

https://dspace.org/

Diversity management through human resources practices at PPC

Molefe, Lerato

2018
https://hdl.handle.net/10539/31576

Downloaded from a DSpace repository. https://dspace.org/

Diversity management through human resources practices at PPC

Lerato Molefe

A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Business Administration

Johannesburg, 2018

ABSTRACT

Organisations are continuously looking for ways to differentiate themselves in the market-place to gain competitive advantage. Diversity management has been identified as one phenomenon that can help organisations to gain and sustain competitive advantage. This is particularly true for South African organisations that want to resonate with a diverse customer base and workforce. It is important that such organisations reflect the demographics of the context within which they operate. Not only is this a business performance imperative, but, it also affords businesses the social licence to operate.

The aim of the research was to investigate what diversity attributes are most important to professionals in the workplace and how these aspects of diversity can be successfully addressed by utilising human resources practices. Surveys were administered to PPC professionals and the data was analysed utilising quantitative methods.

The findings of the research were that PPC professionals find gender, race and culture important as diversity attributes in the workplace. Important diversity issues were different according to gender and race. The findings of the research indicate that addressing diversity in organisations will have to transcend generalised approaches and rather delve deeper into how individuals experience the workplace. This will, in turn, provide employers with valuable insights on how to develop and nurture spaces of inclusion.

DECLARATION

I, Lerato Molefe, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other university.

Lerato Molefe

Signed at ……

On the …….. day of …… 20…..

DEDICATION

This research is dedicated to the loving memory of my late uncle Pule Dedrick Kgaratsi. Your memory will forever live on in my heart.

ACKNOWLEDGEMENTS

To my supervisor Christoph Maier, your frank and timeous feedback was truly appreciated. You took me on when I was battling stringent time frames and you came through for me.

I would like to thank my father for instilling the value of education in me, thank you for raising me to believe that I can achieve anything I put my mind to. To my mother, thank you for always praying for me. To my husband, your support has been invaluable throughout the whole MBA program. To my daughter, you are wise beyond your years, thank you for allowing Mommy the space and time to complete her studies. To my housekeeper Mme Matsabello Tsosane, thank you for providing love and care to my daughter and looking after my household when I could not.

To all friends and family, thank you for your kind words of encouragement, they pulled me through when I thought I could not at times.

To the PPC team, I am yet to come across a group of people more supportive. I am grateful to everyone that participated in this study especially Siya who assisted me with the survey platform. To my manager Con Schoombie, that you for affording me the opportunity to further my studies. To the Lime Sales and Marketing team, y'all are amazing.

TABLE OF CONTENTS

ABSTRACT II

DECLARATION III

DEDICATION IV

ACKNOWLEDGEMENTS V

LIST OF TABLES X

LIST OF FIGURES XI

ACRONYMS AND ABBREVIATIONS XIII

CHAPTER 1. INTRODUCTION 1

1.1 PURPOSE OF THE STUDY 1

1.2 CONTEXT OF THE STUDY 1

1.2.1 EMPLOYMENT EQUITY IN SOUTH AFRICA 2

1.2.2 EMPLOYMENT EQUITY AT PPC 2

1.3 PROBLEM STATEMENT 4

1.3.1 MAIN PROBLEM 7

1.3.2 SUB-PROBLEMS 7

1.4 SIGNIFICANCE OF THE STUDY 7

1.5 DELIMITATIONS OF THE STUDY 8

1.6 DEFINITION OF TERMS 8

1.7 ASSUMPTIONS 9

CHAPTER 2. LITERATURE REVIEW 10

2.1 INTRODUCTION 10

2.2 DIVERSITY IN THE WORKPLACE 11

2.2.1 DIVERSITY ISSUES IN THE WORKPLACE 11
2.2.2 DIVERSITY MANAGEMENT 14
2.3 DIVERSITY MANAGEMENT IN SOUTH AFRICA 16
2.4 THE ROLE OF HUMAN RESOURCES MANAGEMENT IN ORGANISATIONS 18
2.4.1 STRATEGIC LEVEL HR PRACTICE 19
2.4.2 TACTICAL LEVEL HR PRACTICE AND DIVERSITY MANAGEMENT 22
2.4.2.1 RECRUITMENT AND SELECTION 22
2.4.2.2 TRAINING AND DEVELOPMENT 25
2.4.2.3 APPRAISAL (PERFORMANCE MANAGEMENT) 27
2.4.2.4 PAY (REMUNERATION AND REWARD) 28
2.4.3 OPERATIONAL LEVEL HR PRACTICE 29
2.5 THE IMPACT OF HUMAN RESOURCES MANAGEMENT ON WORKPLACE DIVERSITY 29
2.5.1 HOW HR PRACTICES INFLUENCE DIVERSITY IN THE WORKPLACE 30
2.5.2 HOW DIVERSITY WITHIN THE WORKFORCE AFFECTS OUTCOMES ON AN INDIVIDUAL, GROUP AND ORGANISATIONAL LEVEL 31
2.5.3HOW HR PRACTICES AFFECT OUTCOMES ON AN INDIVIDUAL, GROUP AND ORGANISATIONAL LEVEL 33
2.6 CONCLUSION OF LITERATURE REVIEW 35
2.6.1 RESEARCH QUESTION 1 35
2.6.2 RESEARCH QUESTION 2 35
CHAPTER 3. RESEARCH METHODOLOGY 36
3.1 RESEARCH METHODOLOGY / PARADIGM 36
3.2 RESEARCH DESIGN 36
3.3 POPULATION AND SAMPLE 37
3.3.1 POPULATION 37
3.3.2 SAMPLE AND SAMPLING METHOD 38
3.4 THE RESEARCH INSTRUMENT 39
3.5 PROCEDURE FOR DATA COLLECTION 39
3.6 DATA ANALYSIS AND INTERPRETATION 39
3.7 LIMITATIONS OF THE STUDY 40

3.8 VALIDITY AND RELIABILITY 41
3.8.1 EXTERNAL VALIDITY 41
3.8.2 INTERNAL VALIDITY 41
3.8.3 RELIABILITY 42
CHAPTER 4. PRESENTATION OF RESULTS 43
4.1 INTRODUCTION 43
4.2 DEMOGRAPHIC PROFILE OF RESPONDENTS 43
4.3 RESULTS PERTAINING TO THE DIVERSITY ISSUES THAT ARE IMPORTANT TO PPC PROFESSIONALS 45
4.3.1 DIVERSITY ISSUES THAT ARE IMPORTANT TO PPC PROFESSIONALS BY GENDER 46
4.3.2 DIVERSITY ISSUES THAT ARE IMPORTANT TO PPC PROFESSIONALS BY RACE 47
4.3.3 RESULTS PERTAINING TO THE EXTENT TO WHICH PPC PROFESSIONALS BELIEVE PPC IS DIVERSE 49
4.4 RESULTS PERTAINING TO THE HR PRACTICES PPC PROFESSIONALS DEEM TO BE EFFECTIVE IN ADDRESSING DIVERSITY ISSUES 51
4.4.1 RESULTS PERTAINING TO THE HR PRACTICES PPC PROFESSIONALS BELIEVE ADDRESS DIVERSITY ISSUES IMPORTANT TO THEM 51
4.4.2 RESULTS PERTAINING TO THE HR PRACTICES PPC PROFESSIONALS BELIEVE ADDRESS OVERALL DIVERSITY IN THE ORGANISATION 52
4.4.3 RESULTS PERTAINING TO HOW WELL PPC UTILISES HUMAN RESOURCES PRACTICES TO ADDRESS DIVERSITY IN PPC 53
4.4.3.1 RECRUITMENT AND SELECTION 53
4.4.3.2 TRAINING AND DEVELOPMENT 54
4.4.3.3 APPRAISAL 54
4.4.3.4 REMUNERATION 55
4.5 SUMMARY OF THE RESULTS 56
CHAPTER 5. DISCUSSION OF THE RESULTS 57
5.1 INTRODUCTION 57
5.2 DISCUSSION OF RESULTS PERTAINING TO WHAT THE IMPORTANT DIVERSITY ISSUES ARE TO PPC PROFESSIONALS? 57

5.3 Discussion of results pertaining to the human resources practices that professionals deem to be effective in addressing diversity issues ...60
5.4 Conclusion ...62
5.4.1 Research Question 1 ...62
5.4.2 Research Question 2 ...62
CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS ...63
6.1 Introduction ...63
6.2 Conclusions of the study ...63
6.2.1 Important diversity issues ...63
6.2.2 Human resources practices that address diversity ...64
6.3 Recommendations ...65
6.4 Suggestions for further research ...66
REFERENCES ...68
APPENDIX A ...76
APPENDIX B ...79

