</td>
<td>16.4%</td>
<td>7.5%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Org D</td>
<td>67.8%</td>
<td>11%</td>
<td>8.6%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

In terms of workforce race representation within the organisation; Africans are underrepresented across all the organisations, Coloureds are underrepresented in organisation A, Indians are over represented in all the organisations and Whites are underrepresented in organisation D. These organisations are national and although the interviews were done in Johannesburg, the national EAP comparison would apply.

Although the organisations do not have the exact EAP profile representation; the diversity of the organisations in terms of gender and race can be proved and thus qualify them for the research purpose. The diversity in terms of age, religion, sexual orientation and education level could not be compared as the CEE report did not have information to this level.

The focal point of South African reports is the limited representation of Black employees in senior positions within the organisations. Three of the four organisations sampled have 100% White males in
Top Management positions. In Mid to Senior Management the organisations have a White representative range from 41.6% to 79.5%. These roles are considered as essential for strategic planning within organisations – it would be essential to have diverse views. This representative sample confirms the Department of Labour (2011) view that South African organisations are still not progressive in relation to employment equity at the Top and Senior levels.

The promotional representation had to be analysed in Figure 7 to confirm whether the Senior Management roles are being transformed accordingly. The Senior Management positions are identified as the feeder to the Top Management level and therefore a predictive indicator of the transformation that will take place in the future. The National trend was 54% of the promotions were allocated to White individuals and 44% to the Black individuals. Organisation A and C did not make an effort on transforming Senior Management. This is noted from the fact that organisation A promoted 100% White male employees and organisation C did not promote any employees and thus maintained current Senior Management status at 100% White male. Organisation D’s promotional status followed the national trend and organisation B was identified as the more progressive in terms of 56% of the individuals promoted were Black. Organisation B was also the organisation with a Top Management that had diverse individuals.

Table 6: Promotion to Senior Management by racial profile

<table>
<thead>
<tr>
<th></th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>National EAP</td>
<td>23.2%</td>
<td>9.1%</td>
<td>11.3%</td>
<td>54.3%</td>
</tr>
<tr>
<td>Org A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>Org B</td>
<td>25%</td>
<td>14%</td>
<td>17%</td>
<td>39%</td>
</tr>
<tr>
<td>Org C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Org D</td>
<td>10%</td>
<td>3.5%</td>
<td>13.5%</td>
<td>64%</td>
</tr>
</tbody>
</table>

In a 2008 report that tracked the impact of EEA within the organisations the following was noted: “Our case studies have also shown that formal organograms and changes in the demographic profile of a workforce, do not necessarily translate into real changes of power. An example is the “upward
floating colour bar”, where layers of authority that are filled by people from designated groups become disempowered, as authority is moved elsewhere in the organisation.” (Bezuidenhout, Bischoff, Buhlungu, & Lewins, 2008) This could mean that although diversity is proved in terms of the total organisations – there are internal power-shifting dynamics that cannot be proved by numeric representation analysis.

Table 7: Average turnover rate - over a 12 month period

<table>
<thead>
<tr>
<th>Organisations</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ave Turnover 12 months</td>
<td>12.75%</td>
<td>4.39%</td>
<td>10.9%</td>
<td>3.56%</td>
</tr>
</tbody>
</table>

The turnover information was not given by racial profile and therefore the analysis was limited to the overall trend of the organisations. Organisation B and D had the lowest turnover rates and higher diversity transformation efforts in leadership than the other two organisations. Further research would be recommended to confirm conclusively whether the trends in turnover for the organisations are linked to the visible diverse promotional efforts made by the organisations. Organisations should take into consideration that Bleijenbergh et al. (2010) maintains that an equal representation of different groups in the workforce as being a long-term investment in human capital.

4.2 How does the organisation define diversity?

Across the designations, the representatives mentioned the definition of diversity as being race, age, sex, religion and culture. A White male HR representative also mentioned that whether wealth had an impact on a person’s response to life/work experience and therefore an addition to the diverse nature of the organisation. This would be termed as workforce diversity as identified by Hubbard (2004) which include group and situational identities of the organisation’s employees.

An employee included the person’s values and personality as part of diversity, with another including a political opinion being a strong influence on diversity.

A White male manager also said that, “People have different experiences depending on their travelling, their origin where they come from, physically or even historically. In the case of SA it could be the fact that we’re from a apartheid regime and now live in a democracy, therefore democratic state and other will be exposed to slaves if they are from the US and things like that.” “We develop our beliefs,
attitudes and values, the components of identity, through cognitive and affective processes from within our socio-political locations” (Carden & Callahan, 2007).

This highlights that other than individual differences, there are social influences such as politics and culture that creates diversity in a global sense. The history of the country will create or mould a different individual and therefore expatriate’s experiences should be included in the understanding of diversity. South Africa is in a unique position in terms of cultures that are influencing the experience and creation of a new diverse nation.

