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OPPORTUNITIES FOR EFFECTIVE DIVERSITY MANAGEMENT IN THE MOTOR INDUSTRY

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A Research report submitted to the Faculty of Management, University of the Witwatersrand, in partial fulfillment of the requirements for the degree of Master of Management.

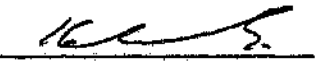
February, 1997.

Abstract

A product of the dynamic changes undergone by industry over the past number of years has been the diversification of the workforce. This is placing a formidable challenge before management, not only to maintain, but under the new conditions of globalisation, to improve levels of productivity. The purpose of this exploratory study was to establish what actions management of the motor industry could take to manage this diverse workforce in order to ensure maximum productivity and motivation. The findings highlighted personal attributes of managers as being of overriding importance. In particular, manager integrity, communication, equality and upgrading of employee skills were the main requirements. In order to address those behavioural aspects, it is recognised that a fundamental change in corporate culture is required. In conclusion, and in line with the literature reviewed, to become effective in diversity management, an organisation must be prepared to undergo a long-term transition.

Declaration

I declare that this research report is my own, unaided work. It is submitted in partial fulfillment of the requirements of the degree of Master of Management in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.



Anthony Robert Kelbrick

24 February, 1997.

Dedication

To my wife Erika, and sons Gareth, Darryn and Jason.

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Chapter 1: Overview

1.1 Introduction

The motor industry in this country has experienced a change in the composition of its workforce over the past number of years. Whereas most, if not all salaried positions were previously filled by white male employees, this high percentage has steadily been eroded by people of different colour, culture and gender. With the change in political direction taken by this country has come an initiative to correct the imbalances of the past through, amongst other initiatives, Affirmative Action programmes. Thomas (1990, p108) defines Affirmative Action as..."an artificial, transitional intervention intended to give managers a chance to correct an imbalance or injustice". London & Wueste (1992) maintain it is essential that all forms of discrimination be eliminated from the workplace, not because it is socially responsible, but because it is necessary for business practice. Because of the changing demographics within the passenger car market in South Africa, it has become essential that the motor industry (as would be the case for any industry) is able to relate to it in order to sell vehicles to it. Affirmative Action has not only been supported, but

even prescribed by the international community, to reverse the effects of Apartheid. Included in these initiatives were the Sullivan Code of Principles, the British Companies' Guidelines as well as the guidelines formulated by the South African Consultative Committee on Labour Affairs. Umlaw (1992) maintains that these programmes had limited levels of success. As at 1992, only 1,2% of management within South African industry was black, (Umlaw, 1992, p15). Within the motor industry at present, and according to the Breakwater Monitor as compiled by Bowmaker-Falconer (1996), 3,1% of employees at management levels are black.

Equally as important is the emergence of more females in the workplace. Historically, the motor industry was predominantly populated by white males. However, due to a number of factors, such as economic pressure on the family unit, plus the increasing emphasis on non-technical functions, more females have entered the industry.

These changes have cumulatively resulted in management finding itself in unfamiliar territory by having to manage employee groups who are diverse in terms of race, gender and culture. As a result, many employees

recruited under Affirmative Action programmes have become frustrated and disillusioned with the credibility of the organisations for which they work. Human & Bowmaker-Falconer (1992) believe that South African organisations who have tried to implement such programmes do not provide an environment in which they can grow and develop on merit, thereby causing frustration. For various reasons their actual career development has not met their initial expectations, therefore creating the perception that the organisations are discriminating against them. Such a situation is described by Simonsen & Wells (1994) who tell of African-Americans who were felt frustrated, angry and bitter when they were overlooked by their company during a reorganisation.

Likewise, many female employees feel that they too are being discriminated against when being overlooked for promotions by predominantly white male management.

The recognition and management of diversity has therefore become an important element of the modern manager's responsibilities. Thomas (1990) maintains that it is the manager's task to get the same level of commitment and productivity from the new heterogeneous team as he did from the previous homogenous one.

Whereas Affirmative Action dealt with short term needs to get previously disadvantaged people into the workforce, it would now require Diversity Management to ensure the long term effectiveness of that workforce.

Unfortunately, it is felt that many organisations have only focused on Affirmative Action as the single process required to ensure a productive workforce to meet the needs of demographically diverse markets of the future. This approach has resulted in a fairly diverse workforce which is not as productive as it could be, and which consists of members who are frustrated and feel under-utilised. This point is confirmed by Thomas (1996a) who, in researching many South African companies, found that they have generally confused the issues, with the result that Affirmative Action programmes have been instituted and left diversity to be managed in a piecemeal fashion.

The objective of this research was therefore to identify areas of opportunity for the passenger car manufacturing industry to effectively manage diversity.

Just as it is important to recruit members of the previously disadvantaged groups into organisations, it is equally important for management to ensure that productivity, commitment and quality are maintained. Management has to gain a clear understanding of the skills and competencies needed to achieve these requirements. It would be of little help to the industry if it had a workforce which reflected the demographic profile of the customer market it served, yet could not achieve the goals and objectives required for its long term viability and survival. Similarly, in order to remain competitive in the future, management now has to harness the skills and abilities of this new workforce so that it will be able to meet the needs of the customers in a few years hence.

1.2 Limitations of the Research

Due to practical constraints relating mainly to time and funding, the following factors limited the effectiveness of the study and the methodology:

(i) The study:

- The lack of time and other resources available to the researcher prohibited additional research into the subject and therefore limited it to one of an exploratory nature.

- The research analysed the perceptions of the respondents participating in the nominal groups without delving into the events which might have influenced those responses.

- The research was only conducted amongst employees at one company in order to highlight opportunities to management. Input from management was excluded, thereby reflecting the views of one group only.

- Although much of the literature reviewed refers to the views of blacks, the study itself should not be taken as a generalisation of black opinion due to the fact that coloured and Indian participants were included.

(ii) The methodology

- The research sample was drawn from the Passenger Car Manufacturing Industry only. It is quite probable that additional perceptions of the problem, plus further opportunities for Diversity Management, could be found in the remaining sectors of the Motor Industry, as well as in other industries.

- The methodology could have been improved if one-on-one interviews were conducted in addition to running the nominal groups. This could have clarified and given depth to some of the points raised by the groups.

- The effectiveness of the nominal groups could have been inhibited by the fact that participants in each group were drawn from one company. Had it been possible, the groups would have been made up of a mixture of employees from various manufacturers.

- Because the research technique was not based on natural settings, there is a reasonable amount of doubt regarding the accuracy of the data collected. In this regard it is possible that participants were

influenced by colleagues for various reasons, thereby inhibiting their contribution.

Chapter 2: Literature Review

2.1 Introduction

Affirmative Action has for a number of years been the focus of attention within industry. Much has been written about "levelling the playing fields" in terms of short-term measures to give equal opportunity to previously disadvantaged groups. Through these initiatives and the continued entry to the workplace, as well as the promotion of white females, the workforce has become increasingly diverse. This trend, in turn, is casting the spotlight on the need for effective Diversity Management. As South Africa becomes more involved in global markets, with its concomitant demands on industry to become more competitive, so greater pressure will be placed on management to become more effective in achieving set objectives. One of the primary requirements of management under these circumstances will be to ensure maximum levels of productivity from the workforce.

Choudhury (1996, p406) sees Managing Diversity as a competence which will take a long time to acquire. He continues to define this competence as "... the transformation of organisational culture, ridding it of unproductive biases, and creating an enabling

environment for all employees to operate a(t) full potential and contribute to organisational effectiveness." In essence, Affirmative Action programmes are insufficient to deal with the changed workforce because they fail to guarantee effective Diversity Management. Shin & Mesch (1996) maintain that organisations will have to change their cultures in order to acknowledge diversity and thereby gain a competitive advantage. Church (1995) believes that when conflict created between different people is mismanaged or handled inappropriately, poor performance within the group is often the result.

2.2 Why Diversity Management?

There appears to be a number of good reasons why organisations should not only be aware of diversity within their workforces but should manage it effectively as well. Thomas (1996b, p11) lists some of these as:"...

- tapping into a range of skills which the organisation never had before;
- attracting and retaining the best talent;

- promoting greater productivity as a result of employee job satisfaction;
- developing enhanced creativity and problem solving, and the accompanying timeous responses to diverse customers and markets;
- utilising all people to the maximum and creating improved relations and communication between organised labour and management."

It is important that organisations are clear in their own minds regarding their reasons for approaching the issue the way they do, (Mello 1996, p434). In addition he states that "... without a sense of purpose as to the importance of diversity initiatives, organisations will have no focus on which to base their efforts and have increased difficulty operationalizing diversity." Thomas (1991) stresses that the focus of Diversity Management is clearly on management's abilities and skills to create an organisational environment that works naturally for all employees, regardless of how similar or different they might be. He is of the opinion that the fundamental principle of initiatives in this regard should be to empower the members of the workforce to perform at their potential. Hall & Parker (1993) point out though that management should be

aware of the differences between employee groups and therefore should provide appropriate mechanisms for all to perform at their potential. In their view therefore it could be assumed that by treating everyone equally does not necessarily imply that that are being treated the same. They claim that identical treatment can actually result in unequal outcomes in certain situations, specifically because it ignores individual differences.