LIST OF TABLES

Table 1 **Sample Analysis……..…… 39**

Table 2 **Racial and age breakdown of respondents……44**

Table 3 **T-test results on diversity issues (P – value < .005)……45**

Table 4 **Factor Scores on Gender…….....46**

Table 5 **T-test results for gender (P – value < .005)……47**

Table 6 **Factor Scores for Race…….48**

Table 7 **T-test results for race (P – value < .005)……..48**

LIST OF FIGURES

Figure 1 SA Top management by race…….3

Figure 2 SA Top management by gender……4

Figure 3 PPC labour representation by race …….5

Figure 4 PPC labour representation by race and level……6

Figure 5 PPC labour representation by gender and level ……..……6

Figure 6 A framework of HR diversity management……12

Figure 7 Model of Multiple Dimensions of Identity……..13

Figure 8 Definition of diversity management…….16

Figure 9 HRM Strategic Alignment……...20

Figure 10 Linking effective HR management practices to business success.....21

Figure 11 Selection methods used by employers……..24

Figure 12 Expansive and restrictive learning environments……...27

Figure 13 HRM and diversity research streams…….....30

Figure 14 Paterson grading bands…….....38

Figure 15 Presentation of respondents by gender……....43

Figure 16 PPC workforce diversity…….49

Figure 17 HR Practices addressing individual diversity issues……51

Figure 18 HR Practices addressing overall diversity management……..52

Figure 19 HR recruitment and selection addressing overall diversity….53

Figure 20 HR training and development addressing overall diversity….54

Figure 21 HR appraisal addressing overall diversity……....55

Figure 22 HR pay and remuneration addressing overall diversity…….....55

ACRONYMS AND ABBREVIATIONS

AA	AFIRMATIVE ACTION
BEE	BLACK ECONOMIC EMPOWERMENT
BMF	BLACK MANAGEMENT FORUM
EAP	ECONOMICALLY ACTIVE POPULATION
EE	EMPLOYMENT EQUITY
HR	HUMAN RESOURCES
SA	SOUTH AFRICA

CHAPTER 1. INTRODUCTION

1.1 Purpose of the study

The purpose of this research is to identify human resources activities utilised at PPC to address diversity management issues within the organisation.

1.2 Context of the study

Diversity management has become a strategic business issue in organisations across the globe (Wilson & Iles, 1999).

Research has increasingly shown that organisations that manage diversity effectively enjoy improved competitiveness in the marketplace. Research by McKinsey and Company (2015) has shown that companies that embrace diversity are better positioned to acquire and retain top talent, enjoy greater employee satisfaction and better quality decision-making, which all inevitably lead to a perpetual cycle of increasing returns for businesses (Hunt, Layton, & Prince, 2015). Another key driver for the need to manage workplace diversity is the fact that, as businesses grow, their markets become more diverse and their workforce needs to mirror this change accordingly thereby improving their orientation with customers (Cox & Blake, 1991). Diverse organisations also revel the benefits brought about by employee engagement. Engaged employees are proud to be associated with organisations they work for, they take ownership of changes within the organisation and offer solutions. The results of an engaged workforce go beyond the normal business indicators to establishing a winning and inclusive culture (Neault & Mondair, 2011). Workplace diversity is viewed as a ‘competitive differentiator’ that allows diverse organisations to enjoy increased market share over time (Hunt et al., 2015).

Bleijenbergh, Peters and Poutsma (2010) implore organisations to go beyond accepting diversity based on the business case but rather embracing it based on

social justice and ensuring the sustainability of the employment relationship between employers and employees.

It is, however, important to note that for organisations to embrace the benefits that come with diversity management, they need to appreciate the differences that arise as a result of diversity are positive attributes as opposed to being problems to be solved (Thompson, 2016).

1.2.1 Employment Equity in South Africa

South African organisations are not immune to the need for diversity management. For South Africa in particular, racial equality features strongly as a diversity management issue mainly due to historical discrimination of people along racial lines. In an effort to address these past injustices, the democratic South African government has passed various pieces of legislation, one of which is the Employment Equity Act, No 55 of 1998 (EE).

In a study looking into barriers to the implementation of EE and retentions of black professionals in management in South African organisations, Booysen (2007) found the following:

- There was slow EE progress at management level and outcomes were inconsistent across different departments in organisations
- There was no commitment by management to EE instead, managers were seen to be just paying lip service to the need for employment equity
- Organisations were not effective in consulting and communicating progress on EE
- Black professionals found that there was very little cultural sensitivity in that the expectation was that they would need to assimilate into the dominant culture that was prevalent in organisations
- The organisational culture was one that did not value diversity
- Black people were being selected as tokens without any real responsibility and decision making authority

As further testament to the slow progress in implementing EE, the 2017 report of The Employment Equity Commission of South Africa indicated that despite white people accounting for 9% of the South African economically active population (EAP), their representation at top management level was 71%. The report also showed that white males are afforded opportunities for promotion as well as training and development than any other group. Figure 1 shows the representation of different races at top management versus their representation in the economic active population.

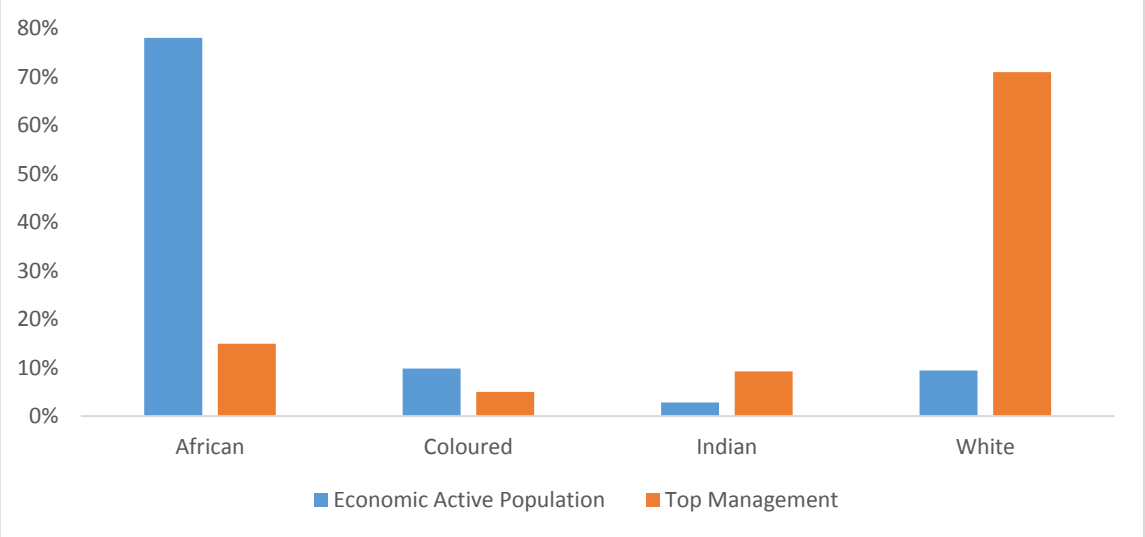


Figure 1: SA Top management by race (Employment Equity Commission, 2017)

South African businesses have come under criticism for the lack of diversity in organisations. Adding their voice to this phenomenon is the Black Management Forum (BMF) which stated that "This demonstrates CEO's disregard for transformation. The Commission today confirmed what we have been saying all along that the private sector has been subscribing to minimalist approaches as far as the implementation of transformation is concerned," through the President of the BMF, Mncane Mthunzi (Ndlovu, 2017, p.1).

With efforts focused on addressing the lack of diversity along racial lines, another diversity issue that proves to be a challenge in South Africa is that of gender representation. While looking at gender representation, women accounted for

22% of top management in the South African private sector despite accounting for 45% of the EAP. Figure 2 shows the gender representation at top management versus gender representation in the economically active population. Disabled people were also grossly underrepresented according to the report.