4.3 How does the organisation define inclusion?

The respondents generally defined inclusion on the bases of accommodating the differences within each individual. An HR representative further advised that acknowledgement is just an initial step, the person then has to think about ‘how do we harmonise these differences.’ La Case (2008) asserts that harmonious relationships are possible if we claim —our own self-respect and respect for others. This would mean we acknowledge and respect these differences.

A White female HR representative then advised on the impact of inclusion as, “If you have spoken to people and they are part of the process they are part of the decision making to add value - commitment is automatic.” The challenge with this process was highlighted by a White male representative as some managers do not ask the subordinates for input as they fear that they will be thought of as stupid. This fear can then limit the innovative potential of the group as discussed by Pless and Maak (2004). Another fear drawback highlighted by employees was that management did not want change within their departments. Pless & Maak (2004) discussed how creating an inclusive environment requires profound individual transformation and this might be far from easy to realise. The fear felt by management has to be acknowledged and addressed before organisations can see the implementation of an inclusive environment within the workplace.

Two of the White male management representatives talked about the level of tolerance for people who have different ways of either thinking or believing. An African female management representative also advised on including ‘everybody from all those different groups either in decision making or in process formulation, the ability to be able to understand how different groups will behave or interpret certain thing.’ Whereas a White male manager believed inclusion should be based on merit or your
competence, “it can only be if you are able or competent in terms of your job or function and it shouldn’t be based on your background where you are coming from.”

An employee focus group defined inclusion as a form of highlighting the differences so that people can understand each other - by highlighting these differences and similarities in order to bring about a more harmonious work place in order to optimise relations between people and that would optimise work efficiency and productivity.

A Coloured female employee discussed the following examples; if a person can understand, “why other people have to leave at 12 on a Friday to go to mosque or do you understand why there are flexi times involved because geographically they are placed far away so they have to wait for a taxi and some people take two or three taxis just to get to work so you need to consider that as well.” This point is identified by Nkomo (2006) as one of the best practices in creating a culture that values diversity by recognising that the difference in time consciousness may be due to real issues and not a form of laziness.

In contrast to one manager’s view, two employees (African and White) believe that in an inclusive environment the information is open and transparent – there is not ‘a need to know basis’ for access to information. Whereas the White male manager advised that inclusion is based on merit. The person has to perform first before they can be included. This is in contrast to literature where Ferdman et al. (2010) discussed that “collective experience of inclusion will be positively associated with indicators of the group’s performance.” This literature highlights that by being included first, the employee/group will then perform better in the workplace.

4.4 **What is the organisation doing to manage diversity and inclusion?**

Skills development was discussed by all organisations as part of the initiative to ensure the employees’ skills levels are increased and therefore can contribute more to the business resulting in inclusion for the person. An African female employee also discussed how the organisation assisted her from being a cleaner to a receptionist. The loyalty of the employee increased as the organisation took chances with her and assisted her on her dreams. In support of this concept, a White male manager was unimpressed with his organisation that he says still insist in bringing high salaried people with degrees from outside when they have employees inside who happen to know the business even better. The business case point raised by Schneider (1992) highlights that organisations should look at proper utilisation of the
skills and potentials of all employees. Organisations increase their operating costs unnecessarily when they could utilise their employees as advised by the manager.

Organisation D discussed the BEE incentive share scheme as part of their plan to retain the identified Black talent and maintain diversity. Beer and Katz (2003) advised that incentives, high bonuses and stock options are additional factors that increase retention within organisations. However these financial incentives and “golden handcuffs” do not always provide the best retention results and it is better for companies to communicate with the staff on how they would like to be rewarded. A White male manager talked about initially thinking of the policies as being part of reverse racism as some of the Indians had the same opportunities as White people in the past. Coetzee (2005) discussed this point as being part of the fears expressed by people which range from “lowering of standards, reverse discrimination and in some cases it is seen as a phenomenon where appropriately qualified Whites are rejected for employment, in favour of a lesser qualified Black person. These fears, if not carefully managed, can lead to resentment” (Coetzee, 2005). This resentment would be contrary to the organisations’ objectives. Nkomo and Stewart (2006) also recommend that a business case has to be made by the organisation to ensure that management understand the ‘economically viable’ aspect of EE on the bottom line.

South African organisations are required by legislation to establish an EE committee that meets at least quarterly. From the EEA2 reports, three of the organisations are meeting quarterly and one has monthly meetings. HR has confirmed that the representation across the different levels of employment and the feedback to the employees has been found to be lacking across the organisations. The employees interviewed also confirmed that they know there is a committee but they are not aware what the EE committee is doing in the organisation also that there is enough practice of the policies in place. In point 10 of the EEA2 forms submitted (Awareness of Employment Equity) three of the four organisations sampled said ‘Yes’ to implementing awareness through formal written communication, policy statement including reference to EE, diversity management programme and discrimination awareness programme.

