

**DIVERSITY MANAGEMENT IN ATTRACTING AND
RETAINING RESEARCHERS AT THE HUMAN SCIENCES
RESEARCH COUNCIL**



*A research report to the University of the Witwatersrand in partial
completion of the requirements for an award in the Degree of*
MASTERS IN PUBLIC AND DEVELOPMENT MANAGEMENT

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ABSTRACT

The science and technology sector is facing a high shortage of researchers. The National Research and Development Strategy (2002) of the Department of Science and Technology is very clear on the need to increase the number of researchers and ensure that they remain within the system. The attraction and retention of the researchers within the science and technology system is therefore of critical importance

The purpose of this study was to analyse diversity management in attracting and retaining the researchers at the Human Sciences Research Council, one of the science councils of the Department of Science and Technology. For purposes of this research, a qualitative method of research was used, in order to provide a clear understanding of the participants' perspectives and experiences of the research study.

The findings are that the main reasons that cause the researchers to leave the HSRC are the authoritative management style, short-term contracts, work pressure and inconsistency in salary determinations. The study recommended that the HSRC should develop diversity management strategy and programmes in order to attract and retain the researchers within the Human Sciences Research Council.

DECLARATION ON PLAGIARISM

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DEDICATION

This report is dedicated to my beloved sons, Katlego and Mongapi. I hope I have set you an example and you would take this further.

ACKNOWLEDGEMENTS

I thank Jehovah the Almighty, for the wisdom and all the miraculous things He continues making in my life, for making everything that I do possible, no matter how difficult they might seem.

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CHAPTER ONE

1. INTRODUCTION

One of the weaknesses identified by the National Research and Development Strategy (2002) of the Department of Science Technology is that the human resources for science and technology is dominated by white, male and ageing scientific population which is not being replaced by younger groupings more representative of the population. The Science sector is therefore faced with a difficult task of ensuring transformation.

The National Research and Development Strategy (NRDS: 2002) in its endeavors to develop research and research capacity is clear on the need to radically increase the number of women, blacks and the disabled entering the sciences and remaining there.

Similarly, the then Minister of Science and Technology, Mosibudi Mangena, in his speech during the announcement of the results of the 2004/05 survey on research and development, indicated that there is strong shortage of researchers (Science and Technology Report, 2005).

Given the fact that there is a high shortage of researchers within the country, it is imperative that the researchers available within the science system are retained in order to attain the goals and targets stipulated in the National Research and Development Strategy.

1.1. Background

The pre-democratic South African business organizational culture was built on a philosophy of white-male dominance, where the culture was geared toward individual ambitions for success and profit-making, where white males, mainly Afrikaner males, controlled all the levers of power and decision-making (Obeng, 2009, p1). They were in power and kept busy with the management of the country and organizations and therefore, had least contact with other races.

Since the establishment of the democratic government in South Africa, huge progress in recovering from the apartheid era, where the country was socially,

economically, politically and largely geographically divided on a racial basis has been made. The political democratization aimed to change the workplace from a mainly homogeneous to an increasingly multicultural and diverse workforce.

In order to ensure a homogenous work environment, the government had passed a number of legislations such as the Employment Equity Act, No. 55 of 1998, amongst others. The purpose of the Act is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination and implement affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure equitable representation in all occupational categories and levels in the workforce to achieve a diverse workforce broadly representative of all the people. This requirement has led many organisations to recruit people from designated groups with diverse backgrounds and cultures in order to improve the staff demographics (Obeng, 2009: p2)

Human (1996) argues that the expectations that the majority of South Africa's population have of the government since democracy are such that the effective management of diversity and the redistribution of power, wealth and opportunity has to take place.

The Commission for Employment Equity (2000) stated that in spite of the imperatives to transform the South African business environment, the profile of senior management across the country remains distinctly white and male (in Kelly et al., 2007). Similarly, the briefing notes for the Commission for Employment Equity Annual Report (2012) stated: "A rather observation in the workforce of our country, which continues even today, are the gross under representations of black people, women and people with disabilities in key areas of the labour market, for example in management and science and technology-based occupations. The workforce at the senior and top management levels, indicate that equitable representation will only be achieved in the distant future". The briefing notes further states that although whites accounted for the highest amount of terminations, they also accounted for the most number of recruitments and promotions.

Cilliers and Stone (2005), similarly argue that although the intention of the Employment Equity Act is to enable equitable representation through the practice of

Affirmative Action, progress in the management structure is slow and this is still the domain of males. The transformation process of unlearning past and adopting new behavior is difficult and strongly resisted, as is evident from criticism of reverse discrimination and token appointments.

The report of the Commission for Employment Equity shows that the South African workplace is plagued by various obstacles that hinder the transformation of the workplace from a homogenous to a multicultural workforce. Grobler (2006, p69) argues that if South African business is to succeed, it must recognise the emergence of the diversified workforce and find the means to harness its energies, talents and differences for tomorrow's challenges. In South Africa, therefore, there are demands for all managers to manage diverse, multicultural, heterogeneous societies to achieve a homogenous set of organisational goals and objectives (Harpur, 2002).

The findings of the study that was conducted in South Africa revealed that Black managers often complain that they are expected to prove themselves before getting a promotion, while whites are promoted on the basis of their potential. Therefore, women and disadvantaged managers find themselves frozen in middle management positions or advancing only in staff positions. Human (1996) argues that the energy and effort used by diverse employees to assimilate, drains them of the enthusiasm for reaching the organisational goals and therefore, most people are giving up the struggle to succeed in corporations and leave.

Cilliers (2007) argues that in government as well as large private organizations, Black females and males upon taking up leadership positions at the top of the organizational hierarchy, they experience the organizational culture as being extremely competitive, not tolerant of negative feedback and paranoid (as if they are being watched all the time in terms of what they do and how they perform). They experience a lack of self-authorisation because of their limited collective background (memory/ history) in managing and leading in a corporate environment. Individual employees experience high levels of anxiety about not being good enough resulting in the revolving door syndrome. Some individuals reported taking up to three new top jobs per year and not settling down to even understand the job content sufficiently.

Human in Obeng (2009) asserts that there is a mistaken belief held by many South Africans that, when competent black professionals resign, they do so because they

have either been poached by other companies or that they have higher salaries elsewhere. She refers to analyses undertaken by large multinationals which indicate that the most important reason for such exits is generally lack of an inclusive and supportive climate, individual career development opportunities and management style. Kelly et al. (2007) argue that the high turnover of black professionals suggests that organizations remain hostile spaces for black professionals and women continue to bump into glass ceilings.

Effective employee retention is a systematic effort by management to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that addresses their diverse needs. (Workforce Planning for Wisconsin State Government, 2005). In a multicultural and diverse workforce environment, employees bring their diversities which include social and cultural backgrounds, religious practices, ethnic or religious roots, perceptions about politeness, social correctness, generosity and time, languages, dietary laws, dress codes and cultural taboos. Intolerance of the differences leads to discomfort, disrespect and strong feelings of racial fear, anger, resentment, conflict, competition, hurt, hopelessness and helplessness (Cilliers, 2007).

Diversity management should therefore, be about harnessing the potential capacities of all the employees within an organisation in order to stimulate cohesion, satisfaction, increased performance standards, productivity and high retention rates. It should result in a complete organisational cultural change that fosters an appreciation of demographic, ethnic, and individual differences (Gilbert et al. 1999, in Obeng, 2009, p2).

The Department of Science and Technology has created the Science Councils as the executing arm of the Department. They are therefore the main players in the National System of Innovation. The Science Councils generate knowledge and technology through in-house research and development activities. They rely on researchers to conduct research. As a result, researchers are the core deliverers of business within science councils.

One of the Science Councils of the Department of Science and Technology, is the Human Sciences Research Council (HSRC). The mandate of the HSRC is to initiate, undertake and foster strategic basic research and applied research in human

sciences, and to gather, analyse and publish data relevant to developmental challenges in the Republic, elsewhere in Africa and in the rest of the world, especially by means of projects linked to public sector oriented collaborative programmes (Human Sciences Research Council Act, 2008, Act No.17 of 2008).

The Synthesis Review report of the Department of Science and Technology, (2007, p33) indicate that the HSRC experience a significant loss of Black staff more especially researchers and that many black and female staff are leaving after they have been trained. "It is a cause for concern, however, that the HSRC was not able to attract and retain more senior research staff, who are ultimately responsible for delivering on the line function activities of the HSRC as well as to mentor emerging scholars". (HSRC KPI Report, 2008/09).

The issue of researchers leaving the science councils remains one of the most critical and challenging issues facing the science system. The Chairperson of the HSRC Board in her speech had indicated that one of the risks that the HSRC continues to face and manage is the retention of critical skills in the organization. She adds that these highly skilled sought-after researchers are constantly being recruited into positions that demand income generation to support research (Annual Report, 2010/11).

The Minister of Science and Technology, Naledi Pandor, in her speech during the announcement of the research and development results of 2009/10 indicated that South Africa needed to focus on boosting skills levels and increasing the number of post-graduate students – which currently stood at only 34% of all graduates (Bua News, 2010).

1.2. Problem Statement

One of the weaknesses identified by the National Research and Development Strategy (2002) is that the human resources for science and technology is dominated by white, male and ageing scientific population which is not being replaced by younger groupings more representative of the population.

On the other hand, the HSRC experiences a significant loss of Black staff more especially researchers and that many black and female staff is leaving after they have been trained (Synthesis Review Report, 2007, p33).

During the 2011/12 financial year, the HSRC experienced a loss of 20% of the researchers. Blacks constituted 15% of the researchers who left the organisation of which 8% is males and 7% females. The whites constituted 5% of the researchers leaving the organisation of which 3% is males and 2% females.

1.3. Purpose Statement

The purpose of this research is to analyze the role of diversity management in retaining and attracting researchers within the HSRC. The implementation of diversity management in attracting and retaining researchers within the HSRC will also be assessed.

In particular the study aims to gain a better understanding of the underlying factors that causes researchers to leave the HSRC. Measures that can be employed to retain and attract more researchers within the HSRC will also be proposed. The insights that will emerge from this research will be used to make recommendations to other science councils as the problem of attrition of researchers is a challenge to many of them.

1.4. Research Questions

1. What is the understanding of diversity management at the HSRC?
2. How is diversity management implemented within the HSRC in order to attract and retain the researchers?
3. What are the factors that contribute to the high rate of turnover of researchers within the HSRC?

1.5. Significance of the study

The research will explore the implementation of diversity management within the HSRC in order to attract and retain researchers, particularly blacks and women. The other reasons for the turnover of researchers within the HSRC will be explored with a view of strengthening the intervention measures that promote the attraction and retention of researchers. The researcher will get an idea of the reasons that causes the researchers to leave the HSRC.

The study will further examine whether diversity management is implemented within the HSRC in order to retain the researchers. The research findings may provide useful information that could assist the HSRC and the Department of Science and

Technology to gain insight into the causes of turnover of researchers and thus develop a strategy to address it. Basically, the study's intention is to raise awareness about the causes and the likely impact of turnover of researchers to the science and technology sector. The insight gained in this study will aid planning within the HSRC.

1.6. Limitation of the study

At the beginning of the study, the researcher was employed by the Department of Science of Technology where the HSRC reported to as the Shareholder. The researcher was responsible for the oversight of the HSRC. The researcher was privy to a lot of information and had direct access to the staff of the HSRC, which might be opportunistic. The researcher has since left the Department of Science and Technology and this would reduce the biasness to the study.

Data was collected from one Science Council which is not representative of all the Science Councils. Retention of researchers is a challenge faced by most research institutions and the results obtained within the HSRC may not be generalised across the Science Councils within the country. However, this study was a qualitative study, which brought out some of the issues affecting Science Councils and their generalisability can be tested if a quantitative study were to be conducted with a more representative sample. It is also important to note that the study was conducted within a particular period and there might be changes and practices over time; nevertheless, the findings are valid as they bring to light some of the issues affecting Science Councils

It was a difficult task to get hold of the researchers who have left the HSRC as the organisation did not have their contact details since they left. Some of them who were contacted indicated that they were not available to participate in the study. This obstacle was however, overcome by the snowball non probability sampling method that was used, where the researcher got one former HSRC employee and then referred the researcher to the other respondents.

1.7. The structure and sequence of the research report

Chapter one - Introduction and background of the study

This chapter introduces the research topic and provides the following: background of the research, problem statement, purpose of the research, research questions, significance of the study and limitations to the study.

Chapter two - Literature review

This chapter reviews the readings pertaining to the study and their relationship to the research topic.

Chapter three- Research methodology

Chapter three provides the research plan, with a focus on the approach adopted to collect data for the study. The chapter looks at the research approach and design, techniques to be employed, the nature of data and the research strategy.

Chapter four- Data presentation

This chapter explains how data for the research will be presented according to the principles of qualitative research.

Chapter five- Data analysis

The chapter provides the findings of the study. Data is interpreted in relation to the primary data and the literature gathered. Literature review in chapter 2 will help to support data gathered. There is also comparison of primary data with literature.

Chapter six- Conclusion and recommendations

This is the final chapter of the research report and a summary of the overall conclusion of the study will be provided.

1.8. Conclusion

This chapter has attempted to present the background to the research undertaken. The research aims to gain a better understanding on diversity management in attracting and retaining the researchers at the Human Sciences Research Council.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

The literature review will assist the researcher with a basis of the research study as explained in the preceding chapter. It will also help the researcher firstly to clarify the context of the research, secondly, with defining, developing and clarifying critical issues to be addressed in this research. As such, the views of different authors about diversity management, its application and role in attracting and retaining people within organizations will be explored.

Since the chosen topic falls within the context of Human Resource Development (HRM) it will therefore be necessary to define its role within the organization in ensuring the retention, attraction and well-being of employees.

The literature includes the definition of concepts, namely retention, attraction, diversity and diversity management. The study will further review the perspectives of diversity management, implementation of diversity management within organisations, organizational culture, leadership and communication.

2.2. Background

Section 9 (3) of the Constitution of the Republic of South Africa protects against unfair discrimination, directly or indirectly on one or more grounds, including race; gender; sex; pregnancy; marital status, ethnic or social origin; colour; sexual orientation; age; disability; religion; conscience; belief; culture; language and birth (s9 (3)).