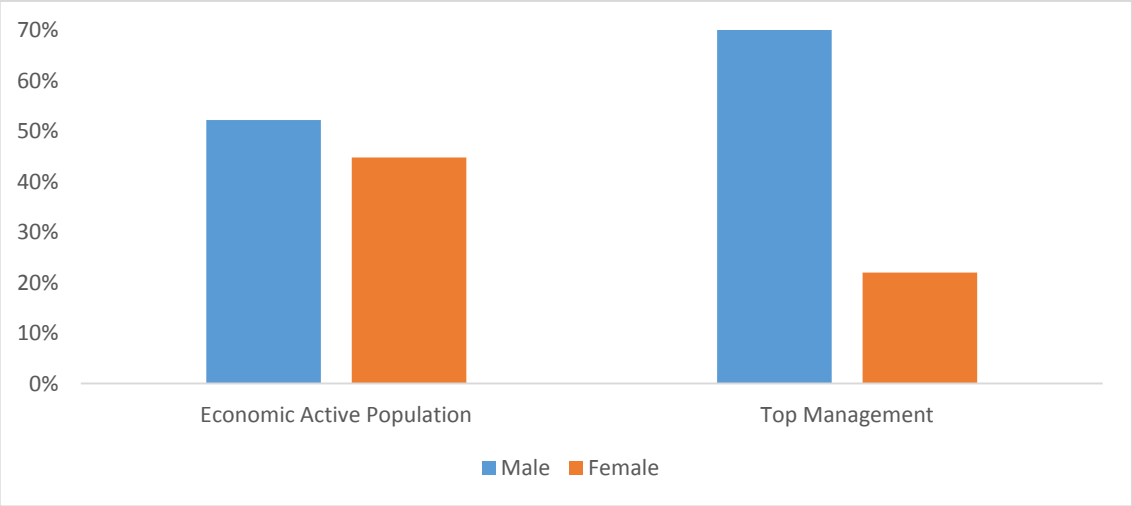


Figure 2: SA Top management by gender (Employment Equity Commission, 2017)

1.2.2 Employment Equity at PPC

PPC is a South African organisation that produces of cement and related products. The organisation operates 7 cement plants, 4 quarries and 25 readymix plants. PPC is governed by labour, mining and BEE legislation in South Africa and therefore this legislation informs the organisation's approach to transformation. In its transformation strategy document, the organisation aims to do the following (PPC, 2018):

- Promote the empowerment and advancement of previously disadvantaged employees in order to create racial and gender equity
- Improve the level of representation of blacks at all management levels
- Identify and explore opportunities for employing people with disabilities

- Support the achievement of PPC's BEE and Mining Charter targets

For PPC, getting the representation in the workforce as reflected in South Africa's demographics has not come without its challenges. As at the end of 2017, PPC reported an overrepresentation of white employees when compared to the EAP (PPC, 2018). Figure 3 shows that Africans and coloureds were underrepresented in the PPC workforce.

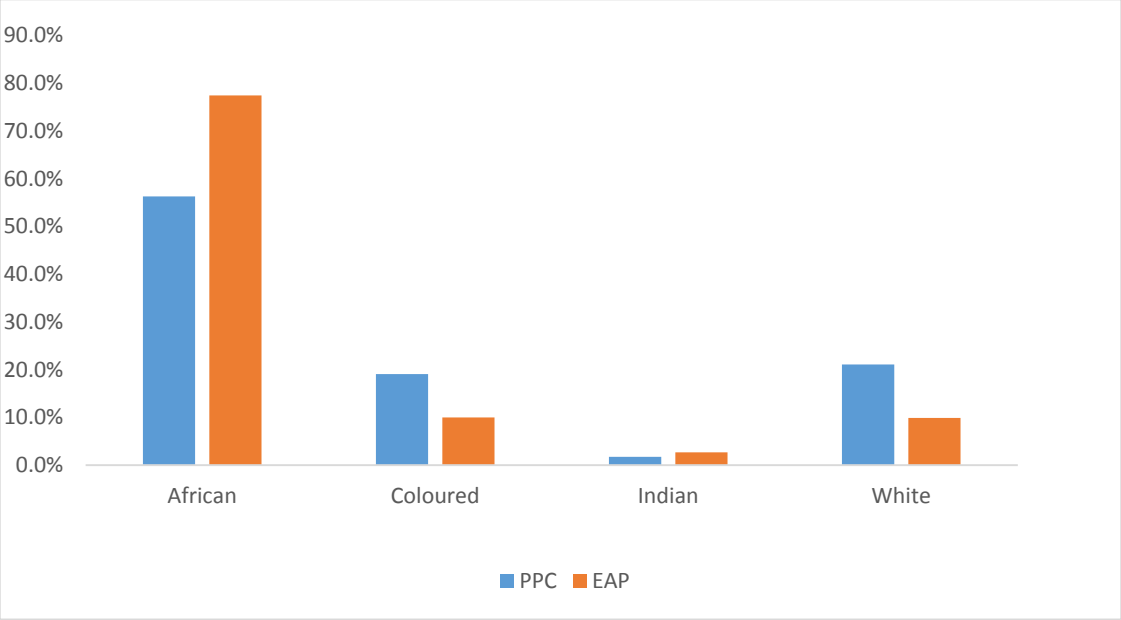


Figure 3: PPC labour representation by race (PPC, 2018)

Figure 4 shows PPC labour representation by race at the different levels of the organisation. Top management, which is the CEO of the organisation is a white male. The next level of the organisation which is senior management comprises 71% white people.

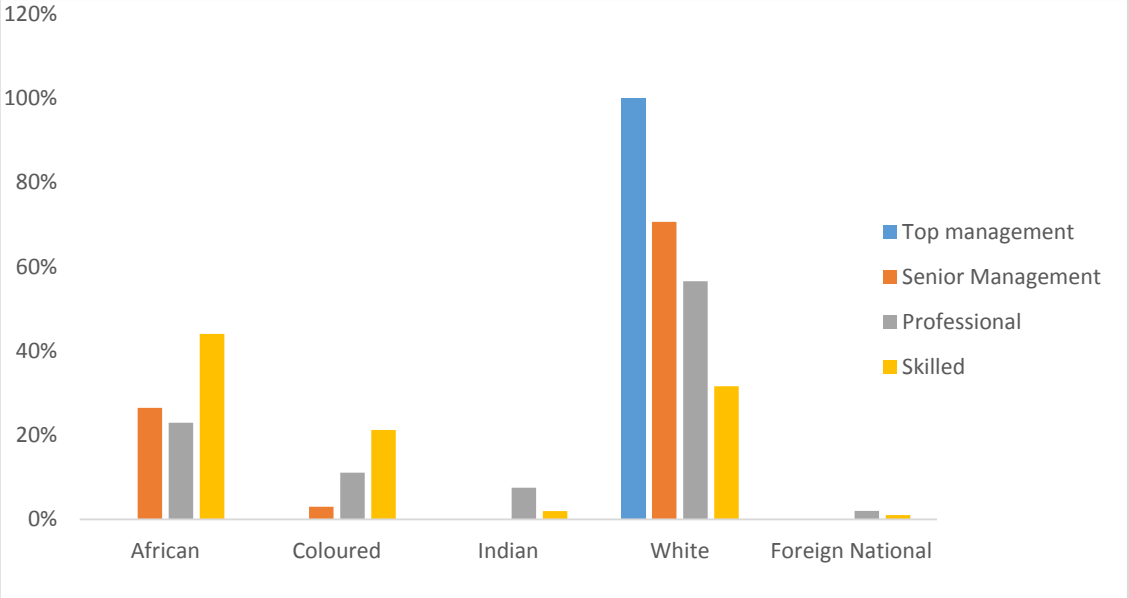


Figure 4: PPC labour representation by race and level (PPC, 2018)

When looking at the breakdown of the labour force by gender at different levels as shown in Figure 5, female representation is 21% at senior management.

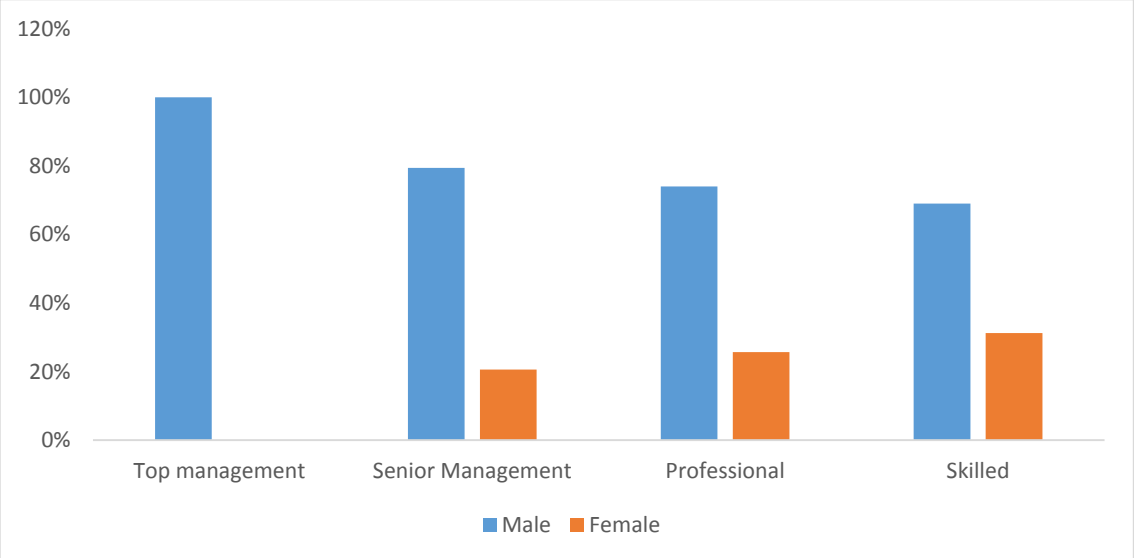


Figure 5: PPC labour representation by gender and level (PPC, 2018)

1.3 Problem statement

1.3.1 Main problem

The purpose of the research is to identify human resource practices utilised at PPC to manage diversity in the organisation.