This would highlight the need for other communication efforts, although organisations have complied with the written, formal communication. The employees advised that there is no transparency in previous communication efforts.
All the HR representatives advised that the retention of a BEE candidate is included as part of the Key Performance Indicator for management so that they can take ownership of the role on diversity management. This is aligned to a recommendation cited by the University of Cape Town (2011) to the Commerce Faculty Transformation Committee.

Cultural days were also counted as part of the initiatives for the organisations to embrace diversity. The surprising initiative was organisation D advising that they allow their workers to take time off for traditional circumcision rites and they accept *sangoma* notes instead of doctors notes as part of acknowledging the different cultural practices within the business.

The interview for management acknowledged that they are gatekeepers in terms of implementation of the practices. Hirshberg(2009) confirmed that respondents in his study reported experiencing more inclusion to the degree that they perceived their supervisor to behave inclusively (Ferdman, Avigdor, Braun, Konkin, & Kuzmycz, 2010).

The discussion was based on what the organisation is doing at large and what is the actual manager doing to ensure a diverse and inclusive environment within the team.

In terms of the organisation – three of the managers (African and White) still view organisations as window dressing diversity by pushing for numbers to meet the BEE scores. Although some say this has now changed as more care is given to recruiting individuals that fit the organisation culture but the focus is still given to BEE candidates. “The guideline is we do not discriminate on race, any race is welcome to apply but there is a biased towards BEE candidates unless you can’t find a BEE candidate then you can go and find somebody else.”

The employees confirmed that recruitment was being done to create a diverse environment but in terms of managing the diversity of the organisation – it was considered as non-existent. Employees in three organisations confirmed this. One employee commented, “We have a white picket fenced house but then inside it’s actually not like that.” Recruiting has been identified by Thomas (2006) as a top initiative to ensure diversity but Ferdman et al. (2010) stated that the simple presence of diversity does not guarantee that inclusion will also exist within the organisation.

In organisation B, an African female manager advised that the senior executive gap is not likely to be bridged in the near future as the board level executives are all males. The strategy is that of feeding from the middle executive and only replacing from natural attrition which is a long process.
The conversation on bridging the skills gap – two of the organisations mentioned how they are engaging with education institutions to recruit the kind of people that will add diversity to the business. The in-house skills training programs are also used to ensure the workers are supported in their career goals. “It is estimated that 2 per cent of the private sector's salary bill is invested in education and training each year compared with 6-8 per cent in leading industrial nations” (Bowmaker-Falconer and Horwitz, 1994 cited by Horwitz, Bowmaker-falconer, & Searll, 1995).

In point 6 - Skills development of the EEA2 forms the organisation had the following percentage of workforce who received training for the purpose of achieving the numeric goals: A =45%; B =69%; C = 64%; D =52%. Across all of the organisations a large proportion of the training was received by the African males and the costs associated to the training have not been confirmed.

In all organisations; social gatherings and cultural themes are encouraged as part of highlighting diversity. The employees agreed that it was a diversity initiative and it was recognised as nice but a fleeting event of one day. What can organisations do to ensure the effects of their inclusion efforts are sustained in the organisation?

Another change noted was how the CEO in organisation B was now sending Eid and Diwali messages instead of just Christian orientated messages. This highlights how leadership initiatives and behaviours are noted by employees.

Integration of functions was mentioned as part of the inclusive environment by two organisations. Organisation A mentioned how they have ensured people are included by having what they call ‘Invocoms’ (involvement for communication) once a week. This session engages across the various functions where people talk about their issues (i.e. sales vs. production). This increases information sharing and learning across the organisation. They can give feedback to the manager if he does something they do not like. The employee focus group also confirmed they do not feel uncomfortable in addressing an issue in this forum.

In organisation B, the integrated channel plans was an annual strategic plan where the employee advised it has evolved from being the sole responsibility of a brand manager to an inclusive process of ensuring the different departments buy into the plan and makes it easier to implement. This process is longer but that was deemed to be worth the buy-in compared to previous organisational attempts.
In terms of management practices; a White male manager commented, “I feel like I have to hold people’s hands a lot more and coaching from a managing point of view.” This is in contrast to a focus group of employees where they perceive that there is no mentorship within the organisation. This highlights a disconnect - in terms of management thinking that they are giving enough support and employees thinking they are not getting enough support in their roles. Mentoring is highlighted by Pless and Maak (2004) as helpful in the endeavour to build an inclusive work environment since it fosters relationship building beyond ranks and hierarchies, creates trust, encourages mutual learning and enabling between mentors and mentees. Although mentoring is highlighted as important; organisations have to deal with one of the three social identities discussed by Sutherland (2008) and Booysen (2005) that White males feel undervalued while being expected to mentor and coach new Black recruits. This will limit the mentorship process within the organisation.