To this effect, the South African government has developed a number of Acts to empower the historically oppressed and remove discrimination in the workplace. These include the Employment Equity Act of 1998, the Skills Development Act of 1998, [The Employment Equity Act \(1998\)](#), the Promotion of Equality and Prevention of Unfair Discrimination Act of 2000 and the Black Economic Empowerment Act of 2003. These Acts amongst others are employed by the democratic government to remove all forms of apartheid and to afford all South African citizens the opportunity to actualize their potential (Sono and Weiner, 2004).

In terms of diversity management, the first step according to Grobler (2006, p78) is to acknowledge the fundamental difference between Employment Equity, Affirmative Action and Valuing Diversity.

The emphasis of affirmative action is on taking active measures to ensure that Blacks and other minorities enjoyed the same opportunities for promotions, salary increases, career advancement, school admissions, scholarships, and financial aid that had been the domain of whites in the past. Affirmative Action ensures that qualified people from designated groups have equal opportunities in the workplace and also be equally represented in all job categories and levels of the workplace (Department of Labour, 2008). Affirmative Action is thus a purposeful and planned placement or development of competent or potentially competent persons to positions from which they were barred in the past, in an attempt to redress past disadvantaged and to render the workforce more representative population (Bendix, 2003, p435). "This is usually difficult to achieve due to fear of reverse discrimination and poses limitations on autonomy of decision-making" Sadri and Trans (2002 in Obeng 2009).

On the other hand, Cilliers (2007) argues that Employment Equity was aimed at promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination, implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups and ensuring their equitable representation in all occupational categories and levels in the workforce.

Sadri and Trans (2002 in Obeng 2009), describe valuing diversity as driven by ethics, and believe that incoming groups and individuals will stand firm and retain their own characteristics and thereby help to shape and be shaped by the organisation. The benefits of valuing diversity are positive employee morale and attitude, but meets resistance due to fear of change and discomfort with differences.

Thomas (1996) identified five main differences between Employment Equity, Affirmative Action and diversity management

- Affirmative Action assumes that the individual employee alone will do the necessary adjustment to assure a good fit within the organisation. Managing

diversity assumes that the manager and organisation adjust as well as the employee to assure individual-organisation compatibility.

- Affirmative Action focuses on recruitment, upper mobility and retention, while diversity management centres on full utilisation of employee potential. The assumption is that if you are fully utilising an employee, you are also implicitly addressing upper mobility and retention issues.
- Affirmative Action says, “lets get relief from undesirable practices as quickly as possible, even if through artificial means”, while diversity management places priority on bringing about relief naturally. Managing diversity says, “lets make sure we address root causes, then we can stand back and watch the desired results evolve naturally”. It is also assumed that when the root causes are addressed, change will be easily sustained.
- Affirmative Action assumes that actions are taken for the benefit of individuals who are “disadvantaged” in some fashion. Managing diversity on the other hand, sees the manager as the principal benefactor. Managing diversity is about helping the manager learn how to tap the potential of all employees.
- Diversity management is internally driven and rests on a business case. Diversity is perceived as investment, while Employment Equity rests on moral and legal arguments and perceives Employment Equity as a cost.

2.3. The role of human resources management function in organisations

Marshall and Whelan (1997) assert that the human resource management is the function in an organization which is concerned with the attraction, recruitment, selection, placement, orientation, rewarding and maintenance of people. The manner in which each of these functions are performed in an organization will determine and influence an employee's decision to stay within the organisation or to leave. This places a lot of responsibility to the human resource department to ensure the wellbeing of its people. “Wellbeing implies making sure that the people are happy and productive within the organization. If people are happy and productive, it is likely that they will stay within the institution” (Marshall and Whelan, 1997).

Fitz (2010) maintains that creating a workforce where people feel included is important, for this reason: “People don't work where they have to; they work where they want to. The best people will not stay forever where they are not appreciated”.

According to Robinson (2001, p41) human resources policies and practices have to change in order to attract and retain a diverse workforce. Rooney et al. (2005, p83) argues that with the emergence of the knowledge society and the “knowledge worker” human resources are no longer perceived as merely a passive asset that just performs routine tasks in the cycle of production and supply. Human labour is now conceptualized as human capital with the capacity to innovate and thus create new demands rather than just react to the market by supplying its needs.

According to Carrel, et al, (1998) the human resource approach is based on the following principles:

- Employees are investments that will, if effectively managed and developed, provide long-term rewards to the organization in the form of greater productivity;
- Policies, programmes and practices must be created that satisfy both the economic and emotional needs of employees;
- A working environment must be created in which employees are encouraged to develop and utilize their skills to the maximum extent.

2.4. Definition of key concepts

i. Staff retention

“Staff retention is the process of ensuring that employees are kept within the organisation, especially employees with valued or needed skills or experience in a scarce/ critical field (where recruitment is difficult) and employees from the designated groups, namely, black people, women and people with disabilities, using various techniques” (Department of Agriculture, Staff Retention Policy: 2004).

Browell (2003) argues that staff retention should begin time before individual members of staff join an organization. Once a new hire enters the organization, many forces act on it to make it successful or unsuccessful. Sometimes a great hire is lost through poor supervision, job change, lack of opportunity for growth, or other factors having nothing to do with the selection process or the individual.

From a hierarchy-of-needs point of view, people seek basic safety and security first from their employer. Paying a fair wage and providing a reasonable degree of security through benefits, are accepted for maintaining a skilled workforce. Very

slowly the concept of total non-monetary reward and recognition is becoming more of an attraction, retention and motivational effort. Kaye and Jordan-Evans (2002) purport that money doesn't drive retention, but rather exciting work and challenge are the leading factors for engaging and retaining talent.

Fits (2010) argues that employee-relations programs, engagement surveys, and various other means are used to learn what it takes to keep talent in the organisation. The values of retention are the following:

- Reduced recruiting costs
- Reduced training costs
- Less supervisory time required
- Improved quality, innovation, productivity, and service

ii. Staff turnover

Staff turnover refers to the process whereby people voluntarily or involuntarily decide to leave the organization. While voluntary turnover is a personal decision, involuntary turnover is imposed on employees (Kaye and Jordan-Evans, 2002). Turnover is often driven by emotion, feeling overlooked, underutilized and unappreciated. Fitz (2010) argues that the extent to which we do or do not fully contribute to work is governed more by attitude than by necessity, fear or economic influence. Much of these attitudes stems from the culture of the work environment. When the work environment begins to sour, the best employees are often the first ones out of the door because they have the most options”.

Talented individuals leave companies not because of pay related issue but rather because of feeling marginalised as a result of the style of leadership they encounter, which is typically characterised by an inability to effectively manage diversity.

“Many organisations conduct exit interviews with employees who have quit the job in the hope of learning the reasons behind the decisions to leave. In-house exit interviews rarely yield the truth. Extremely disgruntled employees are the ones likely to reveal the reason. People are smart enough not to burn the bridges. They know that it might come back to hurt them. Only when an external service conducts the interviews and maintains the ex-employees anonymity can the organisation hope to find the truth” (Fits, 2010).

According to Fitz (2009, p116) there are seven major reasons for employees wanting to leave their employer. They are:

- Job or workplace not living up to expectations
- A mismatch between job and person
- Too little coaching and feedback
- Too few growth and advancement opportunities
- Feeling devalued and unrecognised
- Stress from overwork and work-life balance
- Loss of trust and confidence in senior leaders.

iii. Diversity

Sampson (2007) defines diversity from a social psychological basis as encompassing differences associated with race, gender, culture, religion, nationality, sexual orientation, hierarchy, socialisation, personality types, strengths, life stages, etc. He further argues that diversity is as much about understanding yourself as it is about understanding others and accepting others. Importantly, it is also about understanding what it is that separates us, for it is these differences that often lead to misunderstandings.

Cilliers (2007) argue that diversity is the presence of people with subjective identities based on unique primary (inborn) and secondary (learnt) attributes in one social system. These identities influence behaviour on the individual, group and organisational levels, leading people to behave in terms of power relations, subgroup affiliations and intergroup dynamics.

Cilliers (2007) defines diversity as otherness or those human qualities that are different from our own and outside the groups to which we belong, yet present in other individuals and groups.

Reece and Brandt (1993) in Cilliers (2007) define two dimensions of diversity as primary and secondary dimensions. The primary dimensions of diversity are the human differences that are inborn and that exert a major impact on people. Examples are race, gender, age, physical abilities/qualities or sexual orientation. Primary dimensions are readily observed and as such people are grouped and

identified most often and certainly in any initial encounter by the primary dimensions. He argues that all of us view the world through the filter of these dimensions.

Secondary dimensions are more mutable and can be changed, discarded or modified throughout our lives. They add depth and individuality to our lives. Education, geographical location, income, marital status, military experience, religion, work experience and parental status are examples of secondary dimensions. "These dimensions affect performance, motivation, success and interactions with others. It is therefore important for an organization to examine the challenges and remove the barriers to some dimensions of diversity (Reece and Brandt, 1993, in Cilliers 2007).

iv. Diversity management

Diversity management has emerged in the United States as the new human resource buzzword as the latest best practice to eradicate discrimination at work (Pauwels, 2007). Its basic premise according to Pauwels (2007) is that since women and ethnic minorities represent around two-thirds of new entrants in the workforce today, taking proactive measures to integrate minorities is no longer seen as a moral obligation, but as an economic opportunity.

Thomas (1996) defines diversity management as "a way of thinking towards the objective of creating an environment that will enable all employees to reach their full potential in pursuit of organizational objectives".

According to Pauwels (2007) the goal of diversity management is to maximize the ability of all employees to contribute to organizational goals and to achieve their full potential unhindered by group identities such as gender, race, nationality, age and departmental affiliation. In similar vein, Thomas (1996) argues that diversity management is a way of thinking toward the objective of creating an environment that will enable all employees to reach their full potential in pursuit of organisational objectives.

On the other hand, a heterogeneous workforce presents challenges to people working together and to managers because it brings together the distinct differences in behaviours, and as such diversity could result in chaos and conflict if not properly managed (Obeng, 2009).

Grobler (2006, p75) defines diversity management as a planned systematic and comprehensive managerial process for developing an organizational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organizations, and where no-one is excluded on the basis of factors unrelated to productivity.

Pits et al. (2010) describes diversity management as an organizational response to workforce diversity and its challenges. Diversity management initiatives address the concerns of historically underrepresented groups such as blacks and women, but may also focus on other dimensions of diversity such as age, professional background, religion that influences work-related outcomes.

Diversity management therefore aims to improve the health and effectiveness of the organization, while affirming and valuing respect for human differences, social justice, participation, community, authenticity, compassion, humility, effectiveness, health and life-long learning (Cilliers, 2007). The basis for managing diverse teams is acknowledging that we all have a story to tell and all the stories are powerful irrespective of who tells the story (Sampson, 2007).

Human (1995, in Dickson,1999) says that managing diversity is not about pretending that all cultures are equal but rather about addressing negative expectations and negative perceptions of black culture and black people without unduly reinforcing cultural differences.

Robbins et al. (2001, p404) argue that almost every organization needs to adjust to a multicultural environment. Multiculturalism refers to an approach towards managing cultural diversity in a multi-ethnic society (or organization) in which all citizens are seen as equal (Human, 2005). He further argues that multiculturalism stresses mutual respect and tolerance for cultural differences and it encourages cultural groups to preserve their cultures while they peacefully interact with each other. Multiculturalism can be seen as an opportunity for learning and reaching business objectives.

Thomas and Robertshaw (1999, in Naidoo, 2003) provide the following indicators that can be used in measuring the effectiveness of diversity management in the workplace:

- an increase in the number of previously disadvantaged individuals who apply for positions in companies;
- a decrease in turnover rates of people from designated groups;
- an increase in the number of people from designated groups who hold top management positions within companies;
- a decrease in complaints of discrimination by employees;
- improved parity in salary employees from designated groups and their white male counterparts;
- enhanced creativity and higher quality in team problem solving due to diverse teams; and
- reduced absenteeism among blacks, women and people with disabilities.

Grobler (2006 p75) argues that there may be considerable benefits gained by managing diversity or otherwise considerable costs of not doing so. He argues that organisations that cannot change will be faced with higher employee turnover and higher recruitment and training costs.

2.5. Perspectives on effective management of diversity

Thomas and Ely (1996, in Kelly et al., 2007) identify three paradigms on effective management of diversity: the discrimination and fairness, the access and legitimate and the learning and effectiveness paradigm.

a. Discrimination and fairness paradigm

The discrimination and fairness paradigm attempts to create a fair workplace through employment equity, strategies for retention and recruitment and sensitivity training. They further argue that this paradigm is still the most prevalent way organisations view diversity and revolves around organisations attempting to ensure that they better reflect the demographics of society (i.e. focus on recruitment and selection) and on equal treatment of persons within the organisations. This approach to diversity has been criticised firstly for focusing on demographic representation and secondly for its emphasis on assimilation where employees are encouraged to take “colour blind” approach (Nkomo & Steward, 2006).

b. Access and legitimacy paradigm

With the Access and Legitimacy paradigm the emphasis is less focused on demographics, rather on assimilation. It emphasises the competitive advantage of having people of different groups in the organization. “Differences are valued, but not valued enough that the organization would try to integrate it into the very core of its culture and into its business practices” (Thomas & Elly, 1996, p84). The problem of assimilation is that the difference of others is largely lost. It sees diversity as good for business

c. Learning and effectiveness paradigm

With the Learning and Effectiveness paradigm, the learning that others bring to the organization is internalized and changes the way the organization does business. The essence of this perspective is that the thoughts and perspectives of diverse employees are allowed to influence and change the very core of the business, namely, processes, structures, tasks and culture. Diversity can have the effect of creating an environment that is more conducive to allowing all employees to make full and creative contribution. This paradigm resonates with the principles of radical humanism where people are motivated by a sense of self and community and the need for self-realization.

2.6. The implementation of diversity management within organizations

Some firms sell their ethnic diversity pitch by promoting Blacks to executive jobs in which their only contacts are with minority customers or employees, or give them tasks related to their ethnic background. From the outside, companies appear diverse and minority friendly, whereas from the inside, such employees are in fact pigeon-holed into specific sectors from which it is difficult to exit. This is a form of exclusion, and ethnic minorities still remain notoriously underrepresented at the decision-making level (Human, 1995, in Dickson, 1999).