1.3.2 Sub-problems

The first sub-problem is to determine what are the important diversity issues to PPC professionals?

The second sub-problem is to determine what are the human resources practices that professionals deem to be effective in addressing diversity issues?

1.4 Significance of the study

When it comes to managing diversity, the focus within the South African business environment has been largely on affirmative action and employment equity requirements as mandated by government legislation. Even with legislation in place, business continues to be criticised for the lack of fair representation across race and gender groups. This approach is largely driven outwards and then inwards as opposed to the acceptance and understanding by a business that diversity is a business imperative that has the ability to provide a competitive advantage in the market.

This research will shed some light on businesses in understanding what the key diversity issues are in the South African workplace thereby improving interventions through a more targeted approach. The objective is also to highlight how HR practices can be utilised by organisations to address diversity issues.

By understanding the levers that businesses can pull within the HR function, organisations can then have a targeted approach to addressing diversity issues

as opposed to implementing initiatives that are too broad whose effectiveness is questionable and difficult to measure.

1.5 Delimitations of the study

The research will focus on professional and management level employees at PPC head office. These are employees within the Grades C to E as per the Paterson Grading System. The assumption is that at a professional level, these employees will have an appreciation and understanding of concepts presented in the survey.

1.6 Definition of terms

Affirmative Action - Increasing the representation of the designated groups through targeted hiring

Blacks – Africans, Coloureds, Indians, women and people with disabilities as referred to in the Employment Equity Act. Blacks and Africans will be utilised interchangeably in the report when making reference to Africans

Coloured – Mixed Race South Africans

Culture – The ideas, customs, and social behaviour of a particular people or society. In some cases, religion is embedded in culture

Diversity -– A mixture of people with different group identities operating within the same social system

Diversity Management -– A strategic approach by organisations for the development of workforce diversity

Employment Equity – Government policy aimed at eliminating unfair discrimination in the workplace as well as to implement affirmative action

interventions thereby addressing prior disadvantages experienced by designated groups

Ethnicity - The state of belonging to a social group that has a common national or cultural tradition. Within the South African context, these social groups refer to Swazi, Zulu, Sotho, Venda, Afrikaans, etc.

Human Capital – Skills, talents and knowledge of employees

Paterson Grading - A method where jobs are evaluated based on predefined criteria

Social Class – Enduring and systematic differences in access and control of resources for provisioning and survival

1.7 Assumptions

The following assumptions are made:

- Respondents will have sufficient knowledge and understanding of diversity management within a workplace environment
- Respondents will have some interest in the issue of diversity management at PPC
- The respondents will offer honest responses in terms of their opinions and preferences on the subjects
- Respondents appreciate that diversity management is a key business imperative that needs to be actively addressed in organisations

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

This section covers the various components of the conceptual framework for human resource diversity management as presented by Shen, Chanda, D'netto and Monga (2009). The framework is presented in Figure 6. The framework proposes that diversity management is concerned with both the compliance aspect (EE and AA) as well as the appreciation and use of diversity to the benefit of organisations. It also indicates that diversity management should be addressed at a strategic, tactical as well as operational level human resource practice. With the involvement of line management, the model proposes that organisations should be in a position to attain their diversity management objectives at an individual, group and organisational level.

In the literature review, the definition of diversity management within an organisational context is provided. The various diversity issues encountered in organisations is examined. The role of human resources as a functional discipline within a business is examined at strategic, tactical and operational levels. Focus will be drawn to HR tactical practices which are concerned with recruitment and selection, training and development, appraisal and remuneration. Although the focus is on the role played by HR in diversity management, the involvement of line managers cannot be negated since the implementation of HR initiatives aimed at managing diversity lies with line managers.

The literature review will go further to explore the impact of human resources practices on diversity outcomes on an individual, group and organisational levels.

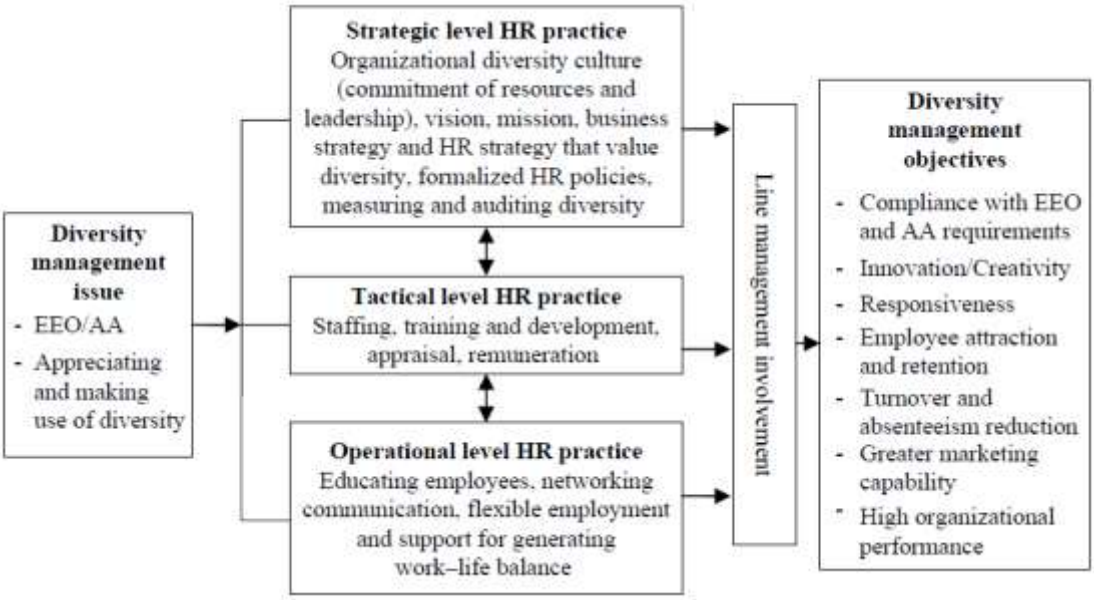


Figure 6: A framework of HR diversity management (Shen, Chanda, D'netto, & Monga, 2009)

2.2 Diversity in the Workplace

2.2.1 Diversity Issues in the Workplace

At the heart of workplace diversity is the acknowledgement by organisations that people are different in a lot of ways, be they visible or invisible (Kossek et al., 2006). Friday and Friday (2003) offer a definition of diversity from the perspective of an individual looking inward. They define diversity as any attribute that is salient to a person that makes him or her different from another individual. Fleury (1999) defines diversity in the workplace context as a mixture of people with different group identities operating within the same social system. Although Fleury (1999)'s definition makes reference to individual differences, amongst some of the ways that people are different is through race, gender, age, social status and sexual orientation.

The dimensions of personal identity model presented by Arredondo and Glauner (1992) makes reference to 3 Dimensions (A, B and C Dimensions) that when combined can paint a picture for the complexity of individuals.

‘A’ Dimensions are those human attributes that cannot be changed due to individuals being born into them or are inherent in the person. These dimensions include:

- Age
- Culture
- Ethnicity
- Gender
- Language
- Physical Disability
- Race
- Sexual Orientation
- Social Class

These attributes are what Human, (2005) deem to be individual characteristics utilised in a generalised approach to diversity. The assertion is that these particular attributes will influence how an individual interacts with others.

Over and above ‘A’ Dimensions, Arredondo, (1996)‘s Dimensions of Personal identity makes reference to ‘B’ and ‘C’ Dimensions. These include educational background, marital status, and historical moments, among others. These attributes support the notion of a detailed perspective on diversity which argues that an individual’s identity is often complex and varied (Human, 2005). For this reason, the detailed perspective asserts that any form of generalisation with regards to individuals’ identity is impossible.

When examining issues of identity further, in their study of undergraduate women on the multiple dimensions of identity, Jones and McEwen (2000) developed a model for multiple dimensions of identity. According to this model (as presented in Figure 5), there is a core category that is defined by contextual influences in the construction of an individual’s identity. In the study, they found that race, culture, gender, family, education, relationships, and religion were the most significant contextual influences on the construction of identity. It was interesting

to note that the importance of identity dimensions was dependent upon contexts within which they were experienced.

Differences were noted in the importance of certain identity dimensions between the participants in the study depending on lived experiences, privilege and opportunity. For example, race was not particularly important to white women, religion was important for Jewish women and culture was a salient issue for Asian women.