The validity and practicality of equal treatment was questioned when one of the White male managers raised a point of, “I try and treat people equally. The problem that I find and maybe this is a negative I tend to be softer on my African ladies in my team maybe because they are ladies and there is an emotional side to it - and on my White male I tend to be very hard.” The merit of this practice can be debated. There are three paradigms addressed by Jonsen et.al (2010):

1. The gender-blind view: Women and men leaders are not significantly different and should therefore be treated the same.
2. The gender-conscious view: Women and men leaders are significantly different and should be treated accordingly.
3. Perception creates reality: Women and men leaders are not significantly different. But people believe they are different (stereotyping) and these stereotypes create barriers to women’s advancement. (Jonsen, Maznevski, & Schneider, 2010)

This would mean although the manager tries to maintain a gender-blind view, his actions are in fact gender-conscious and thereby emphasising a stereotypical belief in terms of females in the workplace.

Communication was unanimously highlighted by the managers as a practice but in different scenarios with different implications:

1. Communication in terms of ‘calling a spade a spade’ – was resulting in direct feedback to employees.
2. Communication in terms of telling people where their role fits in the bigger strategy of the business – ‘piece of a jigsaw puzzle’ – thereby clarifying their performance is important for the success of the business.

3. Communication in terms of using the person’s mother tongue. Employees seem to be more receptive to communication done in their mother tongue and it minimises misunderstanding.

4. Communication in terms of the team sharing information on current projects to ensure everyone in the team is on the same page.

5. Communication in terms of minimising email communication and talking to people directly.

In terms of Behavioural diversity highlighted by Hubbard (2004) the above communication practices have to be cognisant of the employee’s attitude and expectation. “Effective communication is critical for a strong level of performance” Ely (2004) cited by (Ferdman, Avigdor, Braun, Konkin, & Kuzmycz, 2010). Miller and Katz (2002) are in agreement that clear, honest and direct communication is an essential part of inclusive behaviour.

One of the African female managers advised on her strategy to create a more diverse workforce, “You get into a role where there is four men that have been there and you can’t get rid of them, you can’t move them anywhere, they have no intentions of going anywhere. But what I did was to ensure that at each entry level there are some women that can tap into the current incumbents’ knowledge and have experience and exposure so that they slowly get into it. But it’s not a matter of easily replacing people one with the other or a woman in a place of a man. Its gradually ensuring that slowly there is representation across different diverse groups and not just one particular group.”

“No longer can the advancement of women be seen as an option, it is a requirement” (April, K; Dreyer, S, 2007, p. 62). With more females entering the workforce - pregnancy was raised as an issue by an African male manager, “All my direct reports are women. I have had no issues what so ever instead I rather do enjoy working with them; the only challenge is that women get pregnant. We need to work with that and around that. Other than that they have been able to deliver on anything that has been put in front of them.” Another White male manager echoed the statement by arguing on how he can run a department when a woman gets pregnant and leaves for four months but as soon as she is back she is pregnant again. This statement is echoed in the Whitehead v Woolworths (Pty) Ltd (1999) 20 ILJ 2133 (LC) at 2139, where the Labour Appeal Court, in a majority ruling, gave a commercial rationale for uninterrupted job continuity/availability primacy over fair labour practices in discarding a pregnancy claim for unfair discrimination in not appointing the applicant to the position of human
resource manager (Horwitz, Browning, Jain, & Steenkamp, 2002). Although in the Codes of Good Practice, the EEA [No. 55 of 1998] disallows direct and indirect unfair discrimination against an employee on any of the following grounds: race, gender, sex, pregnancy et cetera. (Bezuidenhout, Bischoff, Buhlunlu, & Lewins, 2008).

A Coloured female employee advised of how they attended an insights personality training where the team tried to understand why certain people are the way they are. This was an attempt to work with the different personalities and also minimising clashes in the organisation. They were also given little blocks that emphasised their moods for the day i.e. ‘make it short and quick’ or ‘I am feeling fragile’. The blocks were on the employee’s desks and the frequency and effectiveness of use could not be verified.

In terms of business transactions – one of the employees advised that, “We have to ensure the suppliers we work with are BEE and they are level four and if they aren’t, there needs to be a serious motivation why you are transacting with someone who is not compliant with our procedures.”

Organisation D’s HR representative advised that they did not have any formally documented policy or practice in place to manage diversity and inclusion. The other organisations did not confirm. This would mean the phase 2 (Developing a vision of inclusion) stage in the Transformation stages for building a culture of inclusion model (Pless & Maak, 2004, p. 136) is not being formally implemented across the organisation. The phase 3 and 4 ‘Rethinking key management concepts and principles’ and ‘Adapting HR systems and processes’ would then not be formally implemented and monitored in the organisations.

4.5 What are the key challenges that the organisation is facing in implementing diversity and inclusion strategies?

An HR representative advised that the organisation has a challenge in terms of ‘Awareness, readiness and acceptance’. The example used by two representatives was that of physically disabled employees within the workplace. In organisation B, where a lift is being used as the mode of transport between floors. And in organisation D, the representative acknowledged that cost is also an issue – in terms of revamping the workplace to be suitable for the physically disabled people. It was declared as the,
“The cost of the organisation and practicality in implementing whatever you would like to have the people feel included in the business.”