In companies that take diversity management seriously, management sends strong signals and holds top executives accountable: their annual bonuses, even their pay raises are indexed to the increase of minority employees in top management jobs (Grobler, 2006). The common practices of such organisations were identified by Riechenberg (2001), listed below:

- Diversity management is a process that is integrated, ongoing and measurable
- Diversity initiatives are primarily decentralized with central governing bodies making the strategic decisions on policy, and individual departments developing their own systems and procedures.
- Diversity training is provided to all employees. Training is not limited to managers, but is extended throughout the organization.
- Workforce data and demographics are used to compare statistics reported for research development.
- They link recruitment, development and retention strategies to organizational performance. They integrate employee development processes and map career paths to see what critical skills are necessary to advance, then communicate these skills to employees and provide training.
- Accountability for the results of diversity programmes is another attribute of best practice organisations. Accountability is determined through the use of metrics, surveys, focus groups, customer surveys, management and employee evaluations and training. As such diversity competencies may be incorporated into management systems.
- The review committees are established that are responsible for policies, providing technical assistance, reviewing and approving plans and monitoring progress towards the achievement of goals.

One of the success stories of successful implementation of diversity management programme as described by Thomas (2004) is that of IBM one of the world leaders in Information Technology services and consultancy worldwide. The IBM had a long practice of being blind to differences and gathering demographic information only to ensure that hiring and promotion decisions didn't favour any particular group.

Its success was mainly due to the following:

The diversity management programme was driven by the CEO himself;

- Top management involvement in diversity management programmes. Management should seek to be role models themselves;

- Communication of the programme to all staff members and request their inputs and opinions on how to achieve diversity within the organization. This also shows that change within an organization has to be communicated to all staff;
- Employees were engaged as partners, which imply that the organization has demonstrated its willingness to be influenced, committing significant resources to efforts suggested by the group. Trust was also built, where employees were allowed more face-to-face time with executives and provided new opportunities for mentoring;
- Addressing diversity management as a strategic issue;
- All demographic constituents were represented on the different work forces;
- The issues of improvement raised by employees as comments were implemented at a sign of commitment and credibility for leadership;
- Implementation of the diversity management led to attraction and retention of a diverse workforce;
- The diversity goals were linked to the business goals; and
- The diversity goals were linked to the business goals.

2.7 Organisational culture

Organisational culture is an extremely important concept when examining the issue of diversity management. There are various definitions of organizational culture that have been advanced by different authors over years. Thomas (1991, p13) maintains that we cannot understand the concept of managing diversity-much less begin to implement it- without a full appreciation of its linkage to culture.

“Culture dictates what is acceptable in terms of how a process can be run. It is primarily an organizational factor formed from the vision and the behavior of the executives. Culture is the defining aspect of every organization. It is the organisations’ signature. It covers the expectations, rituals, taboos and underlying rewards and punishment of the corporate society.

Nel et al. (2004) defines organizational culture as the manner in which things are done in an organization. It is also known as the personality of the organization. The culture of an organization develops over time and employees are often not even

aware of its existence. Culture provides the meaning, direction and mobilization, a social energy that moves the corporation into either productive action or destruction (Kilman, 1990, in Shaw, 1996).

Thomas (1991) equates organisational culture to the roots of a tree. The roots being beneath the surface are not visible but give rise to the branches which are the physical manifestation of culture.

Douglas (1994) asserts that culture is not a static 'thing' but something which everyone is constantly creating, affirming and expressing. Culture is about the admonitions, excuses and moral judgments by which the people mutually coerce one another for conformity. In this way, culture is not imposed from outside but exposed from within and therefore any programme which attempts to change culture in a planned way is likely to miss the mark (Douglas 1995, in Seel, 2000).

Seel (2000) refers organizational culture to the importance that is attached to the development of people and the norms, values and beliefs that reinforce or discourage people development in general and the advancement of the historically disadvantaged in particular. An organizational culture that supports people development is characterized by the following:

- Positive expectations of individuals and their competence;
- Open, honest and constructive feedback on performance; and
- Evaluation of performance based on results achieved in terms of short and long term objectives.

Given the South African workforce landscape, there is a need for the organizational cultures of many organizations to change to embrace the diverse workforce representative of different cultures. The emphasis on the leadership and management role in managing diversity goes a step further in that management of diversity means a fundamental shift in the culture of the organisation. An organizational culture that is characterized by the acceptance of the diversity of individual and group cultures facilitates feelings of security and self-confidence (Cilliers, 2007,p34).

2.8 . Leadership

Pitts et al. (2010) asserts that diversity management is the responsibility of management within the organization. Therefore, managers should design strategies that work for the total mixture of both employees and external forces. When diversity is not valued, the diverse employee's accomplishments may not be noted and mistakes may be magnified.

Similarly, Dickson (1999) argues that managing diversity is a long-term process that demands top management identification and commitment to set in motion mechanisms to access the potential of all employees. It is driven by top management and is inclusive of all employees in the organisation.

Burns (1978) in Denhart and Campbell (2006) describes two types of leadership, namely, transactional and transformational. He argues that transactional leadership involves a series of exchanges between leaders and followers. In this type of leadership, the leader and the follower come together in a relationship that advances the interests of both, but there is no deep or enduring link between them. They are simply self-interested participants in an exchange process. "Transactional leadership involves leaders who are very efficient at giving people something in return for their support or work. The followers are valued, appreciated and rewarded"(Crainer, 1996, p187).

Denhart and Campbell (2006) further argue that Burns (1978) defines transformational leadership as a process in which leaders and followers raise one another to higher levels of morality and motivation, that ultimately changes or transforms both. The values and morals of both the leader and follower are elevated through the relationship in which both parties become mobilized, inspired and uplifted. He maintains that it is the transformational leadership that has the capacity to move groups, organisations even societies toward the pursuit of higher purposes. The transformational leadership is concerned with leaders who create visions and are able to carry people along with them towards the vision"(Crainer, 1996, p187).

Bass (1990) argues that the transformational leaders asks followers to transcend their own self-interests for the good of the group, organization, or society to consider

their long-term needs to develop themselves, rather than their needs of the moment and to become more aware of what is really important.

Bass and Avolio (1994) argue that transformational leadership consists of four dimensions which are discussed below:

- Inspirational motivation: this refers to behaviours that provide meaning and challenge to followers' work, articulate expectations clearly, and demonstrate commitment to overall goals.
- Idealised influence: this refers to behavior that results in follower' admiration, respect and trust.
- Individualised consideration: this reflects behaviours such as listening attentively and paying attention to follower achievement and growth needs.
- Intellectual stimulation: this refers to behaviours soliciting creativity and encouraging novel and new approaches to performing tasks.

Crainer (1996, p184) identified four types of leadership styles:

- Exploitative authoritarian - management by fear;
- Benevolent autocracy - top down but with an emphasis on carrots rather than sticks;
- Consultative - communication both up and down, with decisions largely from the top; and
- Participative - decision-making in working groups which communicates with each other via individuals who are linking pins, team leaders or others who are also members of one or more other groups

2.9 Communication

Managing a diverse workforce presents a unique communication challenge to managers in that they need to develop a common understanding of the terminologies as well as a clear understanding of roles and responsibilities. For the concept of diversity as a value to be materialised in goal accomplishment, communication becomes a critical tool (Uys, 2003 in Obeng, 2009 p55).

Robbins (1996, p399) argue that a lack of effective communication is one of the main inhibiting factors of successful group performance. He further argues that extensive use of vertical, lateral and informal channels will increase communication flow, reduce uncertainty and improve group performance and satisfaction.

Robbins (1996, p390) quote research which identifies eight distinguishing factors in firms that communicate successfully. These are:

- Commitment by the Chief Executive Officer to the importance of communication;
- The matching of actions and words by management;
- Two-way communication (as opposed to a focus on top down communication);
- Emphasis on face-to-face communication;
- Communication is a responsibility of all levels of management;
- Bad news is also communicated;
- The message is shaped for its intended audience; and
- Communication is an ongoing process.

Allen and Montgomery (2001) in Obeng (2009) identify four critical areas where effective communication is imperative in their model for creating diversity. These are:

- communication at the senior level of management;
- senior management must show support for the diversity vision in their words and actions. symbolic communication in the form of speeches, newsletters and other forms of communication must include pro-diversity rhetoric;
- promoting superior-subordinate dialogue through mentoring; and
- promoting dialogue between diverse groups.

2.10 Conclusion

In summary, the literature presented, suggests that effective diversity management within the organisations is critical. Diversity management is the responsibility of management within the organization. The management of diversity therefore, means a fundamental shift in the culture of the organisation An organizational culture that is

characterized by the acceptance of diversity of individual and group cultures facilitates feelings of security and self-confidence. Managing diversity is not about pretending that all cultures are equal but rather about addressing negative expectations and negative perceptions of black culture and black people without unduly reinforcing cultural differences.

The literature also suggests that the organisations that cannot change will be faced with higher employee turnover, higher recruitment and training costs. Talented individuals leave companies not because of pay related issue but rather because of feeling marginalised as a result of the style of leadership they encounter, which is typically characterised by an inability to effectively manage diversity. Therefore, top management should design strategies to ensure the implementation of diversity management.

The human resources department within an organization is responsible for ensuring that process are in place within an organization to ensure that the talent is brought into the organization and ensure its well-being through engagement and support.

The two types of leadership are transactional and transformational. In transactional leadership the leader and the follower come together in a relationship that advances the interests of both, but there is no deep or enduring link between them. The transformational leadership require the leader to understand and support the needs of followers, seeking higher level needs engaging followers as whole persons. The result of transformational leadership is a relationship of mutual stimulation and elevation that convert followers into leaders into moral agents.

Managing a diverse workforce presents a unique communication challenge to managers, and as such lack of effective communication is one of the main inhibiting factors for the successful implementation of diversity. Diversity management aims to improve the health and effectiveness of the organization, while affirming and valuing respect for human differences.

The common practices of such organisations that take diversity management seriously are:

- Diversity management is a process that is integrated, ongoing and measurable
- Diversity initiatives are primarily decentralized with central governing bodies making the strategic decisions on policy, and individual departments developing their own systems and procedures.
- Diversity training is provided to all employees. Training is not limited to managers, but is extended throughout the organization.
- Workforce data and demographics are used to compare statistics reported for research development.
- They link recruitment, development and retention strategies to organizational performance. They integrate employee development processes and map career paths to see what critical skills are necessary to advance, then communicate these skills to employees and provide training.
- Accountability for the results of diversity programmes is another attribute of best practice organisations. Accountability is determined through the use of metrics, surveys, focus groups, customer surveys, management and employee evaluations and training. As such diversity competencies may be incorporated into management systems.
- Best practice organisations have established review committees that are responsible for establishing policies, providing technical assistance, reviewing and approving plans and monitoring progress towards the achievement of goals.

CHAPTER THREE

3 RESEARCH METHODOLOGY

3.1. Introduction

Research methodology is a procedural way used to follow a line of investigation. The purpose of this section is to describe the various research methods used and to present the preferred research approach that was followed in this research study.

The methodology used in this research is discussed under the following headings, research approach and design, sampling, data collection methods, data analysis, validity and reliability.

3.2. Research approach and design

There are two main approaches to research, qualitative and quantitative research (Miles and Huberman, 1994:p.40). A brief explanation of quantitative and qualitative research designs is important to describe their differences and to explain the reasons why qualitative research was chosen as the appropriate methodology for this study.

Leedy, et al. (2001:p.101-102) describes quantitative research as a methodology used to answer questions about the relationships among measured variables with the purpose of explaining, predicting and controlling phenomenon. According to Leedy and Ormrod (2001:p101) quantitative research is based on a philosophical approach called the traditional experimental or positivist approach.

Quantitative research uses hypotheses to test theories and the researcher collects data to affirm or reject the hypothesis using statistical analysis (Creswell, 2003: p20) According to Leedy and Ormrod (2001: p102) the purpose of quantitative research is to explain, predict, conform or validate the relationship between variables and to make generalisations. Surveys and experiments are common methods of inquiry in quantitative research (Creswell, 2003, p.18). Random sampling is also part of quantitative research.

Unlike quantitative research, qualitative research according to Leedy and Ormrod (2001: p.101) is based on interpretative, constructivist or positivist approach. Leedy further argues that qualitative research is typically used to answer questions about the complex nature of a phenomenon, often with a purpose of describing and understanding the phenomenon from the participant's point of view. Qualitative research elicits participant accounts of meaning, experience or perceptions (De Voset, 2005: p.132). Qualitative research is an effort to understand situations in their uniqueness as part of a particular context and interactions (Patton,1985: p.1).

Creswell (1998, p15) defines qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyses words, reports, detailed views of informants and conducts the study in a natural setting. Creswell (1998) asserts that a qualitative research approach is the most preferred when “how” and “why” questions are asked, so that a description of what is going on can be obtained. Meriam (1998) argues that the researcher builds a complex holistic picture, analyses words and reports detailed views of informants.

Qualitative research aims at providing an in-depth and interpreted understanding of the meaning that people (research participants) attach to their social worlds. The samples are small in scale and are selected purposively on the basis of salient criteria. Additionally, data collection method usually involves close contact between the researcher and the participants, which allows for the emergent issues to be explored.

According to Creswell (1998:p14) in qualitative research, the researcher is an instrument of data collection who gathers and analyses data focusing on the meaning of participants and describes a process that is expressive and persuasive in language.

Fundamentally, qualitative research aims to get a better understanding through first-hand experience, and quotations of actual conversations. It aims to understand how the participants derive meaning from their surroundings and how their meaning influences their behavior. Leedy (1992: p140) defines qualitative research as both

creative and scholarly, in that, it is a creative, scientific process that necessitates a great time of critical thinking, as well as emotional and intellectual energy.

The principle of this study is that the diverse perspectives and experiences of the research participants are important in helping the researcher to answer the central research questions and better understand the research problem.

This study therefore, used the qualitative approach since the researcher wanted to explore the implementation of the role of diversity management in attracting and retaining researchers within the HSRC. A qualitative research was required in exposing the definite problems that caused the researchers to leave the HSRC through interviewing respondents who worked for and left the HSRC for one reason or the other and were willing to participate. The rationale behind the selection of the HSRC as a case study is that the organization was facing high turnover of researchers, which necessitated a study on the factors that caused the researchers to leave the organization.

3.3. Sampling

According to Webster (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. In case of people, a sample can be defined as a set of respondents selected from a larger population for the purposes of a research. Although it is widely acceptable in a qualitative study that one good interview is substantially enough to inform the findings, the researcher questioned the validity and reliability of just one interview. This led to the researcher interviewing eight respondents from two populations to improve on reliability and validity. As such, in this research, two sampling methods were used for two different populations: the Executive at HSRC, and those researchers who left the HSRC.