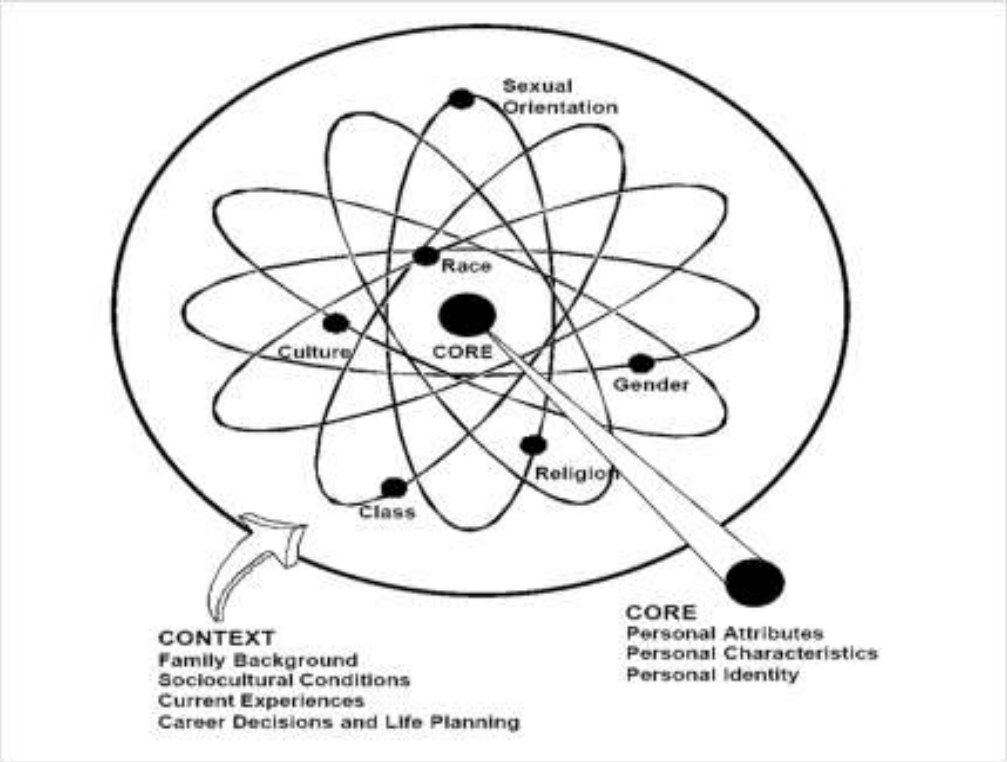


Figure 7: Model of Multiple Dimensions of Identity (Jones & McEwen, 2000)

To try and model human identity by taking into account all the possible dimensions would be challenging, hence Human (2005) concedes that the generalised approach to diversity provides categorisation that assists us to simplify perception.

For these reasons, 'A' Dimensions in Arredondo (1996) 's Dimensions of Personal Identity model will be utilised to frame the different diversity issues that people deal with within organisations.

To put these diversity issues in a workplace perspective, Acker (2006) found that although the sources and bases of inequality vary in organisations, race, gender and social class were usually present. In a diversity management study of junior managers from different organisations, April, Ephraim and Peters (2012) found that racial issues came up as the greatest area of concern followed by gender and then culture.

2.2.2 Diversity Management

The concept of diversity management has its origins in the United States which emerged around the 1980's (Kandola & Fullerton, 1994). Often, this concept has been utilised synonymously with AA and EE. It should be acknowledged however that in a broad sense, AA, EE and diversity management deal with the issue of a diverse workforce (Maier, 2002).

AA in organisations can be referred to as "hiring by the numbers" because it primarily focuses on a fair representation through targeted recruitment processes of designated groups and lesser focus is on training and promotion. It is general policy driven to address the historical legacies of systematic discrimination (Agocs & Burr, 1996).

EE as aimed at two objectives, to eliminate unfair discrimination as well as to implement AA interventions thereby addressing prior disadvantages experienced by designated groups (Mwita & Matsapola, 2005). Within the South African context, Employment Equity Act, No 55 of 1998 is legislation that is aimed at addressing these issues. The ultimate goal is to ensure equitable representation in all occupational categories and levels in the workforce (Maier, 2002). It should be noted that there are differences in terminology used in literature depending on the country of reference. Some literature might refer to the representation of minority groups while in South Africa reference is made to previously disadvantaged groups.

Overall, it can be concluded that AA and EE are triggered and driven by external requirements (regulatory framework) as opposed to being triggered internally by organisational requirements.

Although different authors offer varied definitions of diversity management, Arredondo (1996) defines it as a strategic approach by organisations for the development of workforce diversity, a change in organisational culture and workforce empowerment. This definition aims to move away from the narrow definition of AA towards management activities that are inclusive and in turn reflect the potential of workforce diversity. It seeks to view the workplace as a platform for the growth of individuals as well a positive change in their skills and performance which will yield overall financial benefits to the organisation as presented by Figure 8. Furthermore, the concept should be the creation of an atmosphere of inclusion in the workplace and a commitment by organisations to value diversity as opposed to just the acceptance that individuals are different (Shen et al., 2009). To further demonstrate the importance of inclusion in diversity management within organisations, Burnett (2003) believes that focusing on the representation of the various groups is insufficient. The focus should rather be on inclusion since there can be fair representation but individuals might still get excluded.

Having considered the concepts of AA, EE and diversity management, it can be concluded that the scope of diversity management is a lot broader since it also involves the commitment to AA and EE (Kossek, Lobel, & Brown, 2006).



Figure 8: Definition of diversity management (Arredondo, 1996)

2.3 Diversity Management in South Africa

South Africa has a history of racial discrimination whereby certain groups of people were not afforded opportunities to become active participants in the economy. This historical injustice is most evident in the representation of various racial groups in the workforce. The Employment Equity Act (Act 55 of 1998) was a piece of legislation passed by the first democratically elected government of South Africa in an effort to address such past inequality. The aim of the EE Act was the following (Burger, 2010):

- To eliminate unfair practices in the workplace with respect to employment opportunities and remuneration
- To take positive and deliberate action in attracting, developing and retaining individuals from previously disadvantaged groups. These are individuals referred to as 'Black' in the Act and they include African, Coloureds (mixed race), Indians, women and people with disabilities

Despite the passing of legislation with the aim of addressing past injustices, the experience in organisations by previously disadvantaged individuals has been far from positive, especially at management level. Research conducted by Oosthuizen and Naidoo (2010) found that employees felt that after 16 years of implementation, the EE Act issues of prejudice in the workplace were yet to be addressed.

When looking at trends regarding employment opportunities across race and gender, Burger (2010) found that white workers were more likely to find employment, and the type of employment would likely be in a highly skilled capacity and get paid more than their black counterparts.

Such disparities are not only evident across racial lines but also across gender lines. Horwitz, Bowmaker-Falconer and Searll (1996) found that beyond racial and ethnic prejudice, gender was also at the root of social and occupational exclusion. When examining the representation of women in higher education management in South Africa, Zulu (2003) concluded that gender equality was a myth in many institutions of higher learning and that such institutions should do more to address gender equity.

Due to the legacy of apartheid, black women faced a dual challenge of both race and gender in that they were women and black Mathur-Helm (2005).

Despite reports of slow progress as a result of what some may deem as ineffective policies, research still indicates that even in South Africa, the benefits of diversity are understood and appreciated. In a study looking to explore perceptions of employees and management on diversity and its value to their organisation, Mazibuko and Govender (2017) found the following:

- Majority of respondents agreed that managing and valuing diversity does enhance firm performance
- Leadership diversity has a positive impact on organisational performance
- Diversity drives transformation (With regards to black economic empowerment legislation compliance)

- There is a strong positive link between promoting diversity and performance improvement in terms of knowledge within the organisation to drive transformation

To further assist an organisation to advance the diversity agenda, April et al. (2012) recommended that inclusion be the cornerstone of any diversity management program. This was not sufficient to get representation in terms of numbers but rather to create organisations where people of all kinds could prosper and succeed. Nzukuma and Bussin (2011) go on to offer recommendations to organisations in that they need to develop competencies in the attraction and selection of highly skilled black managers. Nzukuma and Bussin (2011) further point out that to curb turnover and attrition, organisations need to continuously transfer and encode knowledge so that such individuals are empowered. All of this can only be achieved by continuously engaging employees in an honest and transparent manner regarding their perceived potential within the organisation.

2.4 The Role of Human Resources Management in Organisations

The human resources management function has gone through various stages over the years with some calling it the 'file-maintenance' and 'government accountability' function in the past (Cascio, 2005). Despite this inglorious past, the HR discipline has evolved considerably over the years. A lot of research has gone into identifying ways in which HR policies, practices and procedures can influence individual as well as organisational level outcomes. To go even further, insights into how HR systems can be employed to improve organisational competitiveness have been explored (Tracey, 2014).