It was apparent to the researcher that all reasons have a place on the continuum between the purely practical, business motives and the humanistic or moral motives. Supporting the business approach is Certo (1994) who maintains that productivity is expected to increase when all workers in a diverse group feel valued, competent and relaxed in their work settings. Similarly Daniel (1994) identifies Diversity Management as that where employers and employees have been persuaded that getting the best out of a diverse workforce is good for business. Daniel (1994, p19) continues by stating that "...out of diversity in background, experiences and thinking must come our competitive advantage in traditional as well as new markets". Thomas (1990) expands on this approach by adding that the objective of Diversity Management

should be to get the same levels of productivity, commitment, quality and profit from the heterogeneous workforce as was achieved from the old homogenous workforce. Likewise, Thomas & Ely (1996) agree that firstly, having a diverse workforce would be good for business, and secondly, the benefits of the effective management thereof include, amongst others, increased profitability, greater propensity to learning as a organisation, improved creative ability and flexibility, as well as the rapid ability to adjust to market changes. Hall & Parker (1993, p 8) agree with the view on adaptability by adding that "..Employees and organisations are necessarily becoming more responsive to changes in both their external and their internal organisational environments, and organisations are starting to benefit from the contributions of a wide range of employees who bring different skills and world views to their work". In addition Norris (1996, p37) believes that ".. organisations that invite change and successfully manage diversity are more likely to detect and solve complex business problems that don't fit into the orthodox business models of yesterday. The solution to these problems will call for unique, multiple perspectives that only diversity can generate".

Supporting the other end of the continuum is Berne (1994), who feels that by purely taking the business approach will not ensure its success. Berne (1994, p71) states that "...Managing Diversity has to arise from a moral duty." In addition, she maintains that for Diversity Management to succeed each member of the organisation will need to be given ownership through the projects that they are involved in so that "all may live moral lives together". André (1995) identifies diversity stress which occurs as the workplace becomes more multicultural and multinational. In this regard, he emphasises the importance of management being aware of these stresses and the implications they will have on the organisation. In addition, André (1995, p496) maintains that "...these implications have a significant moral component, suggesting a need for improving organisational processes for managing morality stress". Rosmarin (1992) agrees that the organisation has an obligation to all employees from different backgrounds to ensure that they reach their full potential without being disadvantaged by irrelevant considerations.

2.3 Symptoms of unmanaged diversity

Problems arising from the short-sighted approach of only concentrating on Affirmative Action are numerous.

2.3.1 Unfulfilled expectations

The issue relating to employee expectations is clearly of significant importance when assessing the effectiveness of Diversity Management. There is the perception that expectations of white female and black employees relating to career development, particularly those brought into the company by means of an Affirmative Action programme, are different to those of their white male colleagues. Umlaw (1992) claims that those perceived differences do not exist. He suggests that there is however an unrealistic expectation by black employees of the weight carried by their qualifications in securing an automatic path to the ranks of management.

A further unfulfilled expectation of black employees is that training periods, where applicable, tend to be drawn out unnecessarily to the point of frustration and despair. Moraba (1993, p28) quotes Lot Ndlovu, former executive director of the Black Management Forum, as stating "...black executives are always, forever, training. This perpetual training is a smoke

screen for not allowing them to practise what they have learnt". If not managed effectively, this issue could jeopardise the career development of the employee and negatively affect his/her contribution to the organisation which has invested money in him/her. This situation could indicate an opportunity for more communication at the time of recruitment regarding timing of the training programmes on the one hand, and as constructive feedback during the programme in terms of progress, on the other. According to Human (1991), the negative expectations of management need to be addressed, and the effect that they have on performance needs to be highlighted.

2.3.2 Attitudes and fears of employees / management

Much is written about attitudes and how they have an influence on the effectiveness of Diversity Management. Human (1991) maintains that the attitude of management appears to be a critical issue. It is argued that if the manager believes that blacks are less capable than whites, then it is highly unlikely that the subordinate will succeed. This view is supported by Livingston (1988, p121) who claims that "..a manager's expectations are the key to a subordinate's performance and development". In addition Human and Icely (1987) feel some managers

have the attitude that blacks lack the requisite attributes, skills and capabilities for advancement. In a highly technical industry like that producing passenger cars, it is conceivable that managers with many years experience see the need to have a thorough induction period, before being given managerial responsibilities.

Church (1995, p5) points out that "... openly acknowledging and accepting differences in race, gender and education, especially when these issues relate to power and issues of control and competence, can be a very challenging and charged experience...". He argues that we naturally differentiate ourselves from others by singling out perceived, tangible differences. We then apply our values to those differences and view them in terms of superiority and integrity. Thereafter we have the choice to either openly acknowledge the perceived differences, or alternatively, to ignore them. If ignored, Church (1995, p6) argues that ".. it allows them covertly to influence behaviour and interaction style".

In this regard, opportunities could exist in terms of getting the Affirmative Action employee and the manager to work together in formulating an induction

programme. According to Human & Bowmaker-Falconer (1992), one of the main factors standing in the way of blacks advancing is what is referred to as the "Black advancement paradigm" and the beliefs, behaviours and attitudes that go with it. Opportunities to re-educate staff and management in terms of the role of Diversity Management could be appropriate in this regard. Attitudes lead to the formation of stereotypes which in themselves do not promote effective working relationships. Umlaw (1992) argues for the careful monitoring of both the young graduate and management away from the creation and reinforcement of role stereotypes. According to Boulle (1978), corporate executives now appear to realise that discrimination, legislation and traditional stereotype attitudes, and not necessarily individual shortcomings, are the reason for there being so few black managers. A further problem relating to that of stereotyping comes in the form of assimilation. Many organisations tend to expect new employees of diversity to behave in accordance with the established white corporate cultures in order to be classified as successful, according to Fuhr (1992a, p15). The underlying principle here is that from a common set of norms relating to behaviour will emerge a common vision and purpose for the organisation. Thomas (1996b, p91)

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expands on this issue by highlighting a common assumption that "..executives of an organisation are the ones who, up to now, have created business success, and that by not emulating them in every way, others could never create such success."

2.3.3 Culture

Human & Bowmaker-Falconer (1992) are of the opinion that Managing Diversity is not about reinforcing cultural differences, nor is diversity the issue, but people management and people development is. However, they do emphasise that it is about showing respect for the sameness and difference between people. They continue to say that Diversity Management is about putting hard work and effort into creating the kinds of people-development systems where employees from diverse backgrounds can express themselves, grow, develop, and be promoted on merit. Clearly, opportunities to form cross-cultural networking groups, or teams, which are given challenging problems to solve, could help employees to realise, over time, that cultural differences play a very small role in the effectiveness of those teams. There is often opportunity in the motor industry to assign a working group of this nature to a difficult technical problem where both time and cost effectiveness play a key

role. In this regard, Cox (1993) refers to numerous studies relating to the effect that heterogeneous work groups have on creativity. In summary they reflect that heterogeneity in work teams promote creativity and innovation.

Human (1995) warns against the stereotyping of national cultures when Managing Diversity. In her opinion, people often overstate the presence of these cultures when arguing for an African approach to the long-term success of the capitalist enterprise in this region. Human (1995, p10) maintains that "...most individuals cross-cut many different communities with national or ethnic culture constituting no more than one aspect of an individual's identity".

Waisfisz (1994) maintains that cultural differences are often seen negatively and perceived as hindrances to organisational success. They could however be considered an asset in creating synergy. He proposes that although differences between cultural groups do exist, our challenge is to acknowledge their existence, understand their consequences, and then use them to create synergy.

Klein (1996) distinguishes between organisation culture and cultural diversity. Although one way of controlling behaviour within the organisation is by way of organisational culture, cultural diversity assumes that employees are from diverse ethnic backgrounds who might not share norms and values historically established in South African corporate cultures. Furthermore, it is suggested that, whereas a diverse workforce can best be utilised to maximise both the organisation's and employees' potential through a change in organisational culture, these diverse employees carry with them practices, values, and basic assumptions of their own ethnic cultures. These arguments are flawed though by the fact that the two cultures under discussion are not of the same construct. Klein (1996, p326) maintains that whereas "...membership of an organisational culture is part of a conditional exchange relationship between employer and employee, membership in an ethnic culture is not goal-oriented". Fuhr (1992b, p30) stresses the importance of corporate culture in that organisational effectiveness can only be attained through the achievement of a culture that encourages the full utilisation of the diverse workforce.

Schein (1985) describes three levels of organisation culture, viz. basic assumptions, values, and artefacts and creations. There is a differentiation between the more superficial, obvious aspects of organisational culture, and the more deeply held, less malleable aspects. Thomas (1991, p26) likens this relationship to the roots, stem, and branches of a tree where the roots represent the basic assumptions or the corporate culture. It is his opinion that nothing sustainable can take place in the branches unless it is congruent with the roots. It is therefore essential to gather data from the behaviour (branches) within an organisation in order to uncover the underlying principles or generating roots. The most important reason for examining and modifying cultural roots is to enable meaningful, sustainable modification of systems, according to Thomas (1991, p51). It is important to note that organisational culture is learned over a period of time as a group solves its problems of survival in an external environment, and its problems of internal integration, Schein (1990, p111).