The first sample was purposively sampled from the Executives at HSRC because of their position, and knowledge of HSRC. Creswell (2003: p.185) highlights that in purposive sampling, the researcher purposefully selects the participants or sites that will enable a better understanding of the research problem. It is a sampling method in which the respondents are chosen based on the purpose and needs of the study. Although purposive sampling does not produce a sample that is representative, it

was exactly what was needed in getting the views from management perspective of the reasons why the organisation was suffering from high staff turnover.

Since the potential respondents who left the HSRC were difficult to find, a snowball non-probability sampling method was employed by the researcher. A snowball sample is a convenient non-probability sampling technique that is appropriate to use in research when the members of a population are difficult to locate (Creswell, 2003: Neuman, 2000). A snowball sample is one in which the researcher collects data on the few members of the target population that the researcher can locate and then asks those individuals to provide information needed to locate other members of that population whom they know. The researcher got a respondent who was willing to participate and was then referred to other respondents who were willing to participate in the research.

The composition of the two samples drawn for this research are presented in the table 1 below:

Table 1: Sample Composition

Respondents	Number
HSRC Executives	2
Researchers who have left the HSRC	6
TOTAL	8

The two sets of data sources allowed for comparison of the emerging views from those who have left the organisation and those who are running the organisation.

3.4. Data collection

Creswell (1998, p110) defines data collection as a series of interrelated activities aimed at gathering good information to answer emerging research questions. Qualitative studies are exploratory in nature (Creswell, 2003: p.22) and the data collection methods used include: interviews, observations, document analysis and visual methods. Primary data sources were used to inform the findings of this research.

3.4.1. Primary data

Leedy et al. (2001: p95) consider primary sources of data as often the most valid, the most illuminating and the most truth manifesting. Leedy further defines primary data as data that is closest to the source. This type of data reflects the light and qualities of truth faithfully as compared to the other avenues of the truth. Gathering this primary data was through interviews with the respondents who were willing to participate in the research.

According to Scheurich (2001, p.61) the purpose of interviews is to find out what is in and on someone's mind and to access the perspectives of the person being interviewed. In this study semi-structured interviews with open-ended questions were used and this allowed for in-depth probing of the respondents and allowed the exploration of the research problem. Leedy and Omrond (2001) argue that open ended questions allows for the flexibility required from the evolving nature of the research problem and it is appropriate for research problems that require discussion and probing.

Burns (1999) asserts that the open-ended types of questions are valuable where the aim is to explore the participants' perceptions, beliefs or opinions and to promote opportunities for unforeseen responses or for those which are richer and more detailed than responses received through fixed choice questioning. An interview schedule was prepared to guide the interviews (see Appendix A). Yin (2003) explains that the interview schedule is there to guide the investigator and keep him or her on track rather than to rigidly define the data collection process.

Interviews were arranged with the senior manager and the executive who were more relevant to the research topic. An effort was made to solicit the views of the researchers who have left the HSRC as they are directly affected by the research topic and could provide rich and reliable information on the reasons that made them to leave the HSRC. They have first-hand experience of the phenomenon being studied and would allow the researcher to get rich data. The names of the researchers who left the HSRC were obtained from the senior manager. A list of 29 terminations outlining the name, rank, race and gender without the contact details was provided. The manager indicated that she did not have their contact details

since they left the organization. Their contact details were located using the internet (google search).

Due to the unavailability of some of the participants, the researcher resorted to e-mailing a list of questions to the five participants. Upon agreement telephonically, it was also agreed that once the responses were received, the researcher would telephonically make follow-ups with the participants to get clarification on some answers they had provided.

3.5. Data analysis

Data analysis according to Bardenhorst (2007) involves organizing what you have seen, heard and read so that you can make sense of the data collected. Data analysis involves examining, sorting, categorizing, evaluating, comparing, synthesizing and contemplating the coded data as reviewing the raw and recorded data (Neuman, 2000, :426). Rowley (2002) contends that data analysis involves pursuing various steps such as organizing the details of the case, categorising the data, interpreting the single instances, identifying various patterns, synthesizing and making generalizations.

According to Meriam (2002, p14) data analysis should be done simultaneously with data collection. One begins analyzing data with the first interview, the first observation, the first document accessed in the study. Merriam (2002, p14) further argues that simultaneous data collection and analysis will allow the researcher to make adjustments along the way, even to the point of redirecting data collection, and to ‘test’ emerging concepts, themes and categories against subsequent data.

Subsequent to the completion of each interview, the researcher studied the data thoroughly to consolidate both the responses and the researcher’s notes. Data was coded looking for similar patterns, exploring the interrelations and connections on the basis of similarities and differences. This, according to Creswell (1998), helps the researcher to visualise a wide range of conditions and consequences related to the problem.

After data was organized, the researcher began familiarising herself with data by getting a sense of the whole database through reading, internalising and reflecting. This is the process that Creswell (1998, p143) calls reading and memorising of data.

The reading and memorising of data is followed by describing, classifying and interpreting data. "With describing, the researcher describe in detail, develop themes or dimensions through some classification system, and provide an interpretation in light of their own views or views of perspective of literature" (Creswell: 1998, p144). Data was compared and contrasted to identify similarities, differences and emerging issues and new concepts.

3.6. Data presentation

Data was be presented in the form of a research report through the use of various techniques such as coding of respondents' names to protect their identity, subdividing the text into paragraphs, punctuation, paraphrasing, quotations and using headings to ensure proper of the text and flow of ideas. The presentation followed a sequence of the research questions. At the end of each presentation of the research question, a summary of findings is presented.

3.7. Validity and reliability

Guion (2002, p1) argues that validity in qualitative research relates to whether the findings of the study are true and certain. "True" in the sense that findings accurately reflect the real situation. "Certainty" in the sense that findings are backed by evidence. "Certain" means that that there are no good grounds for doubting the results and that the weighting of evidence supports the conclusions. Triangulation was therefore used to compare and contrast the data supplied by the participants in order to ensure validity and reliability of data. Guion (2002, p2) argues that triangulation is a method used by qualitative researchers to check and establish validity in their studies. In this regard, the interviewer triangulated the data sources by getting samples from those still within the HSRC system and those who left.

Leedy and Omrond (2005, in Obeng, 2009) contend that the validity of research studies needs to address two basic issues, namely, whether the study has sufficient controls to ensure that the conclusions drawn are truly warranted by the data and whether one can use the observed information in the research situation to make generalisations about a bigger picture and world beyond the scope of the research. The reliability indicates the extent to which it measures what was meant to be measured, and the reliability of such instrument indicates the consistency and

accuracy of such instruments in producing the results obtained (Leedy and Omrod, 2005 in Obeng, 2009).

Cooper and Schindler (1998: p.166) describe the different forms of validity to include amongst others' "face validity" and "content validity". The direct contact with management of the HSRC and the researchers who have left the HSRC presented the researcher with first-hand data that allowed the researcher to make judgements and inferences based on the engagement, thus face validity. This also opened up an opportunity to understand the content and nature of the different successes and failures that were experienced.

3.8. Conclusion

The chapter outlined the research design, data collection, data analysis, reliability and validity of the study. The sampling procedures and the manner in which the study was conducted for the research were also explained. The next chapter will focus on data presentation and analysis obtained from the respondents.

CHAPTER FOUR

4 DATA PRESENTATION

4.1. Introduction

The purpose of this chapter is to present the research findings that were gathered from the participants. Each question is restated in its exact wording at the beginning of the discussion and then data is presented to each question.

Data presentation was informed by the three major questions that the study intended to investigate:

1. What is the understanding of diversity management at the HSRC?
2. How is diversity management implemented within the HSRC in order to attract and retain the researchers?
3. What are the factors that contribute to the high rate of turnover of researchers within the HSRC?

Data will be presented according to the way in which the interview guide is organized (refer to interview guide in Appendix A), to enable data presentation in a logical manner.

An interview guide is divided into five sections. Section A is social background which is compulsory for both the researchers who have left the HSRC and management. Section B is on the understanding and implementation of diversity management within the HSRC. The responses are from both management and the researchers who have left the HSRC.

Section C is for the researchers who have left the HSRC, while section D is for management of the HSRC and section E is for the researchers who are currently within the HSRC. There is no data for section E as the researchers who are within the HSRC were not interviewed due to their unavailability.

The data in this chapter will therefore be presented according to the sections as articulated above. Section A will present the social background of the researchers in terms of race, gender, educational qualifications, the number of years within the HSRC and the position held.

Section B is compulsory for all, and as such, responses from both the researchers who have left the HSRC and management will be presented. However data will be presented separately for each group. The questions that were asked in this section will be restated in its exact wording at the beginning of the discussion. Data to each question is presented.

Section C will present responses from the researchers who have left the HSRC, (six) whilst section D will present the responses from management (two).

Data will be presented around the following themes:

The themes are divided into three, namely, for both management and the researchers who have left the HSRC, for the researchers who have left the HSRC and for management.

Themes for management and the researchers who have left the HSRC

- Understanding of diversity management;
- The level of awareness and training on diversity management within the HSRC;
- Leadership role; and
- Strategies for the implementation of diversity management.

Themes for the researchers who have left the HSRC

- The reasons that make researchers to leave the HSRC;
- The working environment of the HSRC;
- Leadership role to address turnover of researchers;
- Remedial action to retain the researchers.

Themes for management

- Extent of turnover;
- The reasons for turnover of researchers;
- Management strategies for the implementation of diversity management;
- Leadership role;
- Challenges experienced; and
- The benefits of a good diversity management programme.

4.2. Section A

4.2.1 Social Background

The purpose of acquiring information on social background was mainly to gain insight on the contextual background of the participants in relation to gender, race, qualifications, position held and work experience. The information is very important and has a bearing on the level of responses provided. With regard to management respondents within the HSRC, their position currently occupied cannot be mentioned as confidentiality will be compromised.

Table 2: Researchers who have left the HSRC

Respondent	Gender	Race	Qualifications	Position held	Years of experience
A	Male	White	PhD	Executive Director and Distinguished Fellow	5 years
B	Male	Black	Masters	Research Manager	3 years
C	Female	Black	Masters	Chief Research Manager	2.5 years
D	Female	Black	Masters	Senior Researcher (PhD intern)	2 years
E	Male	Black	Masters	Research Specialist	4 years
F	Male	Black	Masters	Senior Researcher (PhD Research Trainee)	1 year and 1 month

The table above indicates that the majority of the respondents are males (4) and two females. In terms of race, five respondents are black and one white male. All the respondents hold Masters degrees and one white respondent holds a PhD degree.

They held higher positions within the HSRC from senior researchers to Executive Director. Their work experiences ranges from one year to five years. Three of the respondents worked for the HSRC for a period of three to five years, whereas the other three respondents worked for the HSRC less than 3 years. It is assumed by the researcher that the responses that will be presented will be of high quality, due to the level of education possessed by the respondents.

Table 3: Management of the HSRC

Respondent	Gender	Race	Qualifications	Years of experience
A	Male	Black	Masters	1 year
B	Female	Black	Masters	8 years

The respondents from management are one male and a female who are black. Both respondents hold top positions within the HSRC. Their work experience within the HSRC varies as one has only worked for a year and the other has worked for eight years. The one that has one year experience has worked closely with the HSRC before joining the HSRC and therefore understands the organization very well.

4.3. Section B

4.3.1. Themes for the researchers who have left the HSRC and management

4.3.1.1. The understanding of diversity management

The theme explores the extent of knowledge and understanding of the respondents (both the researchers who have left the HSRC and management), on the concept of diversity management. The question posed in order to elicit the extent of knowledge of diversity management was the following: What is your understanding of diversity management?

i. Responses from the researchers who have left the HSRC

The responses varied but similar in defining diversity management. Respondent A said that diversity management is demographic representivity, race, gender and disability within the organization.

Respondent B argued that diversity management is a strategy to foster and maintain a positive and conducive workplace environment for people of multicultural orientations. He further said: "Organisations apply this strategy to specifically promote recognition and respect for the individual differences inherently found among a group of people working in the same area. Through this diversity program, people are taught to appreciate their differences in terms of inter alia, race, gender, religion, historical background, beliefs, or any other factors that may not be simply shared by everyone working in the same institution or within a division".

Respondent C maintained that diversity management is managing an organization that promotes and effectively engages diverse staff issues, while Respondent D said: Diversity management is when all race groups work together in harmony, where they don't fight".

Respondent E said he does know what diversity management means and said: This is a wrong question for me". Respondent F mentioned that diversity management means managing people of multi-cultural orientation within an organisation.

ii. Responses from management

Respondent A pointed out that diversity management is ensuring that the workforce reflects the demographics of the country by being gender sensitive and not discriminating against minorities, religious groupings and marginalised sections of the society. Similarly, Respondent B explained diversity management as creating an environment that is conducive for everyone (referring to gender, race, ethnicity, culture, disability) to work in.

A premature conclusion may be drawn that the level of understanding of the respondents is high. Only one out of eight respondents indicated that he does not know what diversity management is. It is critical for the respondents to possess an understanding of diversity management as it is the main focus of the study and the questions revolve around it.

4.3.1.2. The level of awareness raising and training on diversity management within the HSRC

The theme explores the extent to which diversity management is made known to the staff within the HSRC. It therefore investigates the level of awareness and training on diversity management. The question that was posed was: How did you know of diversity management (from the HSRC or outside)?

i. Responses from the researchers who have left the HSRC

There were similar responses from the respondents with regard to the level of awareness on diversity management within the HSRC.

Respondent A mentioned that he knew diversity management on his own. He further said: “There is no training or any awareness on diversity management, since I have been at the HSRC”. There was an assertion from Respondent B that he knew diversity management through his studies and not from the HSRC. He also mentioned that there is no diversity awareness and training within the HSRC.

Similarly Respondent C cited that she knew about diversity management from her studies and not from the HSRC, while Respondent D mentioned that she knew it before joining the HSRC and that she never heard about it or received training within the HSRC.

Respondent E said he does not know about diversity management. Respondent F said that he knew about it from her studies and not from the HSRC.

ii. Responses from management

Respondent A said that he was exposed to diversity management long before he joined the HSRC, and personally underwent formal training in this regard by external consultants. He did not receive formal training on diversity management at the HSRC.

Respondent B said she was exposed to the concept through her studies. She further mentioned that its awareness within the HSRC is not consistent.

The responses from both the researchers who have left the HSRC and management are similar and demonstrate that there is no training on diversity management. All

the respondents except one, knew of diversity management before they joined the HSRC. It is also clear that there is no training on diversity management within the HSRC. The respondents are part of the senior management and the absence of training shows that diversity management is not one of the strategic focus of the HSRC.