Another challenge cited was the movement of Black people to senior positions as the feeder of middle management also happen to be White. There are other positions that the organisation only appoints expatriates to them and these expatriates are usually White males. Although these expatriates are 1% of the total organisational workforce; an African male representative said the expatriates are essentially taking a place where the organisation could be grooming other talent. A White male manager agreed with this view and said the expatriates were also expensive to the business. The discussion on the meeting the 2012 targets set by government seemed improbable due to organisations not being able to meet even the current targets.

The complacent attitude of the organisation in being ‘fairly ok with the lower numbers’ could mean current strategies are not being drastically revised. The buy-in from Top Management was unanimously cited as one of the challenges for them to be actively involved and in support of creating a diverse workforce.

This was compounded by the perspective that the organisation was not taking enough risk on Black people as opposed to White people. There were enough Black people in the lower management and skilled levels and this phenomenon is called ‘the Irish coffee syndrome’ where at the top its white foam and at the bottom it is black.

The recruitment processes were also raised as a challenge as the medium used such as the intranet or internet are not the widely used in South Africa. “You can argue that for your professional skills and I agree - people should already be accessing those. But when you start recruiting for your artisans and the likes it might be that problem to use the internet, we are not big on newspapers and even in the newspapers if you are recruiting for that skill you cannot be using the Sunday Times. You really need to use the local newspaper where you want that skill. So we’re not using that but for some reason in the EEA report we said it’s not a barrier - I don’t know how it is not,” commented an African male HR representative. “There are those who argue that the major obstacle to employment equity is continued racism in organisations and a failure to comply with and implement legislation. The fact that there are high levels of graduate unemployment, especially among Africans, shows that there is bad faith.”

Bezuidenhout, Bischoff, Buhlungu & Lewins, (2008) also commented on organisations in rural areas, such as mining houses, universities and some manufacturing organisations, face real pressures with the lack of a pool of skilled people from designated groups and the view from Johannesburg often misses
this point. This would highlight that geographically the skilled professionals are concentrated in certain regions of the country and this could possibly impact the graduate unemployment levels in the country.

In organisation A, the salary discrepancy was brought as a challenge for the organisation where there could be disparities of about two hundred thousand rand a year for employees in the same position. Maak & Pless (2004) discussed that in building an inclusive diversity culture, reward and compensation have to be analysed; “a prerequisite for reward systems is their structural integrity, ensuring equality and guaranteeing the same rights for everyone, e.g. ‘equal pay for equal jobs’”. This means that salary disparities among people who do the same job and deliver the same performance standard have to be abolished” (Pless & Maak, 2004). The challenge for the organisation was how to fix this without killing the organisation profits?

An African male manager acknowledged that it will be difficult to practice inclusive behaviour if the organisational picture is White male and female in management alone. “Once we have a picture that we are more or less happy with; that has changed quite significantly from where it is right now, then we can start executing on inclusion but at the moment it is quite challenging with the current demographics there is no real place for inclusion.” This is in agreement with Roberson’s (2006) view that representation is essential in a diverse environment and Thomas (2006) also had 75% of the respondents agree that an organisation can create a more diverse and inclusive environment through its recruiting efforts.

The above was echoed by another Coloured male manager where in terms of advancing in the organisation. He stated, “If the person who is sitting in the next position is not prepared to move then where are you moving to within the organisation?” Another White male manager raised the concern of organisations being concerned with degrees and enticing the cream of a crop at a high cost which does not guarantee that they work better than anyone else. “The business must take into consideration the total cost of hiring the outside cream of the crop instead of creating their cream with the crop within the business.”

A manager raised the issue of people not liking change and yet not wanting to be perceived as racist and therefore the cause is noble and the intention is noble but the execution is lacking. “People tread on egg shells, so they tip toe around issues hoping that they might go away perhaps.” This sentiment
on change was also raised by HR and the employees where they identified Middle Management as the resistors of change not Top Management. “If the people implementing and managing the diversity and inclusion are reluctant to change – will the organisational strategy really work? Or will the emotional leaks show along the way and will the blame be on the strategy and not the actual implementer of the strategy.”

An employee focus group agreed that the diversity strategy is not ‘focused enough’ in terms of not being highlighted or emphasised enough by management to the employees.

The skills issue was also raised within the various organisations and some of the employees admitting it is what they overheard from management. It was taken as people do not have the right amount of experience to take up specific roles and the responsibilities. One of the employees described the situation as, “We end up rushing people into the position and if they fail and we go – ‘Oh well’. So we don’t have a good crop to pick from just yet.” It appears as if some organisations might be using the potential within the organisation (Schneider, 1992) but they are not supporting with appropriate mentoring (Pless & Maak, 2004) and this would result in employees being set up to fail in the new positions.