It is clear that in order to effectively manage the diverse workforce, management needs to appreciate the linkage to corporate culture i.e. it will be difficult

to manage diversity effectively without bringing about an appropriate change to the overall culture within the organisation, according to Thomas (1991, p12). He continues by adding that "..changing the root culture is at the heart of Managing Diversity" (Thomas, 1991, p26). Norris (1996) concurs with these views by emphasising that fundamental changes need to take place within organisations in order to effectively manage the new, diverse workforce. He continues to say that these fundamental adaptations include changing the organisational culture, reconceptualising appropriate leadership styles, restructuring organisations and developing management and staff to work and advance in organisations that are very different from what they used to be. Havenga's (1993) definition of organisational change supports this view as follows "..Fundamental to achieving and Managing Diversity successfully is the process of leading the organisation through a change in organisational culture".

2.3.4 Invisible barriers

White female and black employees often refer to the "glass ceiling" or barrier which prevents them from

progressing up the hierarchy in line with their expectations. Morrison, White & van Velsor (1992, p13) researched this topic amongst organisations in the United States of America and found that "...the glass ceiling is not simply a barrier for an individual, based on the person's inability to handle a higher-level job. Rather, the glass ceiling applies to woman as a group who are kept from advancing higher because they are woman". One explanation for this phenomenon by Boulle (1978) is that white male managers are afraid of role reversal and therefore prevent blacks and females from becoming their bosses. An opportunity could exist to counsel managers and keep them informed of the need for Diversity Management and the important role they need to play in the process. In addition, he feels that managers are suspicious of black employees' commitment to organisations because of a high turnover rate in the past.

Due to stereotyping, some managers do not believe that blacks are capable of becoming effective managers, and in addition, are afraid that they might one day have their own careers threatened by these employees. They therefore tend not to put much effort into training and developing them. It does appear to the researcher that an opportunity to counsel many white managers

does exist. This will be required to deal with their fears and thereby change their mindset so that the issue of Diversity Management may be concentrated on.

Human & Bowmaker-Falconer (1992) say that for there to be confidence in the system, companies have to provide an environment in which all employees can develop on merit. An opportunity exists to develop a very intensive and effective development programme to bring black employees up to the same standard and level of productivity as their white colleagues. Once this has happened it would be feasible to promote on merit.

2.4 How could diversity be addressed?

2.4.1 General comments

The literature reflects a need for management to have a new understanding in order to leverage diversity (Thomas & Ely, 1996, p80). In general, the old ideas regarding the effective management of people needs to be reviewed and changed. They maintain that traditionally management has had two basic approaches to diversity i.e.

a) Discrimination and fairness, where:

- the focus has been on equal opportunity, fair treatment, recruitment, and compliance with legislation;
- the measurement of success has been clearly defined as recruitment and retention goals;
- the employees get diversified, but the work does not;
- the basic assumption is that "we are all the same".

b) Access and legitimacy, where:

- there is acceptance and even celebration of differences;
- there is a need to become diverse in order to have access to the differentiated market segments;
- there is an over-emphasis on the cultural differences within the organisation.

Thomas & Ely (1996, p85) believe, however, that a fundamental shift is required in terms of dealing with

diversity. They maintain that diversity should be connected to work perspectives, where:

- those perspectives of the employees are incorporated into the main work of the organisation;
- management must be open to the ideas and insights of others;
- differences amongst employees are internalised within the organisation so that it may grow and learn because of them;
- we are all in the same team, with our differences, not despite them.

According to Thomas & Ely (1996, p86) their are eight pre-conditions for making this paradigm shift:

- Management must truly value variety of opinion and insight;
- Management must recognise both learning opportunities and challenges;
- Organisation culture must create an expectation of high performance standards from everyone;
- The organisation culture must stimulate personal development;
- Similarly the culture within the organisation must encourage openness;

- Organisation culture must make workers feel valued;
- The organisation must have a well-articulated and widely understood mission;
- The organisation must be non-bureaucratic.

Further they believe that:

- organisational leadership must actively seek opportunities to explore how identity-group differences affect relationships among workers and affect the way work gets done;
- Open discussion must be legitimised;
- leadership should work actively against forms of dominance and subordination that inhibits full contribution;
- organisational trust remains intact.

Hall & Parker (1993, p6) agree that in essence what is required is an organisational ability that enables employers to help employees express, rather than suppress their identities. There has to be the managerial view that full engagement and utilisation

of every employee is essential to the organisation's long term effectiveness.

There appears to be a number of decisions that organisations should make before embarking on any planned effort to address diversity within their workforces. Mello (1996) highlights six policy issues that must be contemplated by top management before undertaking any diversity initiatives:

1. Determine why the issue is important to your organisation;
2. Determine how the issue of diversity relates to the mission and strategic objectives;
3. Define diversity as it applies to the organisation;
4. Determine whether special efforts should be extended to attract a diverse workforce;
5. Address the existing employees regarding their feelings about diversity;
6. Define the diversity initiatives needed.

What is of importance is the recognition of certain pre-requisites to any efforts of dealing with diversity. Thomas (1996b, p98), in developing a

business case for Diversity Management, suggests a number of these pre-requisites, including:"...

- the formulation of clear business reasons for undertaking the process;
- an awareness of the polar positions of fear and attraction to the existing diverse workforce;
- awareness of the need for a Managing Diversity process as strategic and competitive advantage;
- top management ownership of the process;
- clarification of roles in implementing the initiative;
- clarification of the differences between Affirmative Action and Managing Diversity;
- a strategy to implement a diversity process;
- creation of an enthusiastic vision which will sustain the process."

André (1995) maintains that without trust between the employees and management any initiative will fail. Fuhr (1992) agrees with this point by adding that having trust within the organisation is a pre-requisite for effective Diversity Management. He continues by explaining that "..a trust culture is one which fosters an awareness and acceptance of

individual differences and a greater understanding of one's own feelings and attitudes about people who are different. It explains how differences might be tapped as assets" (Fuhr, 1992a, p17). Certo (1994) believes that managers should be evaluated on their success in promoting diversity in their areas. He believes that Diversity Management should be a measurement criteria included in the manager's annual performance evaluation.

Thomas (1991, p110) believes that there are certain management responses required to meet the challenges of effective Diversity Management i.e.:

- They must be enrolled and committed to the process of implementation;
- They must establish a diversity planning workshop;
- They must ensure that there are effective mentoring and sponsoring programmes in place;
- A programme aimed at teaching managers to manage all people must be developed;
- A formal networking system must be established within the organisation.

2.4.2 Employee Development

Human & Bowmaker-Falconer (1992) make a clear distinction between Managing Diversity and employee development. They maintain that employee development must be the first consideration of a company before focusing on Diversity Management as such. In this regard it is clear that a concerted effort should be made to accelerate the development of previously disadvantaged groups, without neglecting the other employees. It is vitally important to create the systems where employees can grow quickly and thereafter be promoted on merit.

Human (1991) sees successful development depending on the combination of the employee's ability, motivation and the way (s)he is managed. In addition, Human & Bowmaker-Falconer (1992) see the incorporation of feedback loops to Affirmative Action employees as a critical tool in the process of effective Diversity Management. Regular, constructive feedback, plus ongoing support from management, will help to build the self confidence of the employee and thereby facilitate his/her development. This point identifies an important opportunity to coach, guide, and even evaluate management on their ability to give support

through regular and constructive feedback to their staff.

2.4.3 Management Development

Oakley-Smith (1994) believes that an important dimension of an effective Affirmative Action policy must be to transform such a climate into one which not only values diversity, but where managers and supervisors in that environment have the necessary skills to enable them to manage that diversity. Management identification and development programmes are therefore both essential and critical in the effective transformation to such an environment. Mandell & Kohler-Gray (1990) add that such development programmes should work towards the acceptance of every manager as an individual who can make a unique contribution to the company. In addition they feel that by leaving the responsibility of development with the individual the organisation itself is absolved from taking a close, critical look at itself and systems that might reinforce bias and stereotyping. These development programmes must be applied equally to all individuals so as not to intensify any unwanted conflicts between groups.

Mandell & Kohler-Gray (1990, p43) propose a comprehensive, bias-free approach to selecting, training, and developing a diverse management team. This integrated approach includes the following phases:

Assessment, whereby the organisation:

- assesses its commitment to creating a diverse management team;
- determines whether it has a model of managerial competence that encourages diversity;
- asks itself whether procedures used to recruit, screen, and identify the training needs of managerial candidates are bias free.

Skills development, where the organisation analyses the existing training and development programmes in order to determine whether they are free of bias. Specific areas to cover under this phase are:

- the assessment of whether managerial skills seminars are competency-based and bias-free;
- determining whether all managers have access to group and individual skills-development sessions that address key management skills;

- the assessment of all training materials in terms of content being free of racial and gender bias.