4.3.1.3. Leadership role

The theme explores the extent at which the top management of the HSRC provides leadership with the implementation of diversity management. The following three questions were asked to elicit the role played by the leadership of the HSRC in relation to diversity management: (a) What role does the HSRC management play in implementing diversity management? (b) Do you think the effective implementation of diversity management within the HSRC would assist in attracting and retaining researchers? (c) In your view, should the HSRC create a special environment in which diversity management can be implemented in order to retain the researchers? Please explain.

- a. What role does the HSRC management play in implementing diversity management?

i. The responses from the researchers who have left the HSRC

The respondents provided almost similar responses on the role that management plays in implementing diversity management.

Respondent A said that there is no role that management plays in ensuring the implementation of diversity management at the HSRC. He further said that there were only vague references in an informal setting.

In similar vein, Respondent B said management plays no role. He further mentioned that the HSRC is not doing enough to implement diversity management program. He further mentioned: "Why other races either don't stay or apply for jobs at the HSRC?"

Respondent C expressed the view that there is often direct validation in terms of supporting recruitment of black and female researchers from management, but there is no mention of diversity management.

Respondent D strongly mentioned that management is playing no role at all. She further mentioned that the implementation of diversity management is negative. “I think the CEO is not concerned about diversity management because the way she treats some of the foreign nationals at the HSRC, she makes them feel as if they do not belong there and they should not even think that HSRC has got a place for them”.

Respondent E said management is not playing any role, hence he does not know about it. Respondent F mentioned that management is not doing anything to implement diversity management. He further mentioned that the main obstacle in implementing diversity management effectively lies with the bitter, internal politics of power to lead and manage. “People of different races, religions, culture and gender work harmoniously within the HSRC, but the problem is leadership”.

ii. Responses from management

Respondent A mentioned that the HSRC plays an active role to ensure that people and most importantly the researchers employed represent the previously disadvantaged groups. When asked of the programmes to ensure that they are retained within the organisation, he mentioned that the HSRC will develop programmes to that effect.

Respondent B said that for the past years, the HSRC had a gender mainstreaming programme to ensure that awareness on gender issues. Gender mainstreaming is explained as a strategy for making the concerns and experiences of women as well as men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.

The responses provided from all the respondents reveals that the management of the HSRC plays no role with the implementation of diversity management.

- b.** Do you think the effective implementation of diversity management within the HSRC would assist in attracting and retaining the researchers?

The purpose of the question is to elicit the views of the respondents whether the HSRC management is in a position or is willing to implement diversity management to bring change. On the other hand, the question is exploring whether the implementation of diversity management will make the researchers not to leave the HSRC. The question on the other hand explores whether the implementation of diversity management will lead to the attraction and retention of researchers.

iii. Responses from the researchers who have left the HSRC

The respondents expressed varied responses on whether the implementation of diversity management will assist with the retention and attraction of researchers.

Respondent A said: “Diversity management implementation should not come at the cost or expense of research efficiency and capacity”. The respondent was asked to clarify what this means and said that diversity management should not be over emphasised to an extent that research efficiency is compromised by concentrating on hiring researchers from previously disadvantaged groupings, which might compromise research quality.

Respondent B said diversity management implementation can contribute to the retention of researchers within the HSRC, however, people need to be motivated and inspired by management in order to feel welcomed and at home within the HSRC. The respondent further mentioned that diversity management should be implemented fairly and professionally in order to attract and retain the best researchers. He further mentioned that there should be equal treatment of people from different backgrounds and races.

Respondent C pointed out that he is not sure whether diversity management would lead to retention of researchers. On the contrary, Respondent D mentioned that diversity management will lead to the retention and attraction of researchers, only if the CEO can implement it fairly. Respondent E said he does not know, while Respondent F alluded to the fact that diversity management will assist in retaining the researchers, only if management is willing to drive the process.

iv. Responses from management

Respondent A mentioned that the implementation of diversity management will lead to the retention and attraction of the researchers. He further said: “Management needs to play a critical role in this regard”.

Respondent B said that diversity management will lead to the retention and attraction of the researchers within the HSRC. The respondent further said: “It will require a lot of training and development of staff, more especially top management as the custodians of the programme.

All the respondents agree that the implementation of diversity management will lead to the retention of researchers.

- c. In your view, should the HSRC create a special environment in which diversity management can be implemented in order to retain the researchers? Please explain

The purpose of the question is to check whether management needs to create a special environment for the implementation of diversity management. On the other hand, the question seeks to ascertain whether the environment at the HSRC is conducive for the implementation of diversity management. The question further seeks to check the obstacles for the implementation of diversity management.

Respondent A said that the implementation of diversity management should have broad guidelines but direct management and involvement of the leadership of the HSRC would be disastrous. “The process would not be fair”.

Respondent B strongly expressed the view that the HSRC should create a special environment to implement diversity by means of reviewing its policy on employment. He further said: “The attitude of other races towards the institution is a challenge. There is a need to change the mindset about the institution by other racial groupings. I think they feel threatened that we will take their positions”.

Respondent C alluded to the fact that a special environment should be created, but it will depend on what specifically would be done.

Respondent D said: “Yes, management should lead the implementation of diversity management. It should start with the CEO and lead by example”.

Respondent E said he does not know, whereas Respondent E said yes, management must create a special environment in which it leads the process, raise awareness, start caring for its people and treat people with respect. In this way most researchers will stay within the HSRC.

v. *Responses from management*

Respondent A said that it is not necessary to create a special environment because diversity management is part of the HSRC management practice.

Respondent B agreed that a special environment for the implementation of diversity management must be created, but, management must lead and create an environment that is conducive to retain the researchers such as the wellness day to improve staff morale, conducting climate survey and implementation of the recommendations of climate surveys.

Four respondents agreed that a special environment must be created for the implementation of diversity management. All the respondents mentioned that top management particularly the CEO must lead the process.

4.3.1.4. Strategies for the implementation of diversity management

The theme explores the means in which the HSRC could effectively implement diversity management. The two questions that were posed in this regard are: (a) In your view, how can diversity management be effectively implemented within the HSRC? List at least 2 ways. (b) What are the things/factors that you think hinders the implementation of diversity management within the HSRC? List 3 things/factors.

The responses to the above-mentioned research questions are presented hereunder:

- a.** In your view, how can diversity management be effectively implemented within the HSRC? List at least 2 ways.

The purpose of the question is to elicit the ways in which diversity management could be implemented. On the other hand, the question will also reveal the current leadership style of the HSRC. It will also reveal the areas of improvement for management.

i. Responses from the researchers who have left the HSRC

Respondent A said that there should be guidelines in improving how things should be done and how diversity management should be implemented. He further indicated that “this would give everyone the comfort”. He mentioned that the other way is through sensitivity. When further asked what he meant by sensitivity, he said that it implies using common sense and for management to be open to interpretation.

Respondent B stated that when advertising positions within the HSRC, it should be emphasised on the job advertisements that the other races are strongly encouraged to apply. He further said: “Immediately when the word affirmative action could be mentioned the other race groups will be scarred to apply”. Another way of implementing diversity management is through an establishment of a special division staffed by specialists in diversity management. “It is important to ensure that the right people are recruited and selected on the basis of merit and possession of technical qualifications in the division instead of patronage”.

Respondent C said diversity management can be effectively implemented by engaging with various staff for their direct ideas and to diversify the executive team, not just with faces (black women or women) but also with people who understands and respect diversity.

Respondent D mentioned that diversity can be effectively implemented if the researchers could be hired permanently. This would assist because people would not focus on looking for permanent jobs but to the organisational work and its people. Secondly, diversity management could be effectively implemented if people of all races are valued the same way. She said: “People are not valued the same because there are instances where people who hold the same positions, with the same qualifications and experience are not paid the same. There is inconsistency with salary determination”.

Respondent E said he does not know. Respondent F said diversity management can be effectively implemented by firstly, removing all bad managers and employing a cadre of people with good leadership and people management skills. Secondly, the organisational culture should be changed and the professionals must be paid well. When asked what he meant by change in organisational culture, he said the culture

of the HSRC is that leadership or top management is superior to everyone within the organisation, they do as they please, and they don't work harmoniously amongst themselves and with other staff members. There is a lot of power-play at the expense of the researchers. Thomas (1999) defines organisational culture as an organizational factor formed from the vision and the behavior of the executives. Culture is the defining aspect of every organization. It is the organisations' signature. It covers the expectations, rituals, taboos and underlying rewards and punishment of the corporate society.

ii. Responses by management

Respondent A said that diversity management can be effectively implemented by making staff aware of equity targets and to monitor attainment equity targets at board level.

Respondent B said that the working environment of the unit directors and the researchers needs to be improved. There should be leadership training for senior management on diversity management.

One can perhaps conclude that there are no programmes for diversity management within the HSRC and that management is not driving the diversity management programme. One respondent mentioned that management need training on diversity management and that there is no fairness on recruitment process, thus the mention that people should be employed on merit rather than on patronage. There is inconsistency in terms of how people are treated and salary determination of staff members on the same positions.

- b.** What are the things/factors that you think hinders the implementation of diversity management within the HSRC? List 3 things/factors

The purpose of the question is to examine the areas that need improvement within the HSRC in implementing diversity management.

iii. Responses from the researchers who have left the HSRC

Respondent A mentioned that too much Africanism, which according to him implies preference of Africans over the other race groups despite the required level of expertise.

Respondent B mentioned the lack of understanding and appreciation of diversity management by the leadership, seeing no value in diversity management, unfriendly workplace environment and absence of communication and commitment from management to implement diversity management.

Respondent C said the factors that hinders the implementation of diversity management include, fear that diversity management will compromise research quality if there aren't quality recruits, assumption about the cost of hiring people from diverse backgrounds, difficulty disposing existing personnel (in some cases strong), poor recruitment capacity and networks.

Respondent D said that management is the main stumbling block to effective implementation of diversity management because it does not value its staff. The respondent further quoted the CEO of the HSRC at one conference when she was asked by one intern of the reasons that makes the HSRC not to employ the researchers permanently. The CEO said: "We are training researcher for the whole world, not for the HSRC." The respondent said that since then, the turnover began to increase because people felt unsafe.

Respondent E said he does not know.

Respondent F said effective implementation of diversity management lies with the leadership of the HSRC, which is the driving force.

iv. Responses from management

Respondent A said that the factors that hinder the implementation of diversity management are, resistance to change by middle management, lack of funds to attract equity candidates and equity candidates being too ambitious.

Respondent B mentioned the lack of money to train staff adequately on the subject, acquisition of the right skills at the right numbers, the high staff turnover result with too much pressure on the remaining researchers, paying too much attention on attaining equity targets. The other important factor is low staff morale due to the

widening payment gap between the researchers within the HSRC and with other researchers outside the HSRC. The respondent further mentioned that the HSRC must create a conducive environment whereby everybody is happy and satisfied.

It can be deduced from the respondents that management of the HSRC is the main stumbling block towards the implementation of diversity management within the organisation. From management side, the issue of finance to train staff adequately on the subject, lack of funds to attract equity candidates were sharply raised. There is no commitment from management to implement diversity management. The responses also indicate the lack of fairness from management with the implementation of diversity management because some feel that there will be too much preference of Africans over other race groups. The fact that there is a widening payment gap between the researchers within the HSRC in itself shows lack of fairness.

4.4. Section C

4.4.1. Themes for the researchers who have left the HSRC

4.4.1.1. The reasons that make the researchers to leave the HSRC

This theme intended to know the reasons that make the researchers to leave the HSRC. There are two questions posed in this regard: (a) What do you think are the main reasons that cause the researchers to leave the HSRC? (b) Please state the reasons that made you leave the HSRC

- a. What do you think are the main reasons that cause researchers to leave the HSRC?

This question looks into the reasons that cause the researchers to leave the HSRC generally. The answers provided will be compared to the real reasons that made the researchers to leave the HSRC in the next question that follows this one, to check the correlation. The researchers expressed various reasons that makes the staff to leave the HSRC as articulated hereunder:

i. Responses by the researchers who have left the HSRC

Respondent A mentioned that researchers leave because of the authoritarian management style. He further elaborated by saying: "Management would give

responsibilities to the researchers without concern, consultation, ability and creating an environment that is conducive to undertake those roles and responsibilities. There is also excessive emphasis on money raising, lack of fairness, favouritism of other race groups over the others”.

Respondent B said the reasons that make the researchers to leave are: “short-term contracts of employment, uncompetitive salaries irrespective of qualifications, unstimulating and uninspiring environment”. He went further to mention that the lack of mentoring and coaching to empower black academics is another factor that causes the researchers to leave the organization.

Respondent C mentioned the lack of belief in the organization, better career prospects and dislike of pressure to fundraise.

Respondent D said most researchers leave the HSRC because of short-term contract positions and inconsistency in salary determination. “Most of the people feel frustrated that future prospects at the HSRC are blank as they are on short-term contracts and they are not valued by management”.

Respondent E mentioned that his experience is that people are leaving for greener pastures more especially higher salaries, He further said: “The HSRC has a poor performance appraisal system. Perhaps the system is good, but the way it is handled by unit directors is not good. It is not implemented fairly, there is a lot of favouritism and the system is also used as a tool of punishment if the supervisor does not like you”.

Respondent F mentioned that the organisational culture at the HSRC is very bad. At the HSRC there is a huge number of professors reporting directly to the PhDs, which is not common or unheard of in other research institutions. “I think this is what causes bitter organisational politics and unprofessionalism”. Short-term contracts lead people to leave the HSRC because there is no job security. The HSRC is paying its researchers with Masters and PhD degrees very low as compared to what the other researchers with a BA Honours degree are getting in government departments or the private sector.

The respondent further mentioned that the researchers are not optimally used within the organisation. As a result, they feel frustrated. There are discrepancies with the

salary structure, in the sense that the researchers who possess similar qualification and experience will not be paid the same.

Most of the respondents mentioned the following three main reasons that make the researchers to leave the HSRC:

- Authoritative management style;
- Short term contracts; and
- Inconsistency with salary determination

b. Please state the reasons that made you leave the HSRC

This question intended to know the reasons that made the respondents to leave the HSRC.

Respondent A said: “I left the HSRC because of lack of genuine research culture, lack of openness from management to be told what is expected from them. “There were political disagreements between me and the CEO”. He further mentioned that he had left because of unreasonable leadership in the sense that they were unable to articulate their expectations on research, authoritarian management and due to the fact that his employment contract was ending.