Nel et al. (2014) define human resources management as a process whereby policies, systems, practices and procedures pertaining to the performance of employees are developed and applied. Lado and Wilson (1994) also describe HRM as a distinct set of activities and processes that seek to attract, direct and maintain an organisation's human resources. The process is aimed at influencing

the thoughts, attitudes and behaviour of people in the organisation to the extent that they support the short and long-term objectives of the organisation. In a business environment that is increasingly competitive and knowledge -based, business organisations accept that human capital as the main driver of competitive advantage (Al Mamun, Shamima, & Islam, 2014).

The human resources function supports business on different levels namely, strategic, tactical and operational.

2.4.1 Strategic Level HR Practice

According to Porter (1996), strategy is about being different. Therefore the objective of strategy within an organisation to choose a different set of activities that will deliver a unique mix of value to its customers. Within the majority of organisations, employees are responsible for determining what those activities are and ultimately it is employees that deliver value to customers. It is therefore paramount for the human resources function in the organisation to be aligned with the overall business strategy. This is achieved when human resources translate the business strategy into specific human resource practices. Strategic leadership within human resource management requires an ability to be future orientated and working with individuals within the organisation to create the dynamism required to provide the organisation with sustainable competitive advantage in the future (Daft, 2014). Figure 9 demonstrates the need for the HRM function to be aligned with the overarching goals and strategy of the organisation. It also indicates the importance of translating the organisation's vision and mission to operational plans in order to guide the activities of the HRM function.



Figure 9: HRM Strategic Alignment (Nel et al., 2014)

Strategic human resources management is, therefore, a process by which the strategic objectives of the organisation are cascaded to the HR function in order to create a sustainable competitive advantage for the organisation. This is accomplished by directing the planned HR activities that integrate with the business's goals, policies and procedures in order to deliver a cohesive HRM function (De Cieri et al., 2008). It is important to maintain alignment between the overall strategic business needs with the needs relating to the management of human capital.

In their summary of activities involved in strategic HRM, Hartel and Fujimoto (2010) included the following:

- Ascertain the quality of human capital required to meet the organisation's goals and objectives
- Determining innovative ways to acquire employees with the correct set of skills
- Determining how these employees will be deployed within the organisation considering the job requirements as well as the structure of the organisation
- Keeping employees motivated in reaching the required levels of productivity
- Finding ways to hold individuals accountable
- Developing systems for rewarding and recognising employees
- Ensuring the organisation operates within the required legal frameworks

Scholars have demonstrated on several occasions that there is a positive correlation between an organisation's HR systems and an organisation's operational, financial and customer centricity outcomes (Tracey, 2012). Cascio (2005) presents a model as shown in Figure 10 that shows how effective human resources practices can lead to long -term profitability for the business.

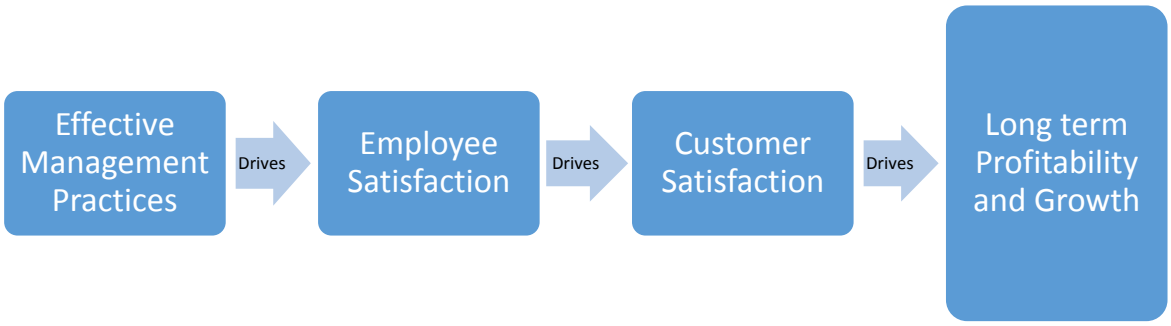


Figure 10: Linking Effective HR management practices to business success (Cascio, 2005)

2.4.2 Tactical Level HR Practice and Diversity Management

The activities involved in tactical level HR practice that organisations can utilise in the management of diversity are recruitment and selection, training and development, appraisal and pay. These will now be discussed in further detail.

2.4.2.1 Recruitment and Selection

Recruitment involves the attraction of suitable candidates into an organisation to perform certain tasks while selection is concerned with organisations making good assessments of the potential fit between the candidate and the role they are being recruited for as well as the organisation they are being recruited into (Newell, 2005).

Within the sphere of diversity management, recruitment and selection processes employed by an organisation must present an equal opportunity for suitable individuals to enter the organisation (Shen et al., 2009). It is therefore important for organisations to guard against the attraction-selection-attrition (A-S-A) effect coined by Schneider (1987). The A-S-A cycle refers to a situation whereby organisations do not reflect requisite changes because the individuals responsible for recruitment continuously seek out individuals similar to themselves and thereby perpetuating the same values and culture held by decision makers and gatekeepers.

There are various stages involved in a recruitment and selection process. Firstly, the organisation needs to go through a systematic review of what the business requirements are, only then can they determine what the requirements of that particular role are (Newell, 2005).

Having gone through the analysis of the job, organisations have to develop job descriptions and specify candidates and their competencies for the particular role. Two popular frameworks have been developed where a profile of an individual that is able to fulfil a certain role is developed (Fraser 1966; Rodger 1968). Both models are still commonly used to date and they require that

demands of the role be identified and then matched to the personal characteristics of candidates. Both methods have been criticized in that they rely heavily on personal and thereby lack political and social neutrality (Watson, 1994). An alternative method of specifying candidate attributes has been to focus on job competencies or appropriate behaviours as opposed to personal qualities (Boam & Sparrow 1992; Dale & Iles 1995).

The organisation now has the task of informing and attracting individuals who meet the requirements of the role. Research into the attraction of applicants to a role within an organisation showed that perceived fit was the strongest predictor of applicant attraction (Uggerslev, Fassina, & Kraichy, 2012). Other predictors of attraction were the job and organisational characteristics, the recruitment process, the behaviour of people involved in the recruitment process as well as the expectations of applicants.

Other researchers have found that the practices employed by recruiters, the perceptions applicants have of being treated fairly and alternative employment opportunities can also be factors that attract applications to certain roles (Bauer, Maertz Jr, Dolen, & Campion, 1998; Chapman, Uggerslev, & Webster, 2003; Dineen, Ling, Ash, & DelVecchio, 2007).

When selecting candidates, interviews are still the most common method utilised by organisations (Newell, 2005). Other methods of selection are presented in Figure 11.

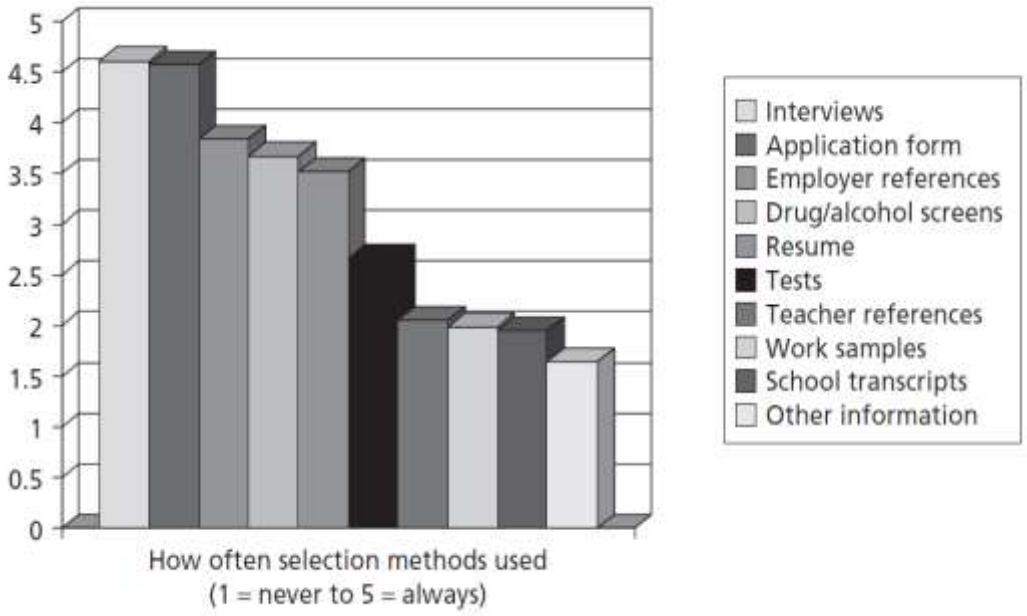


Figure 11: Selection methods used by employers (Wilk & Cappelli, 2003)

According to Schmidt and Hunter, (1998), research into the validity and utility of personnel selection methods concluded that the most useful predictors of job performance were (:

- General mental ability (GMA) combined with a work sample test
- GMA combined with an integrity test
- GMA and a structured interview

Smith (1994) made a clear distinction between three characteristics relating to people's performance in job roles:

- Universals refer to those characteristics that are applicable to all jobs
- Occupationals which are specific to certain jobs
- Relationals which are particular to certain work settings

This analysis makes it clear that it is important to match people and jobs accordingly since employees who fit the work setting tend to be more fulfilled and committed when compared to those who do not experience the correct fit (O'Reilly, Chatman, & Caldwell, 1991).