"Life-in-the-organisation" phase, where the organisation:

- develops "valuing differences" workshops for all levels of management;
- develops formal programmes to support the career growth of a diverse population;
- facilitates the growth of individuals by providing opportunities for peer discussion groups, organised mentoring, networking, and career counselling.

The evaluation phase, whereby the organisation:

- assesses the extent by which it provides trainees with individualised learning programmes and/or additional seminars to enable them to develop skills that have not yet been learned and applied on the job;
- determines the extent by which the trainees are informed of networking opportunities and

formalised mentoring programmes for ongoing career growth;

- assesses the long-term growth in diversity of the management population.

According to Umlaw (1992), people development should go much further than the skills development of existing employees. He maintains that the process should start with university students. In this regard he believes that organisations should expose selected students to, and familiarise them with the work environment during vacation periods. He further proposes high school outreach programmes which could take the form of workshops, or seminars. The researcher believes that these opportunities have been utilised by certain of the motor manufacturers in the past, but nevertheless could form an important element of effective Diversity Management.

Mentoring programmes are also considered to be crucial in the effective development of new employees. Thomas (1991) agrees that it could be a powerful tool, but is of limited value where adaptation is either undesirable or impossible. In addition, organisations run the risk of entrenching assimilation by

reinforcing traditional habits and styles through mentorship programmes.

2.4.4 Diversity training

Hedien (1993) feels that it is vital to get management commitment to the change process, particularly because they are dealing with changing behaviour. The tone has to be set by the Chief Executive Officer through words and actions. This view is also emphasised by Thomas (1996b) who, in creating the business case for Diversity Management, confirms that the process must have the full commitment of top and senior management, led by the Chief Executive Officer. In this regard, roles of the members of management should be clearly defined in order to ensure effective implementation. In addition, according to Hedien (1993), they feel that attendance at Diversity Awareness Workshops, where managers are made aware of their cultural bias, should be made a condition of employment. Miller (1994) maintains that diversity training for management needs to be initiated by each organisation, based on their own unique situation and needs. Human (1995, p10) argues that "... managing-diversity skills training requires individuals to look internally at

their own attitudes and behaviours, rather than reinforcing power relations by means of often simplistic stereotypes based on either tacitly negative or romantically positive views of particular national cultures".

Certo (1994) recommends training programmes to help companies manage diversity, which comprises:

1. Introduction to key terms and concepts;
2. Employees to form relatively homogeneous discussion groups and are encouraged to learn more about their own cultural groups. This prepares the individuals to learn about diverse groups;
3. These small groups merge into larger, diverse groups where they take part in planned activities in order to work together effectively.

Wiggill (1994) warns that diversity training is no "cure all" and that its impact will only be as good as the motivation, strategy and context within which it is attempted. Wiggill (1994, p14) continues by arguing that "...where diversity training is not linked to an organisational change process it will fail,

irrespective of the motivation or strategy employed...". He maintains that for this change to be successful, top management must lead with a planned and deliberate intervention throughout the organisation. In essence, he cautions organisations not to perceive diversity training as being sufficient to bring about a cultural change. In addition, he recommends that diversity training should only take place where:

- cognisance is taken of the psychology of stereotyping and prejudice;
- the activities are driven by unconditional acceptance of the participant;
- they should be premised on individual rather than group differences;
- the facilitation allows for both self and "other" discovery;
- facilitation is conducted by professional and experienced consultants who are able to deal with emotional trauma.

McCormick (1993) suggests that awareness workshops along with stated deadlines, friendly persuasions,

decrees and a few ultimatums have significantly opened management ranks to people of diversity.

Hedien (1993, p12) stresses that "...Managing Diversity is a process, and not just a programme. Diversity focuses less on trail-blazing and more on getting rid of barriers, continually, one by one. Some barriers are obvious, most are unintentional, but all have to be overcome before we can really work together."

The researcher repeats the point made by Thomas (1991) that any organisation trying to change behaviour, cannot do so successfully unless that new behaviour is congruent with the fundamental principles on which the organisational culture is based.

2.4.5 Management Integrity

Many writers either directly or indirectly refer to the issue of management or organisational integrity as a pre-requisite for effective Diversity Management. Fuhr (1992) believes that employees require fairness, consistency and a genuine concern for their well-being when being managed. In addition, he is of the opinion that they require an open process of honest communication at all levels.

A point emphasised by Morrison et al. (1992, p2) also relates to the respect earned by managers. They point out that "...You've also got to dig in and learn the business; you cant leave it to all your direct subordinates - otherwise you can't help them solve problems. If your subordinates see you as there for two years to pick up a management stripe, they'll resent you".

2.4.6 Career development

Mbatha (1992) is of the opinion that not enough is being done by organisations to empower black employees in order for them to reach managerial positions. In his opinion, role models should be created through the awarding of high profile positions to black employees. This action, he believes, will encourage others and motivate them to work their way up the organisation.

Simonsen & Wells (1994) conducted a study within a group of frustrated and disillusioned Affirmative Action employees in the United States of America who took it upon themselves to manage their own careers. As a result of this initiative management became directly involved in the activities of the group and

an informal mentoring process began. One of the most important activities that took place during this process was named "a lity testing". In addition to regular coaching activities, managers were required to give honest feedback to the employees on how realistic their goals and aspirations were. Considering the success of this process the researcher would suggest that these activities are a requirement of every manager towards all employees, but nevertheless must be remembered when dealing with a diverse workforce.

In general the issue of responsibility for Diversity Management is addressed by Human (1992). She emphasises that both management, led by the Chief Executive Officer, and the individual employee must take joint responsibility. In this regard it would be the organisation's responsibility to ensure that systems, processes and communication channels are in place while the individual should make the effort to gain maximum exposure and experience at his/her own initiative.

Chapter 3: Propositions of the research

The value of this research lies in the testing, analysis and substantiation of the following propositions which have been derived from the literature review.

The actions which previously-disadvantaged motor industry employees perceive their organisations should take in order to practice effective Diversity Management constitute the propositions, and that they will include:

(i) initiatives driven by top management aimed at the development needs of the previously disadvantaged employees.

(ii) a form of performance measurement against which management could be evaluated in addition to formal counselling of management.

(iii) a need for management to give regular and constructive feedback to employees on both performance and career development opportunities, and will include the need for a system of mentoring.

(iv) well planned and managed trainee programmes.

(v) a need for management to build the trust relatic 'hip between themselves and the employees from previously disadvantaged groups.

(vi) a need for the organisation culture to change in order to facilitate effective management of the diverse workforce.

(vii) a need for the organisation to be aware of the domestic and work circumstances that employees find themselves in and to be flexible in order to accommodate them.

In addition the research question was derived from the objective of the study as well as the literature review i.e.:

"What could management do in order to maximise the le el of productivity and ensure your maximum .otivation within the diverse workforce".

Chapter 4: Research Methodology

4.1 Research design

To test the previously-mentioned propositions a research approach utilising the nominal group technique was followed. For the purpose of exploratory research this form of group interviews was utilised as a self-contained means of data collection, and not as one of several components in a larger research programme.

The decision to follow this approach was influenced by the following, Morgan (1988):

- Considering both time and financial constraints the sessions are relatively easy to conduct;
- Compared to other interviewing techniques the focus group method is able to produce useful data with relatively little input from the facilitator;
- Potentially, this technique is capable of focusing the attention of the group on one topic and collecting data that would not come out in casual discussion.

This technique can be defined as "..a standard meeting that attempts to provide an orderly mechanism for obtaining qualitative information from groups who are familiar with a particular problem area", (Blackburn, 1994 p88).

4.2 Population researched

As the research focused on the diverse workforce the population included all female and non-white male, non-management salaried employees within one passenger car manufacturer. The population included Affirmative Action and white female employees at a grading level below that of senior management who are placed and being trained for further development. In this regard, the category Affirmative Action includes employees from black, coloured and Indian population groups. Higher grading levels constitute executive and senior management, at whom the report is directed, and therefore were not included in the process of data collection. Finally, it was a requirement that only employees with six months service or more were included in the population as they had sufficient service to give an opinion on the needs, based on experience. In this regard it was a requirement that the participants were familiar with current management

practices in order to be able to contribute effectively.

The population was identified within a typical passenger car manufacturer. It was originally proposed that groups be run throughout the industry, however it became apparent to the researcher that there was a disappointingly low level of interest in the issue from all but one manufacturer. Of greater concern was the fact that it was the Human Resources Directors (to whom the requests were sent) who were not prepared for their organisations to be part of the research. It was expected by the researcher that the issue of Diversity Management would be of greater interest to this group of professionals.

This industry was chosen firstly because of its familiarity to the researcher, and secondly for its fairly broad base of employees. It not only employs in the region of 30 000 employees but indirectly provides work for approximately a further 100 000 people through support and supplier industries. Its long-term viability and survival is important to the country and therefore would need to maximise the levels of productivity from a diverse workforce. It reflects a broad representation of South African business, yet

has very strong links to the international economy. In this regard the industry has direct links with Germany, The United Kingdom, The United States of America, Japan and Italy. Three of the manufacturers are wholly-owned subsidiaries of parent companies in foreign countries. Currently, economic pressure is being exerted on the manufacturing industry by the reduction of import duties on completely-built-up vehicles. The industry's survival will depend largely on the ability of its management to maximise creativity and productivity of the diverse workforce.