Respondent B mentioned that he left the HSRC because his three year employment contract was coming to an end after a year. He did not like the leadership style of his supervisor who was authoritarian, hysterical and shouts at him, which resulted in them having clashes most of the time. “Generally researchers in the employ of the HSRC are not happy about the working relations with their supervisors”. The other reason that made him the HSRC was the pressure to source funding, time billing and publications. He left the HSRC due to better salary and good working conditions outside the HSRC.

Respondent C said she left because of work-load and pressure that made it impossible for her to pursue her Doctoral studies. She further mentioned that she left because of leadership that was very authoritative.

Respondent D said that he had left because there was no consistency in salary determination in the sense that the researchers who occupied the same positions,

qualifications and experiences were getting two times her salary and there were no valid reasons for such a practise. She further said: "This was frustrating". Secondly, the short term contract did not offer job security and women with responsibilities would not be on a contract position without benefits forever". Thirdly, the work-load was too heavy and left little time to further her studies, which is a requisite if one is an intern within the HSRC. The interns are expected to complete their studies within the contract period, which is practically impossible, and also lessens the chances of the contract to be renewed. She further said: "They will think you are not competent enough and they will forget that most of your time was wasted on their projects".

Respondent E said he left the HSRC due to management style that cared less about the well-being of its employees and more about how many millions researchers bring to the institution in the form of project funds. Secondly, he left because of poor salary while highly qualified. He further said: "Some people are well paid and placed on senior positions not because of their expertise and qualifications but because they are friends to unit Directors". The other reason that made him leave the HSRC was the problems related to performance appraisal system, which was not implemented fairly by unit Directors.

Respondent F mentioned that he left because he was constantly being excluded by his Director from unit meetings that he should be part of. The respondent further stated that when he started working at the HSRC he signed a contract with a research unit but was later asked to assist in a unit, which is not performing research. Due to the fact that he was involved in non-research work, he requested to be given research work from another unit, of which he was told to seek permission from his Director, which was not granted. He said that his Director only allowed him to be involved in research projects where he had good relations with the unit Director. If not, he won't be allowed to participate on the project. He further mentioned: "My Director had only one favourite and he allowed me to participate in his projects and the rest he refused me to take part in. This often left me confused and feeling that I am being used to settle their relations scores. He further said: "I was being used as their battle field to show who has more power than the other".

He added: "Another interesting story was during my performance appraisal, when my Director wrote that I was not serious about my studies. I should have completed my

PhD, which was impossible to complete within a year as it was my first year of study. How is it possible to complete a PhD within a year”?

There is a lot of unprofessionalism within the HSRC. The respondent mentioned that the institution looks very professional from outside but inside it is not professional at all. He said that the internal bitter politics amongst management (in-fights) are destroying the institution as evidenced by massive exodus of young researchers every month. “The number of people leaving the HSRC is greater than the new entrants monthly”.

He further mentioned that the HSRC has a tendency of employing young researchers on short-term contracts of one to three years. This contributed to me leaving the HSRC as there was no guarantee that the contracts will be renewed. He said: “My contract was renewed for two years and I left within the first month of my renewed contract”.

The reasons that made the researchers to leave the HSRC are summarised in table 4 below for ease of reference.

Table 4: The reasons that made the researchers to leave the HSRC

Respondent	The reasons that made the respondent to leave the HSRC
A	(a) lack of genuine research culture, (b) lack of openness from management to be told what is expected from them. (c) political disagreements between him and the CEO. (d) unreasonable leadership. (e) authoritarian management (f) end of contract.
B	(a) End of contract (b) authoritarian leadership style (c) pressure to source funding in sourcing out grants, time billing and publications.
C	(a) work-load and pressure that made it impossible for her

	to pursue her Doctoral studies (b) authoritative leadership.
D	(a) Inconsistency in salary determination of researchers on the same level, positions, qualifications and experiences (b) short term contracts which does not offer job security for women with responsibilities (c) heavy work-load that leaves little time for studies,
E	(a) management style that care less about the well-being of its employees (b) Pressure to raise money in the form of projects funds. (c) Poor salary while highly qualified. (d) Nepotism by management (e) Unfair implementation of the performance appraisal system
F	(a) Favouritism by management by constantly and deliberately being excluded from unit meetings (b) leadership confusion in the sense that the interns will sign contracts as researchers, but when you are within the organisation you are told to do support work in areas that are not research related (c) not being wanted by his Director (d) Unprofessionalism within the HSRC. 'The institution looks very professional from outside but inside it is not professional at all'. (e) Short term contacts

Five out of six respondents mentioned that they left the HSRC due to authoritative management style. Obeng (2009) refers to analyses undertaken by large multinationals which indicates that most exits in organisations are generally caused by lack of an inclusive and supportive climate, individual career development opportunities and management style. Browell (2003) argues that once a new hire enters the organization, many forces act on it to make it successful or unsuccessful.

Sometimes a great hire is lost through that poor supervision, job change, lack of opportunity for growth, or other factors having nothing to do with the selection process or the individual.

Four respondents mentioned that they left because of short term contracts that were not renewed. Two respondents mentioned pressure to source funding. Two women mentioned that they left because of too much workload that made it impossible for them to further their studies. Two respondents mentioned poor salary determination caused them to leave the HSRC.

It can be concluded that the four main reasons that caused the respondents to leave the HSRC are the following:

- Authoritative management style as mentioned by all six respondents;
- Short term contracts mentioned by four respondents;
- Heavy work-load, mentioned by two respondents;
- Pressure to raise money in the form of project funds.

4.4.1.2. The working environment at the HSRC

The aim of this theme is to establish the working conditions that the researchers are exposed to within the HSRC. The question that was asked in this regard was: (a) What did you like and what did you not like about working as researcher within the HSRC?

Respondent A mentioned that what he liked about the HSRC is that the researchers are paid better than at universities. What the respondent did not like about the HSRC was lack of research autonomy, lack of openness by leadership to politically unpopular research outcomes.

Respondent B mentioned that he did not like the leadership style that was authoritarian. He further said: "It seems like when someone occupies a management position, the first thing that he/she is taught is to adopt an authoritative leadership style. On the other hand, Respondent C did not like the work pressure and pressure to fund-raise.

Respondent D said she didn't like being on contract, inconsistency in salary determination and too much work pressure, while Respondent E said he liked the

involvement with research projects which is his passion, but did not like management style which did not value its people and where there is favouritism of other researchers over the others in terms of promotions.

Respondent F mentioned that he liked exposure to the research environment. “Where I work now, the language we speak is not research language, but more political and is not good for people who want to be professional researchers. The HSRC encouraged and supported researchers to study further unlike in government where there is no support for postgraduate studies”. The respondent further, mentioned that he didn’t like the leadership style, the short-term contracts and too much work pressure whilst still fresh from the University. “Where I am now I have a permanent job with lots of benefits and it is not a pressured environment”.

Most of the respondents (four out of six) mentioned that they did not like the management style which is authoritative displayed by the leadership of the HSRC. Other respondents mentioned that the work pressure is too much. Generally all the respondents indicated that they liked the research environment or doing research.

4.4.1.3. Leadership role to address turnover of researchers

The theme wants to check whether there are initiatives on the part of management to address the turnover of researchers within the HSRC. The question that was posed in this regard is: In your view, what are the initiatives that the HSRC management is taking or have taken to address staff turnover?

There were similar responses from the respondents with regard to management initiatives to address turnover of researchers.

Respondent A said that when he was at the HSRC management did nothing to address turn-over of researchers. Similarly, Respondent B said that when he was at the HSRC nothing was done to retain the researchers.

In the same way, Respondent C mentioned that there was nothing done by management. Her view is that management should engage more seriously with staff dissatisfaction issues, develop and funding structure to address research and consulting tensions. Respondent D said that in her view, management is not taking any initiative to address high turnover of the researchers.

Respondent E's view is that management is not making any initiatives, but rather makes researchers to leave in numbers. Respondent F mentioned that management is not taking any initiatives to retain the researchers.

All the respondents declared that there were no initiatives taken by management to retain the researchers.

4.4.1.4. Remedial action to retain researchers

The aim of this theme is to allow the researchers who have left the HSRC to come-up with suggestions of what can be done to retain the researchers within the HSRC. The question asked was: What corrective/remedial steps can you suggest to address the problem of staff turnover in the short and long term within the HSRC?

Three participants did not respond to the question and indicated that management is the stumbling block for the implementation of diversity management. Respondents D, E and F provided the answers.

Respondent D highlighted that permanent positions will lead to the attraction of researchers because people are more concerned with job security. The HSRC should also structure their internship programme in such a way that it will not interfere with people studies because the programme does not assist the researchers to complete their PhD degrees, but rather causes delays.

Respondent E said a good performance management system and top management that respects and value its people can address the problem of staff turnover.

4.5. Section D

4.5.1. Themes for management of the HSRC

This section captures the responses from management of the HSRC, with the aim to elicit information on the implementation of diversity management.

4.5.1.1. The extent of turnover within the HSRC

The aim of the theme is to explore the rate of turnover according to race and gender. The question that was asked: In your view, what is the extent of staff turnover within the HSRC? Quantify according to race and gender?

The response from Respondent A is depicted in the table below:

Table 5: The percentage of the researchers who have left the HSRC

Category	Black	White
Male	8%	3%
Female	7%	2%
TOTAL	15%	5%

The table above shows a higher percentage of blacks leaving the HSRC at 15% during the 2011/12 financial year. The percentage of whites leaving the HSRC is at 5%. This shows that most blacks mainly, male researchers leave the HSRC, followed by black females left the organisation. White males and white females constitute 3% and 2% respectively of researchers who leave the HSRC. This also implies that during 2011/12 financial year 20% of the researchers left the HSRC.

Respondent B provided a list of the researchers who have left the HSRC. This is the list that was referred to in chapter three that was used to locate the researchers who have left the HSRC.

A breakdown of the researchers in terms of race and gender is depicted in the table below:

Table 6: The number of the researchers who have left the HSRC

Category	Black	White
Male	17	1
Female	11	0
TOTAL	28	1

The table above shows that a total of 29 terminations were experienced during 2008/09 financial year. A total of 17 terminations for males and 11 females were experienced. The number of terminations were higher for blacks whereas one white male left the organisations.

When comparing the data from the two respondents, the number of blacks both males and females who have left the HSRC is high. This is a worrying pattern

because one of the challenges experienced within the science system is that the system is dominated by white-ageing males.

4.5.1.2. The reasons for turnover of researchers

The theme aims to elicit the reasons that make the researchers to leave the HSRC and to also explore whether the HSRC management is making any initiatives to know the reasons that make the researchers to leave the organisation. The responses provided by management will be compared with those of the researchers who have left the organisation to check the correlation. The question that was asked in this regard was the following: (a) Does the HSRC conduct exit interviews for the researchers who are leaving the organisation? If so, what are the main issues that make the researchers to leave the HSRC?

Respondent A mentioned that the HSRC conducts exit interviews. The main reasons that make the researchers to leave the HSRC are work pressure, job security and management style.

Respondent B said a climate survey was conducted. The main reasons that causes the researchers to leave the organisation are management or leadership style that is autocratic, work pressure, no respect for private time which implies working after hours, low and inconsistent salaries.

It can be deduced that the reasons that causes the researchers to leave the HSRC as provided by management are quite similar to the reasons that were mentioned by the researchers who have left the HSRC, namely:

- Authoritative management style;
- Job security,
- Too much work pressure; and
- Inconsistent salaries.

4.5.1.3. Management strategies for the implementation of diversity management

The purpose of the theme is to elicit whether there are formal strategies developed by management in implementing diversity management and also to ascertain if diversity management is aligned to the business strategy. Two questions that were

asked in this regard were the following: Does the HSRC have a diversity management plan in terms of managing the heterogeneous workforce?

Respondent A mentioned that there is no diversity management plan, but there is a diversity management training course provided to staff. He mentioned that although the plan is not explicitly codified, it sensitise staff to the organisational ethics code which embraces the values that staff is expected to adhere to.

Respondent B said that training is not consistent and mainly focus on gender mainstreaming.

It can be concluded that all the respondents agree that there is no diversity management plan within the HSRC.

(c) What methods or strategies do you use to implement diversity management?

The purpose of the question is to elicit whether diversity management is part of the operational plans. The purpose of the question is to also check awareness raising on diversity management by means of activities or communication amongst staff members.

Respondent A said that diversity management is implemented through arranging cultural activities where colleagues become exposed to the various practices existing in the different cultures within the organization. Respondent B said there are no consistent strategies for the implantation of diversity management.

4.5.1.4. Leadership role

This theme enquired about the responsible person for the implementation of diversity management within the HSRC. The question posed was: Who is responsible or accountable for the planning and implementation of diversity management?

Respondent A mentioned that the CEO is accountable for planning and implementation of diversity management. Respondent B said the CEO is responsible, but the programme needs to be developed for implementation.

The responses from management indicate that there is no programme developed for diversity management within the HSRC. Both the respondents mentioned that the CEO should be responsible for the implementation of diversity management.

All the respondents agree that the CEO is responsible to ensure implementation of diversity management within the HSRC. They also both agree that a programme needs to be developed first.

4.5.1.5. Challenges experienced

The aim of this theme is to check the challenges within the HSRC that impedes the implementation of diversity management. The question asked was: What are some of the specific challenges that the HSRC face with regard to the implementation and promotion of diversity management?

Respondent A mentioned that it is lack of commitment from staff regarding diversity management, while Respondent B said that there is lack of commitment from management to implement diversity management.

There are varied responses from the respondents on the challenges for the implementation of diversity management within the HSRC. The first respondent said that there is lack of commitment from staff to implement diversity management, whereas the second respondent mentioned that there is lack of commitment from management to implement diversity management.

4.5.1.6. The benefits of a good diversity management programme

The purpose of this theme is to check whether management is aware of the benefits of implementing diversity management. The question asked here was: In your opinion what are the benefits of having a good diversity management programme within the organisation? The aim of the question is to ascertain whether management understand and knows the benefits of workplace diversity.

Respondent A said the implementation of diversity management will create a productive, cooperative and harmonious workforce and enable the organisation to attract the cream of the crop.

Respondent B mentioned that if there is a good diversity management programme within the organisation an environment with low staff turnover, high morale, satisfied employees and more productivity will be created. However, she mentioned that the implementation of diversity management is not the ultimate answer to all the challenges facing the researchers.

It can be deduced that both the respondents agree that the implementation of diversity management will lead to the retention of the researchers within the HSRC.