2.4.2.2 Training and Development

Through the various centuries, businesses have derived competitive advantage from different sources. In the early 1900s, successful organisations were those that could access financial capital, by the mid-1990s, technology offered the advantage and by the early 2000s, the business world realised that people's motivation, knowledge and creativity were the key drivers of business success (Gratton, 2000). These developments indicate that the development of human resources is pivotal to sustained competitive advantage. For these reasons, it is important that training activities within the organisation be informed by the strategic human resource management strategy which ultimately is driven by the overall business strategic plan (Keep, 2005).

Studies have, however, shown that generally, training plans are hardly incorporated into higher level business planning (Edwards 2001; Rainbird 1994). Be that as it may, progress has been made towards the understanding of how learning and the acquisition of skills work within an organisation. Of great importance has been a shift from a learning by acquisition model whereby formal training courses are offered. The learning by participation model has been adopted where learning opportunities are incorporated into daily activities and thereby increase the potential for performance enhancement of employees (Felstead, Gallie, & Green, 2002).

Within the context of diversity management in an organisation, training and development have a key role to play since diversity training with quality content has the ability to integrate diverse group members into an organisation more effectively (Shen et al., 2009). Roberson, Kulik, and Pepper (2003) stress the importance of continuously assessing training needs and providing clarity on what the objectives of training are. The distinction between training that seeks to raise awareness for diversity and training aimed at helping employees develop multicultural skills must be clear. Diversity training should be aligned with the strategic objectives of the organisation.

Diversity management should also inform efforts in the development of professionals and career planning within the organisation. Richard and Kirby (1999) caution against human resources practices concerned with career progression that does not reflect diversity issues within the organisation. The focus should move a step further from just recruiting a diverse workforce but to ensure that individuals are adequately resourced to handle increased responsibilities as they move up the organisation (Loden & Rosener, 1991). Another training and development strategy that can be employed by organisations in addressing diversity issues is mentoring. Mentoring provides an opportunity to partner a member of an under-represented group in the organisation with a more senior and experienced individual thereby assisting the minority group member to navigate barriers that might hinder them in advancing their careers (Ragins, 2002).

Beyond the learning and development processes, organisations need to create an environment conducive for such learning to occur for the optimal benefit of the organisation. Fuller and Unwin (2004) conducted research into why some organisations managed to nurture and foster healthy work-based learning and others did not. They divided these organisations into expansive and restrictive learning environments. Figure 12 shows the characteristics of the different organisations.



Expansive	Restrictive
Participation in multiple communities of practice inside and outside the work-place	Restricted participation in multiple communities of practice
Breadth: access to learning fostered by cross-company experiences	Narrow: access to learning restricted in terms of tasks/knowledge/location
Gradual transition to full, rounded participation	Fast – transition as quick as possible
Vision of workplace learning: progression for career	Vision of work-place learning: static for job
Organizational recognition of, and support for career	Lack of organizational recognition of, and support for employees as learners
Cross-boundary communication encouraged	Bounded communication
Managers as facilitators of workforce and individual development	Managers as controllers of workforce and individual development
Chances to learn new skills/jobs	Barriers to learning new skills/jobs
Innovation important	Innovation not important
Multidimensional view of expertise	Uni-dimensional top-down view of expertise

Figure 12: Expansive and restrictive learning environments (Fuller & Unwin, 2004)

2.4.2.3 Appraisal (Performance Management)

In the ever changing and competitive environment, most businesses operate in performance expectations by employers, and has increased significantly. Historically, performance appraisals were annual rituals with no consequence, hence, there is a shift towards performance management processes which have significant implications for employees as well as organisations they work for (Bach, 2005). A performance management system should include the setting of goals and objectives, assessment of competencies, coaching, mentoring and personal development plans, over and above appraisals (Armstrong & Baron, 1998).

The objectives of performance management can be summarised as follows (Armstrong & Baron, 2005):

- Cascade the vision and purpose for the existence of the organisation to all levels
- Inform employees of their deliverables
- Communicate the standards for high performance and how they can be achieved and create an environment that is conducive for discussion around the improvement of performance
- Provide recognition for achievement thereby improving engagement, motivation and commitment from employees
- Provide an opportunity for individuals to monitor their own performance

For performance management to be effective within the context of diversity management, it needs to be objective and relevant to the deliverables of individuals. The process needs to be fair to all employees and not be seen to offer some individuals special treatment (Schuler, Dowling, & De Cieri, 1993). In order to advance the diversity agenda utilising performance management companies can also include the advancement of minority groups in the organisation as a key performance area for managers (Sessa, 1992).

2.4.2.4 Pay (Remuneration and Reward)

In order for organisations to fulfil their strategic objectives, they need to be resourced with the suitable employees for the functions or jobs that need to be performed. It is, therefore, imperative that organisations design and implement reward systems aimed at attracting and retaining such employees (Nel et al., 2014). Reward systems should incorporate those components that employees value and desire but also that the organisation is able and willing to provide in exchange for the value delivered by employees (Henderson, 2003). Organisations have to develop rewards strategies that are aligned with the human resources strategy and ultimately to the overall business strategy (Kessler, 2005).

Research shows that factors that mostly affect members of under-represented groups in organisations are pay inequalities in salaries and bonuses (Grace, 1994; Jackson, Lafasto, Schultz, & Kelly, 1992). For this reason, the focus for remuneration when addressing diversity issues should be on pay equality based on an individual's performance. This is achieved by agreeing on goals, objectives and standards of performance with an individual (Armstrong & Murlis, 2007).

2.4.3 Operational Level HR Practice

Operational level HR practice refers to the day to day activities of the HR practitioners within the organisation to provide a functional environment for employees in the organisation. These activities include networking, communication, providing options for flexible employment and support for employees in attaining work-life balance (Shen et al., 2009). In some instances, HR has to get involved in dispute resolutions (Edwards, 2005).

2.5 The Impact of Human Resources Management on Workplace Diversity

Within the human resources management function, diversity management is concerned with the following activities (Kossek, 1996):

- The inclusion of groups that were historically marginalised and increasing their representation within organisations
- Once included, empower these diverse teams to fully engage and participate in organisational decision making processes
- Ensure that the diverse workforce is included in every aspect of life within the organisation

Kossek et al. (2006) examined three research streams on how effective human resources management diversity strategies are in the workplace. Figure 13 outlines the three streams and will be discussed in more detail in the next three sub-sections.

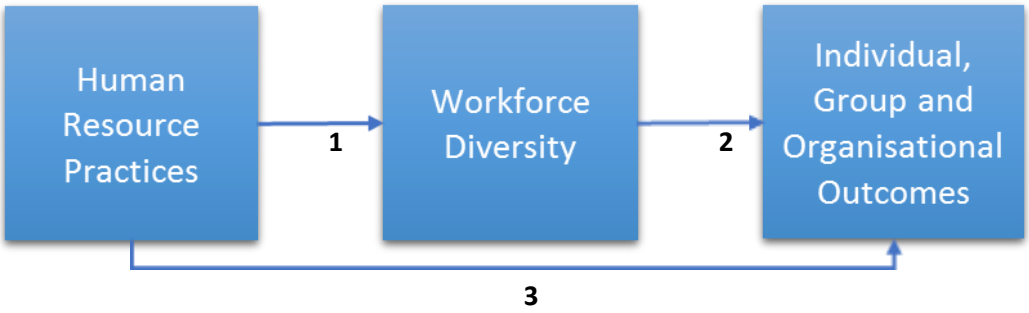


Figure 13: HRM and Diversity Research Streams (Kossek et al., 2006)

2.5.1 How HR practices influence diversity in the workplace

A study by Goodman, Fields, and Blum (2003), which sought to investigate differences between organisations that have women in top managament positions from those that do not, found that organisations that prioritised employee learning and development had higher women representation. Another study by Reskin and McBrier, (2000) found that organisations that had formal HR processes such as documented procedures for the recruitment of employees also had a higher representation of women in management. In addition, the findings revealed that where formal processes exist, the likelihood of advancement opportunities being awarded based on perceived success factors along gender lines is greatly reduced.