An African male employee also brought to light the issue of disconnect in expectation from the people that are there to add diversity as well as the people that are expecting the groups to deliver a certain way. The employees either come with the acceleration expectation and the manager would first want years of delivery within a certain role. This is line with another one of the three social issues identified by Sutherland (2008) and Booysen (2005) as Africans are frustrated by the slow transformation within the organisations.

Another HR representative called ‘the disconnect between Gen Y and Gen X’ as a main cause of the disconnect due to age and understanding. The Gen Y and Gen X view will also highlight the tendency of the older and younger generation not to mix during the functions.

A White male expatriate said in his view the society is not inclusive in its acts, people work and mix with different cultures but then they go home and not explore beyond that. Another surprising factor for the expatriate is that with a country that has 11 official languages but there are people who can only speak one language and not even two. The individual effort is not there to create an inclusive culture. A White female employee admitted to the fact that no she is fine with her current mix of friends which includes one Black person, they all get along well.
Businesses have accelerated the diversity process but they have not looked at how to actually manage that diverse group and also ensure that that group actually feels included.

In the EEA2 reports received only one of the organisations indicated ‘Yes’ to Barriers and Affirmative action measures. The point 12 in the EEA2 form says: ‘Please indicate in which categories of employment policy or practice to employment equity were identified. If your answer is ‘Yes’ to barriers in any of the categories, please indicate whether you have developed affirmative action measures and the timeframe to overcome them.’ (Department of Labour, 2010) There are 23 identified categories in this report such as recruitment procedures, work environment and facilities, promotions. This means with the challenges being faced in these organisations are firstly not being acknowledged and therefore not being addressed or corrected as part of the on-going strategy.

When answering point 13 (Monitoring and evaluation of implementation) three of the organisations ticked ‘No’ as they did not achieve the annual objectives as set out in the EE plan for the period. This is without any barriers indicated in point 12. This could mean either the organisations are not interested in implementing EE targets (with no barriers to stop them) or that there are other barriers in the organisations that are not under the 23 categories indicated in the EEA2 form.

Under the explanations an organisation cited, “Changes to structure due to operational requirements have affected the equity status.” This reason would require a strategy on appointments, succession and experience planning if the organisation is not hiring outside.

Another organisation cited, “In certain areas (factories) due to the nature of business, it is difficult to achieve targets for females. Identifying EE candidates for new appointments in some cases proven to be a challenge, due to specialised skills required.” The barrier ticked was appointments; there was no barrier under training and development or succession and experience planning for the organisation to implement AA measures.

4.6 What can be done or improved to ensure a diverse and inclusive environment?

“I believe that everybody has got something to bring to the table, everybody has got some knowledge that they can bring to the table and as a business we need to tap into that, we need not play lip service because every organisation always says our most important resource is people - please – let’s walk the talk. A lot of organisations have their mission and vision statements and usually they say their most
important resource is people but it’s not always that. This is the big fight from an HR point of view it is to actually to get people to live that and not just have it up as a statement because a statement without action is a dream,” commented a White male HR director. A White female HR representative advised how it is just the little things that we should be questioning and changing.

Organisation D had employees and management highlighting transparency issues – the HR representative did say that they need to improve their communication and disclosure to the employees. Their problem is employee engagement in the practices and therefore it is difficult to implement the strategies effectively.

The improvement highlighted was that organisations should stop being apathetic towards the low diversity numbers and actually fast-tracking and taking risks with Black employees. Also by changing their current recruitment strategy and acknowledging that different positions should utilise different mode of communication – they will access a larger pool of potential employees.

Organisations should look at training or discussion forums that will expose people to the different thought processes.

In terms of legislative, another African male representative proposed that the charge of 10% should be implemented for organisations to take note of the BEE and strategies.

Management identified individual and corporate improvement initiatives:

On the individual element a White male manager commented that a higher tolerance level is needed and also that people should not deem criticism as being racist or discriminatory. “Tolerate that people are not perfect. Allow people to make mistakes, don’t allow them to make the same mistakes but allow them to make mistakes.”

An African female manager commented that management communication plays a key role and the commitment to try and include people. “Try and understand as you would like to be understood as well. Because think about it, when you show an interest to something that somebody values, they tend to think oh she is alright and tend to listen to you or value some of the things you would say or want your opinion on certain things.”
On the organisational level a White male manager believes there are enough people in South Africa to take up and be groomed in the expatriates’ roles. Another African female manager then further commented on how the individual or manager needs executive buy-in or ‘executive sponsorship’ so that they can influence decision. This comment would be aligned to the African male HR representative that said that businesses need to take more risk and advance diverse individuals within the organisation and this would be the support of the role given to such individuals.