4.6. Conclusion

The main focus of this chapter was on presentation of data that was collected. Data was divided into following themes which will form the basis for the data analysis in the next chapter:

- Understanding of diversity management;
- The level of awareness and training on diversity management within the HSRC;
- Leadership role; and
- Strategies for the implementation of diversity management.
- The reasons that make researchers to leave the HSRC;
- The working environment of the HSRC;
- Leadership role to address turnover of researchers;
- Remedial action to retain the researchers.
- Extent of turnover;
- The reasons for turnover of researchers;
- Management strategies for the implementation of diversity management;
- Challenges experienced; and
- The benefits of a good diversity management programme.

The next chapter will focus on the analysis of data in order to determine the implication for the research problem.

CHAPTER FIVE

5. DATA ANALYSIS

5.1. Introduction

This chapter presents the researchers' interpretation of research data, and an overview of the study. The aim of analysing data in this research report is to arrive at findings that will attempt to provide the answers to the broad research questions of this research. The data will be analysed according to the themes which were introduced in the literature reviewed.

The themes emerging from the findings will be interpreted according to the researchers' own view as well as from the viewpoints expressed by different authors in the literature review presented in chapter two of the report. According to Marshall and Rossman (1999, p.150) data analysis is the process of bringing order and structure to the mass of collected data.

5.2. Analytical framework

The analytical framework provides the basis upon which the findings of the research will be evaluated. The research findings will be evaluated in conjunction or in comparison to what other researchers have written about diversity management in staff retention. In the literature reviewed, Marshall and Whelan (1997) stated that the human resource management is a function in an organisation which is concerned with the attraction, recruitment, selection, placement, orientation, rewarding and maintenance of people. The manner in which these functions are performed in an organization will determine and influence an employee's decision to stay within the organisation or to leave.

Pauwels (2007) also highlighted that diversity management emerged in the United States as a new buzzword for human resource management and as the best practice to eradicate discrimination at work. Thomas (1996) defined diversity management as "a way of thinking towards the objective of creating an environment

that will enable all employees to reach their full potential in pursuit of organizational objectives". Diversity management is also defined as a planned systematic and comprehensive managerial process for developing an organizational environment in which all employees, with their similarities and differences, can contribute to the strategic and competitive advantage of the organizations, and where no-one is excluded on the basis of factors unrelated to productivity (Grobler, 2006, p75).

Staff retention is the process of ensuring that employees are kept within the organisation, especially employees with valued or needed skills or experience in a scarce/ critical field (where recruitment is difficult) and employees from the designated groups, namely, black people, women and people with disabilities, using various techniques" (Department of Agriculture, Staff Retention Policy: 2004).

Staff turnover refers to the process whereby people voluntarily or involuntarily decide to leave the organization (Kaye and Jordan-Evans, 2002). Talented individuals leave companies not because of pay related issue but rather because of feeling marginalised as a result of the style of leadership they encounter, which is typically characterised by an inability to effectively manage diversity.

In light of what diversity management is about, the researcher will evaluate the themes emerging in this research with what other researchers have written about and then focus on how its implementation is transforming the organisational culture in terms of staff retention and its staff turnover. Pitts et al. (2010) asserts that diversity management is the responsibility of management within the organization. Therefore, managers should design strategies that work for the total mixture of both employees and external forces. When diversity is not valued, the diverse employee's accomplishments may not be noted and mistakes may be magnified.

5.3. Themes

5.3.1. The understanding of diversity management within the HSRC

Of the eight respondents who participated in the study, seven from both the researchers who have left the HSRC and management displayed a clear understanding of diversity management. Only one respondent indicated that he does not know what diversity management is. The responses expressed an understanding

that diversity management is a strategy to ensure that the workforce reflects the demographics of the country, being gender sensitive and not discriminating against the minorities, religious groupings and marginalized sections of the society.

The definition of the respondents is in accordance with the definition by various authors, such as Sampson (2007) who defines diversity as encompassing differences associated with race, gender, culture, religion, nationality, sexual orientation, hierarchy, socialisation, personality types, strengths, life stages, etc.

From the data presented, it is apparent that there is high level of uniformity amongst the respondents in defining diversity management. The knowledge of diversity management by the respondents gave the researcher the comfort that the respondents will be able to respond to all the questions related to diversity management. On the other hand, the knowledge of diversity management by the respondents implies that there is fertile ground for the HSRC to implement diversity management programmes. It is assumed that the knowledge of diversity management possessed by the respondents would make it easier for the HSRC to provide training and ensure implementation of the programmes.

5.3.2. The level of awareness and training on diversity management.

Management is responsible for providing workers with the necessary tools and training on diversity management to impart knowledge within the organisation. It is therefore important for management to ensure that all the employees are trained on diversity management.

All the seven respondents mentioned that when they joined the HSRC they were already aware of the concept of diversity management and what it entails. Five respondents mentioned that they knew of diversity management through their studies. Two of the respondents mentioned that they knew of diversity management on their own. Only one respondent mentioned that he does not know what diversity management is.

All the seven respondents who know of diversity management mentioned that there was no training on diversity management within the HSRC. They were not exposed to any formal training within the organisation. One of the respondents mentioned that there has never been any mention of or training of diversity management since she

had been at the HSRC. The two respondents from management further confirmed this by indicating that there is no formal training on diversity management within the HSRC.

It can be deduced that the responses from management indicate that diversity management is not part of the strategic objectives of the HSRC. Pitts et al. (2010) asserts that diversity management is the responsibility of management within the organization. Therefore, management should design strategies that work for the total mixture of both employees and external forces to ensure effective implementation of diversity management. The employees within an organization cannot implement diversity management if they are not informed and trained on it. Robbins (1996, p399) argue that a lack of effective communication is one of the main inhibiting factors of successful group performance. He further argues that extensive use of vertical, lateral and informal channels will increase communication flow, reduce uncertainty and improve group performance and satisfaction.

Management within the organization is therefore, responsible in ensuring that the training programmes are developed to firstly raise awareness of diversity management and its implementation within the organization.

It is apparent from the data that diversity management is ignored within the HSRC. Cilliers (2007) argues that ignoring diversity management costs time, money and efficiency. Some of the consequences can include unhealthy tensions between people of different gender, race, ethnicity, age, abilities, loss of productivity because of increased conflict, inability to attract and retain talented people of all kinds, complaints and legal actions, and inability to retain women and people of color, resulting in lost investments in recruitment and training. Organisations that cannot embrace diversity management will be faced with higher turnover, higher recruitment and training costs.

5.3.3. Leadership role

Dickson (1999) argues that managing diversity is a long-term process that demands top management identification and commitment to set in motion mechanisms to access the potential of all employees. It is driven by top management and is inclusive of all employees in the organisation (Buckingham, 2005).

All the seven respondents, both the researchers who have left the HSRC and management strongly agree that management is playing no role in the implementation of diversity management. Their responses tallied in this regard. To cite examples, one respondent hold the view that management does not play a role with regard to the implementation of diversity management and said that management is playing any role to play.

The other respondent holds a view that the CEO is not concerned with diversity management. She strongly argues that this is evident by the way she treats foreign nationals. On the other hand, one respondent mentioned that the main obstacle in implementing diversity management effectively lies with the bitter, internal politics of power to lead and manage. People of different races, religions, culture and gender work harmoniously within the HSRC, but the problem is leadership.

Only one respondent indicated that the HSRC shows support by means of supporting recruitment of black and female researchers. The respondent further mentioned that management is however, silent on how these race groups should accept and work with each other.

Similarly, management indicated that the HSRC hire staff who contributes to the diversity management ethos. It is the researcher's view that the response indicate that the HSRC's focus is on ensuring that the other race groups joins the organisation, without focusing on how these race groups work together in harmony.

One respondent from management indicated that diversity management is implemented through arranging cultural activities where colleagues become exposed to the various practices existing in the different cultures within the organization.

In expressing their views on whether effective implementation of diversity management will lead to the retention and attraction of the researchers, similar views were expressed. Five out of six respondents who have left the HSRC expressed the view that diversity management can lead to the retention of researchers, but management of the HSRC must be willing to implement and drive the process.

One respondent agreed that the implementation of diversity management could lead to the retention of the researchers but expressed the view that the implementation of

diversity management should not come at the cost of research efficiency and quality. This might imply that the HSRC should not only employ people just to make the organisation look better demographically, but, produce low quality research.

The statement by respondent B in mentioning that that diversity management should be implemented fairly and professionally in order to attract and retain the best researchers and that there should be equal treatment of people from different backgrounds and race, implies that there is perceived unfairness and unprofessionalism of management by the researchers.

In establishing whether management needs to create a special environment for the implementation of diversity management, all the seven respondents expressed the view that management should create a special environment for the implementation of diversity management.

Although most of the respondents acknowledged that there would be value-add in creating a special environment, there is one respondent who indicated that he is not sure that a special environment for the implementation of diversity management will lead to the retention of the researchers. He holds the view that the implementation of diversity management should have broad guidelines, but, direct management and involvement would be disastrous. He further mentioned that if management is involved with the implementation of diversity management, they would exclude other race groups that were long been driving the research agenda at the HSRC.

It is the view of the researcher that the respondent does not have trust that the leadership of the HSRC will manage diversity fairly within the organisation. The researcher holds the view that the respondent is threatened by the presence of other race groups as articulated by one respondent who mentioned that whites feel threatened by the presence of other race groups. The response also might imply that the researchers have no confidence with the HSRC leadership in terms of caring for its staff and staff development. Fitz (2010) maintains that creating a workforce where people feel included is important, for this reason: "People don't work where they have to, they work where they want to. The best people will not stay forever where they are not appreciated".

All the respondents from management strongly agreed that the CEO of the HSRC is responsible for the accountable for the planning and implementation of diversity management. They both also agreed that a plan needs to be developed in this regard.

It can be concluded that there are no programmes or strategy on the implementation of diversity management and there is no policy on diversity management. Furthermore, all the respondents strongly agree that the leadership of the HSRC should create a special environment for the implementation of diversity management.

5.3.4. Strategies for the implementation of diversity management

All the respondents strongly agree that the HSRC should develop a strategy for the implementation of diversity management. There were also varied suggestions of the strategies that could be employed by the HSRC for the implementation of diversity management.

The statement by one respondent who mentioned that it is important to ensure that the right people are recruited and selected on the basis of merit and possession of technical qualifications in the division instead of patronage”, suggest that the employment processes at the HSRC are perceived as being not fair and that people are not employed on merit but on “patronage”.

Respondent C mentioned that diversity management can be effectively implemented by engaging with various staff for their direct ideas and to diversify the executive team, not just with “faces” (black women or women) but also with people who understand and respect diversity, imply that the implementation of diversity management should not just be about but hiring people from previously disadvantaged backgrounds but with the right expertise to do the job.

A view was also expressed that management should be open and sensitive to the views of the others. This means that there are no direct engagements with staff. It is apparent from the responses that there are no guidelines on how diversity management is implemented within the HSRC and that management is not sensitive and open to the interpretation and the views of other staff members.

5.3.5. Challenges on the implementation of diversity management

The respondents expressed varied views, which mainly points to management or leadership as the stumbling block to the implementation of diversity management.

All the respondents expressed the view that management does not value its staff. There is also a perceived lack of understanding and appreciation of diversity management from management, unfriendly workplace environment and lack of/the absence of communication and commitment from management to implement diversity management.

The respondents from management of the HSRC alluded to the fact that the challenges experienced with the implementation of diversity management is lack of commitment from middle management, while the other respondent mentioned the lack of commitment from top management. From the responses provided, it can be deduced that the main challenge to the implementation of diversity management is lack of willingness from top management to drive and implement the process. Middle management is not responsible for setting the strategic direction of the organisation but responsible for implementation. This implies that top management in consultation with all staff needs to prioritise the implementation of diversity management. The researcher embraces the views of all the respondents that top management should lead the process of diversity management.

5.3.6. The reasons that make the researchers to leave the HSRC

In relation to the reasons that cause the researchers to leave the HSRC, there is high level of uniformity amongst all the respondents both the researchers who have left the HSRC and management in explaining the reasons that causes the researchers to leave the HSRC. Essentially, the participants responses tallied because they highlighted the following as the main reasons that causes the researchers to leave the HSRC.

The following reasons were expressed by the respondents who left the HSRC:

- Authoritative management style (mentioned by five respondents);
- Short-term contracts (mentioned by four respondents);
- Pressure to raise money in the form of projects funds (mentioned by three respondents);

- Heavy work-load (mentioned by two respondents); and
- Poor salary (mentioned by one respondent).

The management of the HSRC mentioned the following reasons that make the researchers to leave the HSRC:

- Authoritative management style
- Too much work load, which implies working after hours
- Job security by means of short-term contracts
- Inconsistent salaries.
- Low salaries

The other factors that are closely related to the management that were raised by some of the respondents are:

- Lack of openness from management to be told what is expected of the researchers
- Unreasonable leadership
- Nepotism by management
- Leadership confusion in terms of letting the researchers on internship programme to perform administrative work rather than research work.

The study reveals that authoritative management style is the main reason that causes the researchers to leave the HSRC as expressed by five respondents out of six.

This is in agreement with Human (2005, in Obeng 2009:p.2) who argued that there is a mistaken belief held by many South Africans that, when competent black professionals resign, they do so because they have either been poached by other companies or that they have secured higher salaries elsewhere. She refers to analyses undertaken by large multinationals which indicate that the most important reason for such exits is generally the lack of an inclusive and supportive climate, individual career development opportunities and management style. Talented individuals leave companies not because of pay related issue but rather because of feeling marginalised as a result of the style of leadership they encounter, which is typically characterised by an inability to effectively manage diversity.

According to Fitz (2009, p116) there are seven major reasons for employees wanting to leave their employer. They are:

- Job or workplace not living up to expectations;
- A mismatch between job and person;
- Too little coaching and feedback;
- Too few growth and advancement opportunities;
- Feeling devalued and unrecognised;
- Stress from overwork and work-life balance; and
- Loss of trust and confidence in senior leaders.

5.3.7. The working environment of the HSRC

In establishing what the researchers liked and did not like about the HSRC, only three respondents provided the answers and the other three did not respond to what they liked about the HSRC. The two respondents agreed that they liked exposure to the research environment, while the other respondent expressed the view that he liked the better pay at the HSRC than where he is now. In responding to what they did not like about the HSRC all the respondents strongly agreed that they did not like the authoritative management style of the HSRC.