4.3 The Sample

The sample was drawn from certain grading levels across all divisions of the organisation. A span of Paterson grading bands C-1 to D-5 was specifically used as the sample because it is here that most of the Affirmative Action efforts have been concentrated with a resultant high level of diversity. Within each grading band, stratified sampling was used to ensure that the groups were representatively diverse in terms of race and gender. The Human Resources departments in each participating division were requested to assist in ensuring full commitment to the research. In addition, their assistance was obtained in the

identification and determination of the group composition.

4.4 Method of Data Collection

The group discussions took place on the premises of the participating manufacturer in order to ensure maximum availability and attendance of the group members. In this regard groups were held at the production facilities as well as the Marketing head office. Divisions which were represented in the study included:

- Production
- Marketing
- Logistics
- Human Resources
- Public Relations
- Legal
- Finance

Confidentiality was a key requirement of the exercise in order to ensure the maximum amount of information, and the participants were assured that no names would be recorded, either during the discussions, or in the report itself.

4.4.1 Size and composition of the groups

The researcher is familiar with the advantages and disadvantages of different sized groups as described by Morgan (1988). Whereas smaller groups are perhaps easier to manage, there is the risk that they could become unproductive as a result of dynamics between participants. Morgan (1988) argues that larger groups could be more difficult to manage but depend less on each participant to contribute to the discussion. The researcher was therefore of the opinion that group sizes of either 6 or would suffice for the purposes of this study.

In each case the researcher invited either 7 or 8 employees to take part, and by confirming and re-confirming a day before each session, ensured that at least 6 participants attended.

Groups comprised of a mix of Affirmative Action employees (male and female) and white female employees. It was intended that the groups represent the new diverse elements of the workforce as opposed to the traditional homogenous workforce of white males. As a requirement of the methodology, a fair amount of homogeneity was maintained though by drawing

group members from the same grading levels within the organisation, as follows:

Groups 1 & 2
Administrative and Supervisory from various divisions and disciplines within the C1 - C3 band.

Groups 3, 5 & 6
Junior Management and Specialists from all divisions and various disciplines within the C4 -C5 band.

Group 4
Middle management from various divisions and disciplines within the D1 - D5 band.

A total of 37 employees participated in the sessions.

4.4.2 Level of moderator involvement

In order to get the highest level of information from the participants, and to allow them to pursue their own interest in the topic, moderator involvement was kept to a minimum. As this project was largely of an exploratory nature it was intended to allow the group

as much flexibility as possible, yet within the structure dictated by the research method. It must however be emphasised that sufficient moderator involvement was present in order to probe certain statements made by the participants in line with the propositions above. The researcher made use of an experienced black moderator to assist the researcher with the facilitation of the groups.

4.5. Information relating to the running of the nominal groups

A meeting was initially held with executive Human Resources management within the company to be researched in order to obtain understanding and support for the project. Although this organisation was grappling with the challenge of effectively implementing Affirmative Action at the time, management understood the relevance of this research to the future strategy.

Secondly, the support of the Divisional Human Resources managers was sought by informing them of the methodology to be followed and the potential advantages to the organisation. In some cases these managers were asked to get the commitment of the

nominated participants in order to ensure that they attended the relevant sessions.

A training consultant with extensive experience in the running of nominal groups was approached in order to assist with the moderation of all group sessions. His manager in turn was consulted and requested to allow him time off in order to attend all sessions. In this regard, the commitments made were later challenged as work pressure caused the moderator's management to request that he withdraw from the sessions. In the interest of consistency they were persuaded to allow all the sessions to be completed as originally agreed.

Dates, times and locations for the sessions were agreed upon with the moderator. These sessions were grouped at each location in the interest of convenience and practicality.

Employees identified to participate through the sampling method were met with personally by the researcher or where impractical, telephonically. They were given a brief background to the reasons for the research, highlighting the personal interest of the researcher, as well as the relevance to the organisation. In each case a verbal commitment was

received to participate in the designated group session. In addition, it was understood that the arrangements would be confirmed by the researcher closer to the time of the relevant session. In the cases where a nominated employee was not available, a substitute was drawn from the original list, or population.

Venues were arranged through the respective training administrators at each location. In this regard it was felt important to have discussion rooms which were large enough to accommodate the researcher and moderator with participants seated in a U-shape pattern, yet small enough to encourage maximum input from those participants. The moderator committed to arrange for, and supply the necessary materials for the sessions i.e. pin-boards, sheets of brown paper, felt-tipped pens as well as packs of cards for the participants to write down their ideas.

4.6 Running the groups

4.6.1 The introduction

For all the sessions the researcher had the task of ensuring that the participants arrive on or before the agreed time in order to get them under way. For various reasons some participants failed to meet this

commitment, despite the confirmation. After the first session the researcher found it useful to remind the participants telephonically within an hour of a session starting.

Once all were present the researcher welcomed the group and thanked them for giving of their time in order to participate. In addition, the group was informed fairly comprehensively of the background to the research through the use of practical examples within their own organisation. Through these illustrations it became clear to the participants what the relevance of the study was to the organisation, as well as what the focus of the discussion would be.

The participants were assured of total confidentiality and were therefore encouraged to contribute freely to the discussion. They were advised that no names would be recorded during the discussion as it was irrelevant to the purpose of the research.

Participants were thereafter informed of the method to be followed in order to obtain the information. The procedure was described very briefly and the advantages of the method were highlighted. They included the minimisation of "group-think" through the

input of individual ideas from all participants, as well as the simplicity of the process. Participants were encouraged to think as broadly as possible and write down any ideas that came to mind.

4.6.2 Information gathering process

At this point the researcher introduced the moderator to the groups and allowed him to take the participants through the process.

Firstly, the process was explained to them in terms of the steps to be followed. A pile of blank cards were handed to each participant for the purpose of recording their ideas. He stressed the confidential nature of the input and encouraged the participants to be bold and write all ideas down on their cards. In addition he explained that only one idea per card should be submitted while as many cards as possible should be handed in.

At this point the research question was handed to all participants on a pre-printed form. It read as follows: "What could management do in order to maximise the level of productivity and ensure your maximum motivation within the diverse workforce". The researcher read through the question with the groups

and clarified any uncertainties that arose. In addition, the point was emphasised that the focus of the question was on what is expected of management, regardless of whether they are in fact fulfilling that requirement or not.

4.6.3 Generation of individual ideas

Participants were given the opportunity at this point to write down the ideas that came to mind in response to the question. It was important that no discussion took place at this time in order to ensure that no one was influenced by other participants' ideas. This stage proved to be fairly successful as all individuals, with the exception of two, had understood the instruction and were recording one idea per card. The researcher was of the opinion that the average number of ideas generated (in excess of 11 per participant) was adequate for the study.

4.6.4 Listing of the ideas

All the ideas were then taken from the participants at random and pinned to the board in front of the group. The researcher read each card out while the participants grouped them into categories, or put

cards with similar ideas together. There were instances when it was difficult to determine whether a new idea belonged to a previously identified group, or whether it belonged on its own to start a new group. In situations like this the moderator advised them to rather establish a new group, bearing in mind that the opportunity would be given later to change, if necessary.

Some of the ideas which emerged were too brief to understand the full intent of the participant. In such cases the moderator would either get clarity from the individual (if the participant would want to volunteer the information) as to what was meant, or would discard the card. In all such these cases it was not necessary to discard any cards. Likewise, there were instances where the idea needed to be discussed with the group in order to get clarification and agreement on the context and grouping.

At this point the participants were given the opportunity to volunteer any new ideas which might have come to mind. No additional ideas were put forward by any of the groups.

4.6.5 Describing the ideas.

Pinned to the board in front of the group at this stage were columns of cards within the determined groups. It was now required of the participants to create an encompassing description for each category that adequately described the ideas written on all the cards. This was not a difficult exercise as most of the cards in each category were reflecting similar ideas. Where there appeared to be more than one idea in a category, those odd cards were taken out to form a new category. The procedure thus far resulted in a number of descriptions written on the pin boards which represented the groups, or categories of cards.

At this point the participants were invited to take a fifteen minute tea break while the moderator and researcher transcribed the ideas onto a separate, numbered list.

4.6.6 The ranking of the ideas

After the tea break the participants returned to find a list of their descriptions written out neatly on a pinboard in front of them.

The researcher discovered very soon that this stage of the process required careful explanation and close monitoring. Within all groups there appeared to be at least one participant who battled to understand how the ideas should be ranked.

After witnessing the confusion amongst the participants in the first group, the researcher ensured that he joined the moderator in the subsequent groups, to explain the procedure.