Also highlighted by a White male manager and an employee from organisations B and D respectively was the instance that organisation move employees into roles that they do not really want. The question raised by them was that can the employee be blamed if they did not want the role in the first place? An African manager commented on how if the selection process is incorrect then the business will have a problem, “Because if you are sourcing you should be sourcing for the right people and the right jobs. But then if you have the wrong people in the wrong positions then you have a big problem.”

“The organisation needs to engage more with education institutions to make sure that the kind of people that will add some diversity to our organisation and industry are produced. Again diversity not just in terms of race but also the way of thinking and the like,” commented an African male manager. This was supported by an African male HR representative that advised that organisation B was already looking at this initiative for sourcing disabled employee candidates.

The recognition of mainly the sales people in organisation D’s conference and awards evening was raised as an issue of excluding other departments in the supportive roles within the business. A White male manager said, “By spreading the recognition you are making more people feel included ...manipulate the situation. I mean you can take a horse to drink water but you can’t make it drink but if you hold the bucket up to the horse he will drink - you know what I mean?”

All in all a White male manager admitted that, “There’s no book that says you do this and this and then you get a guarantee. It’s trial and error. I guess it’s the inherent difficulty of this kind of thing and it’s a very emotional topic.”

“Some are concerned that the EEA re-entrenches apartheid obsessions with race. There is the need for an approach that moves beyond notions of race. This can be achieved by focusing on class, rather than race.” (Bezuidenhout, Bischoff, Buhlunngu, & Lewins, 2008)

A White female employee commented on ‘how people leave a manager they don’t leave a
organisation.’ This highlights how much influence the middle management has on the employee’s views about the organisation. The mentoring was identified as essential in a focus group from organisation B as surely someone did the role before in the organisation.

The employees across the different organisations also said the induction period was important but the businesses did not invest enough time in modifying the communication to suit the new recruits. A White male employee said in his induction, “I mean we were on some ridiculous induction course - how to put attachments to email - baby stuff -nothing that could really help me because I knew that stuff already. I would have preferred it a bit more specified to my role.” An employee focus group at organisation A then agreed that this is when training needs can be identified and adjusted accordingly so that the person can perform in their role. The male employee admitted to, “The biggest thing was that I didn’t know what I didn’t know, so I didn’t know what questions to ask. I didn’t know what training I should be doing - a bit more guidance there would have been good.”

A female manager in organisation A also said it is important for a person to be taken around the office and be introduced during the first few days in the office. She advised that other employees will be friendlier towards this employee and the employee can feel welcomed or included. This was confirmed by a White female employee at organisation B, “I think the best induction I had was when I joined the organisation and my manager made sure that I went to meet anyone who is anyone, marketing etc and even introduced me to people I know and said being part of the marketing team you must know the people. But that doesn’t happen to everyone - it’s shocking.”

The employees at organisation B also agreed with this comment but one of the females said it is not practical in a big organisation as the person will be introduced to other employees as their role expands.

Across the four organisations, the workshops or forums on diversity were mentioned as crucial opportunities to explore discussions on culture and getting to know other employees. This was stated as an addition to the social events that happen within the organisations. Thomas (2006) advised that diversity capability is not achieved by one or two workshops and organisations need persistent, continuous concepts to understand and operationalise diversity.

A female Coloured employee suggested that organisations do an employee survey on what they can do better and they might get better feedback if it is anonymous. Also the survey can be used as a platform for those who feel victimised and they do not talk about it.
In terms of role performance, a White male employee also said, “We fill out Individual Personal Assessments and our increases are sort of determined on how we perform on those. I get the feeling sometime as if I don’t have a say in terms of where I want to be or what position I want to strive towards that kind of thing. That you are sort of boxed and you have to live with the outputs and your increase is based upon these outputs because it’s what the business wants. So it’s not considered, if you are enjoying it.”

4.7 Limitations of the study

The research was not a longitudinal study meaning the results could be different if it was done in another year.

The study was based on the subjective understanding of the respondents. The level of business exposure and education of the respondents is different and therefore the contexts of the answers might be limited.

The artificial settings of focus groups and individual interviews could have limited spontaneity and self-expression of the respondents. There were dominant participants that could influence the direction of the discussion and where socially acceptable responses were given, might also have influenced the data.

The study was also limited in the triangulation of the subjective themes highlighted by the respondents.

The research was based on a sample of 4 organisations and may not necessarily represent all the South African FMCG companies.

The researcher’s own bias as a South African and African female could have influenced the findings.
CHAPTER 5

5.1 Research Conclusions:

The aim of the research was to ascertain the status of diversity from a sample of FMCG organisations. The sample of FMCG organisations confirmed that the workforce was diverse in terms of numbers within the total business from the EEA2 report. The organisations were facing the same issue of transformation for the Top Management and Senior Executive positions where the diversity was limited in terms of gender and racial representation. The National and sampled organisations promotional trend indicated that some organisations were willing to transform and promote Black people to senior positions. However it was implicated that some organisations have maintained the status of promoting White males only to the Senior Management level and therefore not grooming the diverse talent that was required within the organisations.