The reasons provided suggest that the HSRC management has not created a conducive work environment for the researchers to stay within the HSRC. The responses further reveals that the problem lies with management to turn-around the organisation into an environment in which the researchers would feel welcome to work for.

According to Carrel,*et al*, (1998) the working environment must be created in which employees are encouraged to develop and utilize their skills to the maximum extent.

On the other hand, the Workforce Planning for Wisconsin State Government (2005) maintains: “Effective employee retention is a systematic effort by management to create and foster an environment that encourages current employees to remain employed by having policies and practices in place that addresses their diverse needs”.

5.3.8. Initiatives to address turnover of researchers

In relation to the initiatives taken by management to address turnover of the researchers, all the participants strongly hold a view that the leadership of the HSRC have not taken any initiatives to address turnover of researchers. To cite an example, one respondent declared that management should engage more seriously with staff satisfaction/dissatisfaction issues, develop articulated staff and funding structure to address research and consulting tensions.

On the other hand, management expressed the view that exit interviews and climate surveys are conducted to obtain the reasons that makes the researchers to leave and to check the level of satisfaction of the employees. However, they alluded to the fact that management is not implementing the recommendations of the climate survey nor addressing the reasons that make the researchers to leave the organization.

According to Human (1999), many organisations conduct exit interviews with employees who have quit the job in the hope of learning the reasons behind the decisions to leave. In-house exit interviews rarely yield the truth. Extremely disgruntled employees are the ones likely to reveal the reason. People are smart enough not to burn the bridges. They know that it might come back to hurt them. Only when an external service conducts the interviews and maintains the ex-employees anonymity can the organisation hope to find the truth. The responses provided suggest that the HSRC conducts exit interviews internally.

5.3.9. The extent of turnover within the HSRC

The responses provided by management in terms of the extent of turnover within the HSRC revealed the high number of the HSRC experiences a high number of resignations amongst blacks both males and females. To cite examples, during 2008/09, the number of the researchers who have resigned was 28 of which 27 were blacks. Similarly, during 2011/12, 20% of the researchers left the HSRC, of which 15% were blacks of which 8% are male and 7% are females. The remaining 5% is whites of which 3% is males and 2% is females.

The high rate of the researchers who are leaving the HSRC is in contradiction with the Research and Development Strategy of the Department of Science and Technology which aims to attract black researchers within the science sector in order

to replace the white-ageing males. The fact that the researchers who need to be attracted and retained are leaving the research institution, suggest that the intentions of the strategy will not be attained.

5.3.10. The benefits of a good diversity management programme

All the respondents strongly agreed that there is no diversity management plan within the HSRC. One respondent from management mentioned that there is diversity management training course provided to sensitive staff on organisational ethics code and values. The other respondent from management indicated that training is not consistent and mainly focus on gender mainstreaming. One respondent mentioned that diversity management is implemented through arranging cultural activities where colleagues become exposed to the various practices existing in the different cultures within the organisation. It was further mentioned that there are no consistent strategies for the implementation of diversity management.

All the respondents strongly agreed that the implementation of diversity management within the HSRC will have good benefits such as having a productive, cooperative and harmonious workforce and being able to attract the cream of the crop. Furthermore, the implementation of diversity management will create an environment with low staff turnover and high morale, satisfied employees and more productivity will be enhanced if there is a good diversity management programme within the organisation. However, it is mentioned that the implementation of diversity management is not the ultimate answer to all the challenges facing the researchers.

5.4. Conclusion

This chapter has analysed the data collected. Discussions and arguments were also drawn from the relevant literature in helping to understand the role of diversity management to attract and retain the researchers. It further looked at the results derived from the research and provided literature to support the information. The next chapter will provide conclusions and recommendations.

The Research and Development Strategy of the Department of Science and Technology was very clear on the need to ensure the replacement of white male ageing science and technology work force with a grouping that is more representative of society. This implies that there should be transformation within the

science sector to ensure that more people of other race groups should the science system.

It is the researcher's strong view that the current rate at which the researchers are leaving the HSRC, mainly blacks both females and males would not lead to the achievement of the goals and targets of the National Research and Development of the Department of Science and Technology.

The study also reveals that the main reasons that cause the researchers to leave the HSRC are: (a) Authoritative management style, (b) short term contracts, (c) pressure to raise money in the form of project funds, (d) Heavy work-load and (e) poor salary and inconsistency in salary determination. It is the researcher's view that the reasons provided should be addressed by management since some respondents mentioned that there are exit interviews conducted and it seems that the management does not put any effort to address the issues. The respondents also hold the view that management is not putting any effort to curb the high turnover of the researchers within the organization.

The research established that diversity management will lead to the retention of the researchers within the HSRC as articulated by all the respondents. However, it was mentioned that management is the stumbling block. The leadership of the HSRC particularly the CEO needs to drive the process.

The findings also established that there is a need for a well co-ordinated and managed diversity management strategy and the programmes and that this strategy should be developed an effort of both the staff and leadership of the HSRC, but led by management.

CHAPTER SIX

6. CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

The purpose of the chapter is to present a summary of the analysis drawn from the research report and to propose the recommendations to the study on diversity management in attracting and retaining the researchers at the Human Sciences Research Council.

6.2. Summary of the main findings

The findings have proven that there is uniformity in the understanding of diversity management within the HSRC in defining what it means and basically, the respondents answers tallied.

Admittedly, there is no awareness and training on diversity management within the HSRC. This according to the researcher's view reveals that diversity management is ignored by management. All the respondents admitted that since they joined the HSRC, there was no training and the mention of diversity management within the HSRC. All the respondents joined the HSRC with the knowledge and understanding of diversity management through their studies.

The research has shown that leadership is not playing any role to ensure implementation of diversity management. There was also an agreement amongst respondents that leadership should drive the diversity management agenda through developing a strategy and programme to ensure its implementation.

A special environment needs to be created by management for the implementation of diversity management. It is the view of the researcher that the respondents does not have trust on the leadership of the HSRC. This is due to the view that diversity implementation by management will be disastrous as they would exclude other race groups that has long been driving the research agenda at the HSRC.

The study also revealed that the organizational culture at the HSRC is such that the management is superior to the employees.

The findings also established that a strategy on diversity management needs to be developed and its implementation needs to be driven at Board level. Additionally, the study revealed that there are no guidelines on how diversity management is implemented within the HSRC and that management is not sensitive and not open to the interpretation and the views of other staff members. It was strongly raised that there is lack of commitment by top management on diversity issues.

The study also reveals that authoritative management style is the main reason that causes the researchers to leave the HSRC as expressed by five respondents out of six.

It is apparent from the research findings that the authoritative management style of the HSRC is not liked by the staff of the HSRC. However, the respondents strongly mentioned that they liked the research work undertaken at the HSRC. The fact that the researcher likes doing research, is a strong point that tells one that people are willing to do their work, but they should be managed better.

The statistics provided on the extent of turnover, revealed that blacks, both males and females constitute a high number of the researchers leaving the HSRC.

The study reveals that the implementation of diversity management within the HSRC will have good benefits such as having a productive, cooperative and harmonious workforce and most importantly lead to the attraction and retention of researchers.

6.3. Conclusion

The findings of this study confirm that there is turnover of the researchers within the HSRC as per the statistics provided by respondents from management. The statistics provided also confirm that the high numbers of terminations are from blacks, both males and females. The high turnover of blacks, both males and females confirms the view by Kelly et al. (2007) who argue that the high turnover of black professionals suggests that organisations remain hostile spaces for black professionals. Similarly, Kelly et al. (2007) argues that the high turnover of black professionals. Furthermore, the briefing notes for the Commission for Employment Equity Annual Report (2012) stated: "A rather observation in the workforce of our country, which continues even today, are the gross under representations of black

people, women and people with disabilities in key areas of the labour market, for example in management and science and technology-based occupations. The workforce at the senior and top management levels, indicate that equitable representation will only be achieved in the distant future”.

The issue that came out strongly from the study is that the main reason that makes the researchers to leave the HSRC is the authoritative management style. Human in Obeng (2009) asserts that there is a mistaken belief held by many that, when competent black professionals resign, they do so because they have either been poached by other companies or that they have higher salaries elsewhere. She refers to analyses undertaken by large multinationals which indicate that the most important reason for such exits is generally lack of an inclusive and supportive climate, individual career development opportunities and management style.

This was also highlighted by Pitts et al. (2010) when he mentioned that diversity management is the responsibility of management within the organization. Managers should therefore, design strategies that work for the total mixture of both employees and external forces. When diversity is not valued, the diverse employee's accomplishments may not be noted and mistakes may be magnified.

Browell (2003) also argues that sometimes a great hire is lost through poor supervision, job change, lack of opportunity for growth, or other factors having nothing to do with the selection process or the individual. Therefore, leadership within the organization plays a very important role in staff retention. Dickson (1999) argues that managing diversity is a long-term process that demands top management identification and commitment to set in motion mechanisms to access the potential of all employees. It is driven by top management and is inclusive of all employees in the organisation.

The implementation of diversity management in attracting and retaining researchers within the HSRC needs to be given attention as most of the respondents alluded to the fact that diversity management is not practiced within the organization and that they have not received training on diversity management. The main reasons provided by the researchers who have left, the HSRC, tallied with the response from management.

The research revealed that the researchers are prepared to remain within the HSRC as they indicated that they like the research environment. The view held by the respondents is that the implementation of diversity management will change the working conditions at the organisation. The implementation of diversity management will create an environment with low staff turnover, high morale, satisfied employees and productivity will be enhanced within the organisation.

One of the weaknesses identified by the National Research and Development Strategy (2002) of the Department of Science Technology is that the human resources for science and technology is dominated by white, male and ageing scientific population which is not being replaced by younger groupings more representative of the population. The strategy is clear on the need to radically increase the number of women, blacks and the disabled entering the sciences and remaining there.

The rate at which blacks, both males and females leave the HSRC implies that the objectives of the National Research and Development Strategy will not be realized if a conducive environment is not created for the researchers to remain within the science system. This would in turn mean that the science system will not be transformed to include a diversified workforce.

6.4. Recommendations

Based on the research findings, the following recommendations are proposed:

1. The HSRC should urgently develop a strategy on diversity management. This could be achieved by involving all the employees in the development phase. The strategy should clearly indicate the responsibilities and the targets to be achieved. By involving the employees at the initial stages, leadership will be committing to the principle of sharing the successes and failures with employees. The transition should be implanted as a change management strategy for the organization. This is in accordance with Gilbert et al. (1999, in Obeng, 2009, p2) in stating that diversity management should be about harnessing the potential capacities of all the employees within an organisation in order to stimulate cohesion, satisfaction, increased performance standards, productivity and high

retention rates. It should result in a complete organisational cultural change that fosters an appreciation of demographic, ethnic, and individual differences.

2. Management of the HSRC should be trained on diversity management as the custodians of the programme to be equipped with the necessary skills to implement diversity management.
3. The CEO should champion and take leadership for the development and implementation of diversity management strategy.
4. The HSRC management should conduct a thorough research on the reasons that make the researchers to leave the organization, to clearly understand the needs of the employees. The research would help identify the gaps and would assist with the design of appropriate programmes that meet the needs of the employees within the organization. The important aspect in this regard is the implementation of the findings, because one of the weaknesses identified was that management is aware of the reasons that cause the researchers to leave the organisation through exit interviews, but the recommendations are not implemented.
5. There should be formal awareness and training to ensure that all employees are aware of, and understand the organisation's diversity management policy. This process will open the poor communication channel between management and the researchers.
6. Each unit should develop an implementation plan and programmes on diversity management aimed at changing the organizational culture. The plans should be standardized and consistent and be driven by the responsible programme manager who reports directly to the CEO. The Board should monitor the implementation of the implementation of the diversity management strategy.
7. The Department of Science and Technology should provide direction and ensure the development of a policy and implementation plan on diversity management mandatory to all the science councils under its responsibility to ensure the implementation of the National Research and Development strategy transformation goals.

6.5 Recommendations for further Research

In realisation of other challenges that have not been afforded full attention in this research report, the following recommendations for further studies are presented:

- Investigate the extent of turnover within the science system broadly, which is representative of all the science councils.
- Research on how the Department of Science and Technology monitors the attainment of the targets and objectives of the National research and Development Strategy on issues of transformation.

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APPENDICES

Appendix A: Interview guide

INTERVIEW QUESTIONS

Date:

SECTION A: PERSONAL INFORMATION

Contact Person:

Designation:

Telephone Number/s:

Email Address:

SECTION B: DIVERSITY MANAGEMENT (Compulsory for all)

1. What is your understanding of diversity management?

.....
.....

2. Do you think the effective implementation of diversity management within the HSRC would assist in attracting and retaining researchers within the organisation?

.....
.....

3. What role does the HSRC management play in implementing diversity management in order to retain the researchers within the organisation?

.....
.....

4. Should the HSRC seek to create a special environment in which diversity management can be implemented within the organisation in order to retain the researchers? Please explain

.....
.....

5. In your view, how can diversity management be effectively implemented within the HSRC? List at least 2 ways
 - a)
 - b)
6. In your opinion what are the things/ factors that you think hinders the implementation of diversity management within the HSRC? List 3 things/ factors
 - a)
 - b)
 - c)
7. Would you agree that diversity management would lead to the retention of researchers within the HSRC? Briefly explain.

.....

.....
8. Any other comments?

SECTION C: RESEARCHERS WHO HAVE LEFT THE HSRC

1. How long have you worked for the HSRC?

.....

.....
2. What position did you hold at the HSRC?

.....

.....
3. Please state the reasons that made you leave the HSRC?

.....

.....
4. What do you think are the main reasons that cause researchers to leave the HSRC?

.....

5. What corrective/remedial steps can you suggest to address the problem of staff turnover in the short and long term within the HSRC?

.....

.....

SECTION D: QUESTIONS FOR HSRC MANAGEMENT

1. In your view, what is the extent of staff turnover within the HSRC? Quantify according to race and gender?

.....

.....

2. What would you suggest in order to attracting and retaining researchers within the HSRC?

.....

.....

3. Does you institution have mechanisms in place to get feedback from the researchers who are leaving the HSRC such as exit interviews? If so, how is the information obtained acted on / how is the information obtained handled by management?

.....

.....

SECTION E: QUESTIONS FOR RESEARCHERS WITHIN THE HSRC

1. What is your position within the HSRC?

.....

.....

2. What is your experience about staff turnover within the HSRC? Please explain.

.....

.....

3. In your view / opinion what causes researchers to leave the HSRC?

.....

.....