Participants were asked to individually rank the ideas in order of importance to themselves. It was stressed that the maximum number of points be allocated to the most important idea while the least number of points would be allocated to the least important idea. After experiencing the confusion with one or two of the participants in the first two groups, the researcher changed the procedure slightly. By issuing the participants with pre-printed forms, listing the idea numbers down the left hand side, it became much clearer as to what was required. In addition, the researcher believes that by being available to answer any questions while moving from participant to

participant, the chance of anything going wrong at this stage was minimised.

4.6.7 Establishing priority ideas

The scorecards were handed in for the purpose of transcribing the scores onto the list before the group. The researcher initially turned the board away from the group and asked each participant to come up to the board and enter the scores next to the relevant ideas as they were listed. Time was saved in the subsequent groups by the researcher collecting the individual cards and recording the scores from these cards at random so as not to identify whose scores were being posted.

Having gone through the exercise, the groups were clearly interested to see the final scoring and remained focused throughout the process. The researcher noted that there weren't many instances where the range of scores for any particular idea was extremely high i.e. one participant's highest score was not paired with someone else's lowest.

4.6.8 Concluding remarks

At this point the researcher made pertinent observations regarding the prioritised list as they compared with those of the previous groups. The participants were asked whether they felt the priorities accurately reflected the focus of the discussions. Usually the participants would enquire what was to be done with the research results. The researcher assured them that a management report would be submitted at the same time as the finalisation of the research report.

Finally, the researcher thanked the moderator for the smooth running of the groups and the participants for giving of their time and ideas. Thereafter the employees went back to their work stations.

Chapter 5: Analysis of the results

Two types of data analysis methods for the nominal group sessions i.e. Causal and Variation are described below.

5.1 Causal analysis

Causal Analysis similar to that undertaken by Blackburn (1993) was used to identify ideas required of companies in the motor industry to effectively manage diversity. These ideas, which were generated by the nominal group sessions, are represented in ranked order. It was the researcher's intention to compare these ideas with those propositions identified in the literature review. The level of consistency between these ideas and the propositions will be tested. The propositions (as listed in chapter 4) include:

(i) initiatives driven by top management aimed at the development needs of the previously disadvantaged employees.

(ii) a set of performance measurement criteria against which management could be evaluated in addition to formal counselling.

(iii) a need for management to give regular and constructive feedback to employees on both performance and career development opportunities, and will include the need for a system of mentoring.

(iv) well planned and managed trainee programmes.

(v) a need for management to build the trust relationship between themselves and the employees from previously disadvantaged groups.

(vi) a need for the organisation culture to change in order to facilitate effective management of the diverse workforce.

(vii) a need for the organisation to be aware of the domestic and work circumstances that employees find themselves in and to be flexible in order to accommodate them.

5.1.1 Listing of all ideas

Below is a list of ideas ranked according to the number of times they were mentioned as important by the participants during the six group sessions. In total 441 individual ideas were put forward by the

participants which represents an average of 11,6 per participant. Many of these ideas were either duplicates, or similar to other ideas, therefore combined by the researcher to comprise the final list of 68 shown below.

Table 1. Listing of all ideas ranked according to number of mentions

Idea	Mentions
Practice open communication.	28
Clarify objectives.	26
Be supportive of staff.	24
Give recognition for good work.	23
Manager integrity.	22
Upgrade job related skills.	19
Provide an attractive and fair benefit system.	17
Work closely with employees.	17
Give regular feedback to employees.	15
Practice equality in all respects.	12
Empowerment.	12
Do not practice favouritism.	11
Apply policies equally to all.	11
Promote employees on merit only.	11
Recognise and respect cultural diversity.	11
Involve teams of employees in problem solving.	10
Employees take part in decision-making.	9
Recognise problems and take action.	9
Broaden exposure through projects etc.	8
Get to know your staff.	8
Provide meaningful career paths.	8
Lead by example.	7

Idea	Mentions
Listen to the employees.	7
Practice commitment to Affirmative Action.	7
Provide attractive incentives.	6
Become a manager by working through all the disciplines.	6
Provide for diversity awareness training.	6
Establish a development plan for all employees.	5
Earn the respect of the subordinates.	4
Develop good leadership skills.	4
Practice a democratic management style.	4
Address the educational backl g.	4
Be positive.	4
Allow for job rotation.	4
Provide good equipment for the job.	4
Allow for flexibility in work arrangements.	4
Promote mentorship.	4
Be approachable.	3
Meet with your staff on a regular basis.	3
Give clear instructions to the workforce.	3
Provide for team-building exercises.	3
Be a transformational leader.	2
Be humanistic in behaviour.	2

Idea	Mentions
Be proud of the company.	2
Do not partake in political discussion.	2
Assign equal authority for similar functions.	2
Instill a new way of thinking regarding productivity.	2
Provid[illegible] pleasant work environment.	2
Encourage job ownership.	2
Negotiate, don't enforce.	2
Improve the level of competitiveness.	2
Do not waste company money.	2
Accept criticism.	1
Staff to help select managers.	1
Create one culture for the organisation.	1
Provide grading flexibility.	1
Discuss problems with individuals.	1
Departmental objectives to be in line with organisation's objectives.	1
Identify and address causes of demotivation.	1
Improve management skills.	1
Be positive and realistic.	1
Promote security	1
Provide private offices.	1
Utilise internal and external experts.	1
Integrate values of nationalism.	1

Idea	Mentions
Address crime on a national basis.	1
New employees to be thoroughly inducted.	1
Show commitment to community projects.	1

5.1.2 Grouping of ideas into broad categories

It was clear to the researcher that the ideas put forward by the various sessions could be grouped into a number of broad categories. Not only was it interesting to note the consistency of issues being raised by the different groups, but there also appeared to be a high level of consistency with the literature reviewed. The list of these broad categories appears below and is made up from all individual ideas put forward by the groups. The categories are not ranked, but are merely listed to facilitate further discussion, specifically in the next chapter.

In order therefore to manage diversity effectively, participants within the groups believe that management in the motor industry should:

- give employees ownership and empowerment;

- ensure effective two-way communication between management and employees;

- earn the respect of employees by having integrity;

- uplift the skills and education standards of employees;

- involve employees in objective setting and to give regular feedback on progress made in achieving them;

- treat all employees equally, and recognise and appreciate diversity within the team;

- provide market-related and fair benefits and incentives for all employees;

- visibly give recognition to employees for doing work well;

- provide a pleasant environment and flexibility in terms of work arrangements.

The ideas put forward during the group sessions were scored and ranked. These scores as applied to the general categories above have been consolidated and presented in the table below. The six groups themselves have been categorised into the three main grading levels used in the research. The table reflects the total scores per category for each group as well as the total scores for all groups. The categories have been ranked in descending order according to the total points scored. It was interesting to note the similarity in priorities between the scored categories and the previous list comprising all ideas raised.

Table 2. Scores of all grading levels per category ranked by points scored

Categories	Admin/ Superv	Jun Mgt / Spec	Mid Mgt	Total
Mgrs to earn the respect of staff by having integrity	88	181	44	313
Treat all employees equally and recognise diversity	52	145	85	282

Categories	Admin/ Superv	Jun Mgt / Spec	Mid Mgt	Total
Uplift the skills and education standards of employees	116	123	38	277
Ensure effective two-way communication	82	47	38	167
Involve employees in objective setting and give feedback	40	108	0	148
Give employees ownership and empowerment	62	42	34	138
Provide market related benefits and incentives	47	40	0	87
Give visible recognition for work done well	28	22	19	69
Provide pleasant environment and flexibility	67	0	0	67
Total	582	708	258	1548

5.2 Variation analysis

Variation Analysis similar to that undertaken by Blackburn (1993) was used. This analysis was undertaken in order to determine:

(i) similarities and differences between the prioritised ideas for each group;

(ii) similarities and differences between the prioritised ideas identified across all six groups versus the top ideas identified for each group.

As in the case with the causal analysis, the data is represented in tabular form reflecting both scores allocated by the groups, as well as the number of mentions for each idea raised during the sessions.

The first three tables reflect the scores allocated by group within each grading level for the broad categories, as described in the previous section. The purpose of including these tables was firstly, to determine any similarities or differences between the groups in scoring the categories, and secondly to compare the rankings of each grading level with those of the total groups.