In understanding diversity the representatives mainly used the demographic description as the bases of readily recognisable differences. They also acknowledged that the South African history, culture and personality played a big role in differentiating individuals within a demographic grouping. This was in line with the literature discussed.

The perception of inclusion was varied due to subjective variance resulting from the individual’s emotive and psychological state, relationship with the work team and relationship with management.

The practices within the organisations were recruitment focused for the HR and Management level employees although promotion within Senior Management positions was limited as previously stated. The process of recruitment was highlighted to be a barrier in getting new talent in the market. The advertising tools and recruitment agencies used were regarded as inaccessible and niche market modes of communication. Also once recruited, the HR did not have any clear diversity management and inclusion policies to implement. The diversity committees were established within the organisations as per legislation with the quarterly meetings reported. These committees were seen as not being transparent in their communication about the organisations’ diversity strategy to the rest of the employees.

Skills development was identified as an initiative to increase skills within the organisation. Social events were generally identified within the realm of maintaining inclusion but these were criticised by employees as being short-lived experiences and not a sustainable initiative.
Management unanimously commented on high levels of communication with their teams as a best practice for managing diversity and creating an inclusive environment. The sharing of knowledge between different functions was identified as an initiative that was working well within two organisations. The fact that women get pregnant was seen as an issue by two male managers and but no solution was offered as to how to handle the challenge.

The challenge cited within the organisations was the complacent attitude towards transforming the representation within organisations. This was evident in the promotion percentages within the organisations and the EEA2 reports submitted that did not declare any barriers to the implementation of the EE targets. Managements’ fears of change were recognised as impediments to implementing diversity management and inclusive behaviour but no HR initiative had been raised to address these fears.

The employees advised that organisations should mentor more as this was identified as being non-existent. The employee induction process should be tailored in accordance to the level of education of the employee and implemented within the first few days of employment. The recognition of employees should be across the organisation, not just sales/marketing oriented departments.

It can be concluded that organisations were experiencing problems in creating and managing a diverse environment but there was no formal acknowledgement of the issues. This resulted in there being no proactive strategic initiatives or policies to address some of these issues with a long-term resolution.

The research agrees with Allard (2002), Booysen & Ngambi (2004) and Booysen & Nkomo (2009) that few of the organisations have comprehensive diversity policies.

5.2 Future Research Directions:

An identified opportunity for further research would be to increase the sample size. The research would be more representative if a more robust sample of FMCG organisations was used. The representative sample should not be limited to large corporate organisations. The Small Medium Enterprises are increasing in South Africa as a source of employment.

It would be of interest to identify within the South African context as to the variables that indicate the ‘WHY’ in identifying the reasons for organisations failing during the implementations process. What are the manageable aspects that can be influenced by policies and training? What can be done to address the identified White male fear of transformation within the organisations? Also what can an organisation do to ensure the effects of their inclusion practices are sustained?
In the identified promotional trend within the organisations versus the turnover rates; more data and further analysis would need to confirm whether the diverse promotion of diverse employees has an impact on the turnover rate within the organisation.

It would also be interesting to investigate the impact of employing individuals from outside the company due to their higher education qualifications versus promoting the competent employees that have been in the department for years.

In the sampled organisations it would be of interest to confirm whether the BEE share schemes or ‘Golden hand-shakes’ do foster a sense of inclusion for the diverse talent. And what are the implications in terms of the excluded talent within the organisations.
Bibliography


Thomas, R. J. (2006). *Building on the Promise of Diversity: How We Can Move to the Next Level in Our Workplaces, Our Communities, and Our Society*. AMCOM.

Appendix A: Confirmation of Ethical Clearance for Research.

Dear Siananda,

This email serves to confirm that the project entitled, “Exploring the status of diversity management and inclusion practices in the South African FMCG sector,” as described in your submitted Application for Ethical Clearance for Research, signed and dated 31/08/2011, has been approved by the GSB Research Ethics Committee. You may proceed with the research.

Please note that if you make any substantial change in your research procedure that could affect the experiences of the participants, you must submit a revised protocol to the Committee for approval.

Best wishes for great success with your research.

Regards,

Tamlyn

Tamlyn Manu
Research and Faculty Co-ordinator
Graduate School of Business
University of Cape Town
Office Telephone: +27 21 406 3441
Email: tamlymanu@gb.uct.ac.za
Website: www.gsb.uct.ac.za
## Appendix B: Respondent Demographic Profiles

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<table>
<thead>
<tr>
<th><strong>Designation</strong></th>
<th>Manager</th>
<th>Employee</th>
<th>HR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Highest education obtained</strong></th>
<th>Matric</th>
<th>Diploma</th>
<th>Degree</th>
<th>Honours</th>
<th>Master s</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td></td>
<td><strong>1</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **25** | **12.5** | **12.5** | **37.5** | **12.5** |