Table 3. Scores for the Admin. / Supervisory group per category, ranked according to sub-totals

Categories	Group 1	Group 2	Sub-Total	Total
Uplift the skills and education standards of employees	76	40	116	277
Mgrs to earn the respect of staff by having integrity	38	50	88	313
Ensure effective two-way communication	41	41	82	167
Provide pleasant environment and flexibility	34	33	67	67
Give employees ownership and empowerment	20	42	62	138
Treat all employees equally and recognise diversity	43	9	52	282
Provide market related benefits and incentives	0	47	47	87
Involve employees in objective setting and give feedback	40	0	40	148
Give visible recognition for work done well	0	28	28	69
Total	292	290	582	1548

Table 4. Scores for the Junior Management / Specialist group per category, ranked according to sub-totals

Categories	Group 3	Group 5	Group 6	Sub-Total	Total
Mgrs to earn the respect of staff by having integrity	59	60	62	181	313
Treat all employees equally and recognise di sity	87	58	0	145	282
Uplift the skills and education standards of employees	52	48	23	123	277
Involve employees in objective setting and give feedback	25	20	63	108	148
Ensure effective two-way communication	0	26	21	47	167
Give employees ownership and empowerment	0	0	42	42	138
Provide market related benefits and incentives	0	40	0	40	87
Give visible recognition for work done well	0	0	22	22	69
Provide pleasant environment and flexibility	0	0	0	0	67
Total	223	252	233	708	1548

Table 5. Scores for the Middle Management group per category ranked according to those group scores

Categories	Group 4	Total
Treat all employees equally and recognise diversity	85	282
Managers to earn the respect of staff by having integrity	44	313
Ensure effective two-way communication	38	167
Uplift the skills and education standards of employees	38	277
Give employees ownership and empowerment	34	138
Give visible recognition for work well done	19	69
Involve employees in objective setting and give feedback	0	148
Provide market related benefits and incentives	0	87
Provide pleasant environment and flexibility in terms of work environment	0	67
Total	258	1548

The following tables reflect the individual ideas per grading level which contributed to the various categories. The data represents total number of mentions and is intended to highlight different or similar emphases between the levels relative to the identified categories.

Table 6. Ideas put forward by grading level in the category: "Give employees ownership and empowerment", ranked by total number of mentions

Ideas	Admin / Super	Jun Mgt / Spec	Mid Mgt	Total
Empowerment	3	4	5	12
Involve teams of employees in problem solving exercises	8	2	0	10

Ideas	Admin / Super	Jun Mgt / Spec	Mid Mgt	Total
Allow employees to play a role in the decision-making process	5	3	1	9
Practice a democratic management style	2	2	0	4
Provide for team building exercises	2	0	1	3
Encourage job ownership	1	0	0	1
Staff to play a role in the selection of management	1	0	0	1
Total	22	11	7	40

Table 7. Ideas put forward by grading level in the category: "Ensure effective two-way communication", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Practice open communication	11	13	4	28
Listen to employees	1	5	1	7
Meet with your staff on a regular basis	3	0	0	3

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Continually give clear instructions to the workforce	2	1	0	3
Discuss problems with individuals privately	1	0	0	1
Totals	18	19	5	42

Table 8. Ideas put forward by grading level in the category: "Managers to earn the respect of staff by having integrity", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Be supportive of staff	2	20	2	24
Manager integrity	3	17	2	22
Work closely with employees	10	5	1	15
Get to know your staff	1	7	1	9

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Lead by example	3	4	0	7
Become a manager by gaining experience in all disciplines	3	0	3	6
Earn the respect of the subordinates	1	3	0	4
Be positive	0	2	2	4
Develop good leadership skills	0	2	2	4

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Be approachable	1	1	1	3
Negotiate, don't enforce	1	1	0	2
Be a transformational leader	1	1	0	2
Be proud of the company and project a good image	0	2	0	2
Do not waste company money	0	2	0	2

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Be positive and realistic	1	0	0	1
Promote security	1	0	0	1
Improve own management skills	1	0	0	1
Identify and address causes of demotivation	0	1	0	1

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Accept criticism	0	1	0	1
Utilise internal and external consultants where necessary	0	0	1	1
Totals	29	69	15	113

Table 9. Ideas put forward by grading level in the category: "Uplift the skills and educational standards of employees", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Upgrade job related skills	7	10	2	19
Provide meaningful career paths	1	4	3	8
Broaden exposure through projects and into other areas	1	7	0	8

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Establish a development plan for all employees	1	4	0	5
Address the educational backlog	5	0	0	5
Allow for job rotation	3	1	0	4
Promote mentorship	0	2	2	4
Improve the overall level of competitiveness	1	1	0	2

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Instil a new way of thinking regarding productivity	2	0	0	2
Ensure that all new employees are thoroughly inducted	0	1	0	1
Totals	20	30	7	57

Table 10. Ideas put forward by grading level in the category: "Involve employees in objective setting and give feedback", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Clarify objectives	4	16	6	26
Give regular feedback to employees	3	8	4	15
Dept's objectives to be in line with those of the organisation	1	0	0	1
Totals	8	24	10	42

Table 11. Ideas put forward by grading level in the category: "Treat all employees equally and recognise diversity", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Practice equality in all respects	6	6	0	12
Apply policies equally to all	2	9	0	11
Promote on merit only	5	4	2	11
Do not practice favouritism	1	8	2	11

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Recognise and respect cultural diversity	0	6	5	11
Practice visible commitment to Affirmative Action	1	2	4	7
Provide for diversity awareness training	2	2	1	5
Assign equal authority for similar functions	2	0	0	2
Totals	19	37	14	70

Table 12. Ideas put forward by grading level in the category: "Provide market related benefits and incentives", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Provide an attractive and fair benefit system	4	7	6	17
Provide attractive incentives	3	3	0	6
Provide grading flexibility for personal development	1	0	0	1
Totals	8	10	6	24

Table 13. Ideas put forward by grading level in the category: "Give visible recognition for work done well", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Give recognition for good work	7	14	2	23

Table 14. Ideas put forward by grading level in the category: "Provide a good environment and flexibility in terms of work arrangements", ranked by total number of mentions

Ideas	Admin / Superv	Jun Mgt / Spec	Mid Mgt	Total
Allow for flexibility in work arrangements	2	0	2	4
Provide good equipment to do the job with	2	2	0	4
Provide a pleasant work environment	1	0	1	2
Provide private offices as opposed to open plan	1	0	0	1
Totals	6	2	3	11

The final group of tables reflect the top five ideas from each group session as compared to the top five individual ideas across all groups. The ideas within each group are ranked according to number of times mentioned, or submitted.

The purpose of this tabulation is to determine any similarities or differences between the individual groups, and the total ideas obtained from all groups as presented in Table 1.

Table 15. Table of the top ideas mentioned in Group 1, ranked by the number of mentions

No	Idea	No of mentions
2	Involve teams of employees in problem solving exercises	8
4	Practice open communication	6
5	Work closely with employees	6
20	Upgrade job related skills	4
33	Promote employees on merit only	4

Table 16. Table of the top ideas mentioned in Group 2, ranked by the number of mentions

No	Idea	No of mentions
4	Practice open communication	5
5	Work closely with employees	4
7	Give recognition for good work	4
9	Clarify objectives	3
15	Allow employees to play a role in the decision-making process	3

Table 17. Table of the top ideas mentioned in Group 3, ranked by the number of mentions

No	Idea	No of mentions
8	Manager integrity	8
7	Give recognition for good work	6
9	Clarify objectives	6
34	Do not practice favouritism	6
43	Broaden exposure through projects and into other areas	6

Table 18. Table of the top ideas mentioned in Group 4, ranked by the number of mentions

No	Idea	No of mentions
9	Clarify objectives	6
39	Provide an attractive and fair benefit system	6
14	Empowerment	5
61	Recognise and respect cultural diversity	5
3	Give regular feedback to employees	4

Table 19. Table of the top ideas mentioned in Group 5, ranked by the number of mentions

No	Idea	No of mentions
47	Be supportive of staff	8
20	Upgrade job-related skills	7
31	Apply policies equally to all	6
39	Provide an attractive and fair benefit system	6
8	Manager integrity	5

Table 20. Table of the top ideas mentioned in Group 6, ranked by the number of mentions

No	Idea	No of mentions
4	Practice open communication	7
47	Be supportive of staff	7
3	Give regular feedback to employees	6
5	Work closely with employees	5
9	Clarify objectives	5

Chapter 6: Interpretation of results

It is required of the researcher to interpret the data presented in the previous chapter in relation to the propositions as set out in Chapter 3. In particular, the priorities as submitted by the groups are related to both the propositions and the literature review in general. In addition, any similarities or differences between the groups, and between the individual groups and the consolidated results are described.

6.1 Issues covered by the literature review

A wide variety of issues relating to effective Diversity Management were covered by the literature as reviewed by the researcher. These issues were incorporated in the propositions as previously listed.

There were a number of minor issues, in addition to the propositions, which were covered in the literature for comparison with the results of the study.

6.2 General observations

6.2.1 Management behaviour

When studying the results as presented in Chapter 8, a number of overriding observations were made by the researcher.

Firstly, it was clear that many of the requirements submitted by the participants related to personal attributes of the manager supervising them, than to systems or procedures developed by the company. When analysing the top 15 ideas as reflected in Table 1, the researcher noticed that approximately half of them relate to the attitude, or behaviour, of the manager. In particular, ideas that were put forward in this regard include:

- being supportive of staff;
- giving recognition for work done well;
- manager integrity;
- working closely with employees;
- giving regular feedback to employees;
- recognition and respect for cultural differences;
- equal application of policies to all;
- refraining from practising favouritism.

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- being supportive of staff;
- giving recognition for work done well;
- manager integrity;
- working closely with employees;
- giving regular feedback to employees;
- recognition and respect for cultural differences;
- equal application of policies to all;
- refraining from practising favouritism.

It is the opinion of the researcher that all of the above ideas do relate to the behaviour of the individual manager, and not necessarily to any systems or procedures implemented by the specific organisation. In essence the participants indicated that the integrity of the manager, through building relationships and by being open, honest and trustworthy, is of prime importance to them. This interpretation relates to proposition number (v) which reflects the need for management to build the trust relationship in order to manage diversity effectively.

Human (1991) confirms that the attitude of the manager appears to be a critical issue in Managing Diversity effectively. She is supported by Livingston (1988) as well as Human & Icely (1987) who feel that the attitude of the manager towards the subordinates, particularly regarding his/her expectations of them, plays a critical role in the successful development of those employees. In this regard it was clear to the researcher that management needs to openly support their staff and get involved in the work they are doing, in order to build the trust relationship and create a positive environment for those subordinates to develop.

A point made by Church (1995) supports the idea put forward by the participants that cultural differences need to be acknowledged and respected. By doing this openly and deliberately the manager helps to create an environment where employees feel comfortable, respected, and valued for their contribution.

The literature also confirms that the problem of stereotyping stems from the manager having the wrong attitude toward people from different cultures or backgrounds. Human & Bowmaker-Falconer (1992) agree that one of the main factors standing in the way of employees of different cultures advancing relates to the beliefs, behaviours and attitude of the manager. Rosmarin (1992) agrees that the organisation has an obligation to all employees from different backgrounds to ensure that they reach their full potential, without being disadvantaged by irrelevant considerations. Thomas (1991) underlines this point by stressing that the focus of Diversity Management rests clearly on the ability and skills of management to create an organisational environment that works naturally for all employees, regardless of how similar or different they might be.

While focusing on the issue of personal attributes relating to managers, the researcher compared the different grading levels to test its consistency in terms of priority. Tables 3 - 5 reflect this information. Of the prioritised categories scored by the groups, Table 3 indicates that the Administrative / Supervi ory group ranked the personal attributes very highly. In this regard they ranked " Managers to earn the respect of staff by having integrity" second, while "Treating all employees equally and recognising diversity" was ranked sixth. The middle grading level researched i.e. Junior Management and Specialist, clearly saw the issue of integrity as their top priority by ranking it first (Table 4). In addition, the issue relating to the equal treatment of employees and the recognition of diversity was ranked second by this grading level. Similarly, the middle management group ranked these two issues as first and second, albeit in the opposite order to the previous group. In total, all groups combined ranked the issue of management integrity first, and the equal treatment of employees, second.

In order to establish what actions the organisations could take to ensure that they do in fact meet these two criteria set by the participants, the researcher

felt it would be important to take note of the specific contributory ideas. Tables 6-14 reflect individual ideas which contribute to the nine major categories scored. Specifically, Tables 8 and 11 relate to the two issues discussed above. In Table 8, the ideas which contributed most to the issue of managers earning respect through having integrity were:

- being supportive of staff
- manager integrity
- working closely with employees

What was evident to the researcher is the fact that these three requirements set by the participants do not relate to any complex or expensive systems, but rather to simple, behavioural aspects of managers. In addition they confirm that attitude of the manager plays a significant role in Managing Diversity effectively.

Regarding the issue of treating all employees equally, as well as the recognition of diversity, Table 11 reflects the relevant ideas. Those that contributed mostly to this category were:

- practising equality in all respects
- application of policies to all
- promotion on merit only
- refraining from the practising of favouritism
- recognition and respect for cultural diversity

As was the case in the previous category, the ideas above relate largely to behavioural qualities of the manager.

6.2.2 Communication

A second priority which became apparent to the researcher is that of communication as described in proposition number (iii). Of the total list of ideas raised by all groups (Table 1), communication was mentioned the most. Of those categories scored by all groups (Table 2), "Ensuring effective two-way communication" ranked fourth. Within the three grading levels researched (Tables 3-5) this issue ranked as follows:

third within the Administrative / Supervisory level;

fifth within the Junior Management / Specialist level;

third within the Middle Management level.

Individual ideas which contributed most to this category, as per Table 7, were:

- practice open communication;
- listen to employees;
- meet with staff on a regular basis;
- continually give clear instructions.

A significant element of communication is that of effective feedback. Human & Bowmaker-Falconer (1992) see the incorporation of feedback loops to employees of diversity as a critical tool in the process of effective Diversity Management. Regular, constructive feedback will help to build trust within the manager - subordinate relationship, and thereby facilitate the development of the employee. This point in particular corresponds with proposition number (iii) calling for management to give regular and constructive feedback to employees.

As with the requirement for management integrity, so also does the call for open communication relate largely to the manager's behaviour. The manager can make a deliberate decision to practice open

nication by listening to employees, meeting with them on a regular basis, and by ensuring that clear instructions are given.

6.2.3 Education and training

A third priority ranked and scored by the groups related to the general issue of uplifting both job related skills as well as educational qualifications as per proposition numbers (i) and (iv). It is the researcher's view that this priority should be seen in the context of previous education systems in this country. It in fact supports the first proposition whereby initiatives aimed at meeting the developmental needs of the employees will be required.

Of all ideas raised by the participants, the requirement that the organisation should upgrade job related skills ranked fourth. However, when scored, the general category of "Uplifting the skills and education standards of employees" ranked third.

Within the grading levels, the Administrative / Supervisory groups ranked this issue as their top priority, while the Junior management / Specialist and Middle Management groups ranked it third, and fourth respectively.

In order to focus management on what participants saw as key priorities, the following ideas contributed to the ranking of this issue (as per Table 9):

- upgrade job related skills
- provision of meaningful career paths
- broaden scope of exposure through projects and assignments into other areas of discipline

Human & Bowmaker-Falconer (1992) believe that employee development must be the first consideration of a company before focusing on Diversity Management.

Much appeared in the literature regarding mentorship programmes. This point is reflected in the propositions. Thomas (1991) views well established mentorship programmes as a pre-requisite for effective Diversity Management. Likewise, Mandell & Kohler-Gray (1990) consider formalised mentorship systems as important in order to ensure career growth. In contrast, the issue of mentorship did not receive a very high ranking. In fact, as per Table 9, the issue of mentorship was only submitted 4 times across all sessions. In particular, there were no mentions in the

Administrative / Supervisory grading level with two each in the other levels.

6.3 Other observations

Besides the three main areas highlighted above, there are a number of minor observations to be made.

Firstly, the researcher took note of the fact that the Administrative / Supervisory grading level ranked the category 'Provide pleasant environment and flexibility of work arrangements" fourth. In contrast both the other two grading levels saw this as the least important category. It is the opinion of the researcher that this lower group of employees are more sensitive about working conditions as they are most likely to be affected by open plan arrangements etc. The other two managerial groups are less likely to be required to share office space with other employees.

A second assumption is that this group has lower financial resources than the other two groups. This implies that they would probably require greater flexibility of working hours in order to compensate for the lack of luxuries in life e.g. full-day childcare and own transportation.

The researcher again refers to the pre-requisite referred to by Thomas (1991) regarding the creation of a work environment that works naturally for all employees. In addition, Hall & Parker (1993) agree that management should be aware of the differences between employee groups, and therefore should provide appropriate mechanisms for all to perform at their potential. These references support the last proposition, number (vii), whereby it is expected that employees would like organisations to be flexible in line with their personal circumstances.

6.4 Proposed actions

From the observations above, as well as the literature reviewed, it is clear to the researcher that a change of behaviour is required of management. For this to take place the organisation would have to undergo a fundamental change of culture. In this regard numerous actions and pre-conditions are proposed. This point is confirmed in proposition number (vi) whereby a change in culture is expected.

Choudhury (1996) acknowledges that in order to become an organisation which manages diversity effectively, a long period of transformation will have to be

undergone. Thomas (1991) agrees that in order to manage diversity effectively a change in the overall organisational culture is required. Ultimately management behaviour must change. This process however, will not be achieved without the cultural roots of the organisation being visited and changed.

It is clear from the study that new leadership styles are called for within the industry. Norris (1996) agrees by saying that fundamental changes, including reconceptualising leadership appropriate leadership styles, are required in order to manage diversity effectively. These findings could have significant implications for the programmes relating to management selection and development. They would need to be reviewed in order to ensure that these values and requirements are built into the management profile.

Included in this deliberate change of culture will be numerous actions aimed at making management and staff aware of diversity and its advantages. Structured awareness sessions should be planned in order to facilitate this process.

Chapter 7: Conclusions and recommendations for future research

In conclusion the researcher poses further propositions and presents ideas for future research in this field.

Firstly, the researcher acknowledges that Diversity Management is impacted on by much more than the actions of management. As the research unfolded so it became apparent that this exploratory study only focuses on one element of influences on staff motivation. It is suggested that additional research could be considered on the following topics:

- the perceptions of management regarding effective Diversity Management;
- the role of trust in ensuring effective Diversity Management;
- effective management selection and development techniques to ensure successful Diversity Management;

It is acknowledged by the researcher that in order to develop a comprehensive action plan to effectively address the issues relating to Diversity Management, more in-depth research than that in this study, is required

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