The link between HR diversity practices and actual workplace diversity is not always positive. In other studies, it was found that formal HR practices did not necessarily lead to increased diversity. When examining if formalised HR processes were precursors for diversity in organisations, Konrad and Linnehan (1995) found that there was no correlation between formal HR practices and representation of previously marginalised individuals at higher management levels. In contrast, other studies have shown that some organisations with mostly women and black people (beneficiaries of diversity programmes) can turn out to be unpleasant places of work characterised by high staff turnover and lower salaries (Blum, Fields, & Goodman, 1994). This phenomenon indicates that the

achievement of diversity in demographic terms does not necessarily point to a healthy diversified work environment.

In some instances, diversity initiatives tend to have unintended consequences. This would happen in instances where black professionals are employed to address the same race issues that they experience in the workplace. Research by Collins (1997) uncovered an interesting phenomenon that showed that professionals that were assigned ‘racialised roles’ had fewer opportunities for advancement than those that were in ‘mainstream roles’.

Kossek et al. (2006), however, concluded that that there is a positive correlation between organisations that have formalised human resource practices and diversity amongst their workforce.

2.5.2 How diversity within the workforce affects outcomes on an individual, group and organisational level

At an individual level, of key interest is how diverse workforces impact individual attitudes, motivation and key performance outcomes. Research by Kossek and Zonia (1993) found that work groups that had more women representation viewed diversity efforts more favourably when compared to groups with less gender diversity.

Chrobot-Mason and Aramovich (2013) found that in organisations that created an environment where employees experienced a sense of fair treatment and felt that they had equal access to opportunities, the employees reported increased work satisfaction and were less likely to seek employment opportunities elsewhere. In addition, such organisations had the following positive psychological outcomes in their employees:

- Identity Freedom
- Psychological Empowerment
- Organisational Identification

On a group level, the effects of workforce diversity on group dynamics such as cohesion within the workplace and cooperative behaviour are examined.

Shore et al. (2011) found that, where organisations create a climate of inclusiveness, employees had better quality relations with team members and supervisors. Organisational citizenship also improved as a result. Diverse teams in the workplace were also found to offer solutions of a better quality when engaging in brainstorming task. They also displayed more cooperative behaviour when compared to homogeneous teams (McLeod, Lobel, & Cox Jr, 1996). On the other hand, literature also shows that there is a point at which the level of diversity in workgroups reduces social cohesion (Tsui & Gutek, 1999; Williams & O'Reilly, 1998). With tenure playing an important role in team dynamics, it was found that as team members get to interact and become more familiar with each other, the negative effects associated with diversity tend to subside over time (Watson, Kumar, & Michaelsen, 1993). It is also reported that members with the least representation were likely to leave (Elvira & Cohen, 2001).

When considering the impact of workforce diversity on organisational outcomes, researchers are often concerned with variables such as employee productivity and turnover as well as issues such as financial outcomes or profitability. Richard, Kochan and McMillan-Capehart (2002) found that organisations with diverse workforces have the potential to increase the demand for related goods and services. Such organisations are also able to mirror the diverse markets for their products and services due to their complex social resources that cannot be easily replicated (Richard, 2000). Research by McKinsey and Company (2015) that looked at 366 public companies across various countries found that companies in the top quartile for racial, ethnic and gender diversity were more likely to have financial returns above their respective national industry medians (Hunt, Layton, & Prince, 2015).

2.5.3 How HR practices affect outcomes on an individual, group and organisational level

It can be concluded that the outcomes of workplace diversity generally manifest at the organisational level but actually starts at the level of individuals (Rynes & Rosen, 1995). For a lot of organisations, diversity training is the most common human resource intervention employed at the individual level. Diversity training has three main objectives (Ford & Fisher, 1996):

- Fostering the integration of the underrepresented groups into the organisation
- Assisting the adjustment of existing employees to the changing workforce
- Emphasising multiculturalism

Such training has been found to have positive outcomes because, in one study, 75% of participants who took part in diversity training left the training session with positive attitudes towards workplace diversity while only 9% started out with a positive attitude (Rynes & Rosen, 1995).

In some instances, diversity training has been met with criticism. The reason for this is that, the dominant organisational culture is reinforced and it is anticipated that the non-dominant groups should adapt accordingly (Tung, 1993). Ford and Fisher (1996) also alluded to the fact that the replication of the organisational context for training purposes may be difficult, therefore, trainees might find it challenging to display behaviours learnt in training in their work environment.to

Petty and Cacioppo (1979) put forward an argument that persuasion that appeals to emotions and is based on values such as equality is unlikely to achieve the desired outcome in the long run. They advise that persuasion should have a rational appeal and rather focus on an individual's current goals and outcomes. This approach seeks to emphasise diversity in organisations as a tool to make individuals and their organisations more effective as opposed to 'selling' it as the morally right thing to do.

Human resource interventions aimed at group outcomes can assist work groups in achieving higher levels of productivity within a shorter space of time since research has shown that at inception, diversity in work groups can lead to increased conflict amongst members (Pelled, Eisenhardt, & Xin, 1999). One way to achieve this is by introducing networking groups for employees with common group identities (Kossek et al., 2006). Research by Friedman and Holtom (2002) found that minority employees who were in network groups had significantly lower intentions of leaving their organisation than employees who were not in a network group. The benefit of having such groups were also shown to improve the company's reputation.

More work on the issue of the impact of HR practices on group outcomes still needs to be done. Questions such as whether giving groups feedback on diversity climate improves team cooperation or make it easier for teams to be open to different viewpoints (Kossek et al., 2006).

At an organisational level, characteristics of a successful diversity management strategy are that it must facilitate change in organisational culture towards one that encourages teamwork, participation and cohesiveness (Dwyer, Richard, & Chadwick, 2003). For organisation wide adoption and support, diversity initiatives in the organisation have to be supported by top management otherwise their long-term ability to transform the culture of the organisation will be limited (Nkomo & Kossek, 2000). When summarising why South African firms fail to retain black professionals, Booysen (2007) cited the lack of commitment to employment equity by top management.

Cox (2001) advises organisations to put a formal measurement system in place as soon as organisations embark on diversity initiatives. The purpose of this early management system is to determine the baseline and also to measure the dominant culture in the organisation as well as the perceptions of the different employee groups. As part of the formal measurement, organisations also need to continuously measure employees' attitudes towards diversity as well as how managers are performing in managing diversity.

2.6 Conclusion of Literature Review

The literature review has uncovered aspects of personal identity that define diversity issues experienced by individuals in the workplace. Although there are numerous layers and dimensions to personal identity, it is important to frame them into a simple model that assists us to simplify perception (Human, 2005).

Human resources was explored as a discipline within a business organisation. There is growing evidence that the human resources function within an organisation has migrated from being an administrative function to being a key business partner that should enable the business to reach its strategic goals. Since it is people (human resources) that enable organisations to reach their strategic goals, the human resource management function is well placed to assist organisations in managing diversity. The different human resources activities were explored to unpack levers available to HR in the management of diversity.

The impact of human resources practices in the workplace on diversity was explored. HR strategies were found to sometimes result in unintended consequences that work against workplace diversity. The way in which the presence of diversity in the workplace impacts outcomes on individual, group and organisational levels was discussed. The aim was to understand what positive and negative outcomes can manifest as a result of diversity in the workplace. Lastly, human resources activities aimed at promoting diversity were linked to outcomes on individual, group and organisational levels.

2.6.1 Research Question 1

What are the diversity issues that are important to PPC professionals?

2.6.2 Research Question 2

What are the human resources practices that professionals deem to be effective in addressing diversity issues?

CHAPTER 3. RESEARCH METHODOLOGY

This section will cover the methodology adopted in this research to identify the diversity issues that affect professionals at PPC and then determine if the HR department utilises HR processes to address the diversity issues.

The proposed methodology will be discussed along with the motivation for the chosen approach. The population from which the sample will be taken as well as methods of data collection, analysis and interpretation will be discussed.

3.1 Research methodology / paradigm

A quantitative methodology was utilised for this research. Quantitative research is an approach that is aimed at testing objective theories by exploring the relationship amongst variables. The variables can be measured by utilising instruments and the numerical data can be analysed utilising statistical methods (Creswell, 2013). Furthermore, the quantitative method is best suited when the research problem seeks to do the following (Creswell, 2013).

- Identify factors that influence an outcome
- Determine the usefulness of an intervention
- Understanding best predictors of outcomes

Quantitative research methodology was therefore well suited for this research because the aim of the research is to enhance the existing HR strategies employed by the PPC Group in managing diversity. Through this research, diversity issues most important to PPC professionals can be identified and PPC can determine which HR activities can provide the best possible outcome.

3.2 Research Design

A survey was utilised to conduct the research in order to obtain a standardisation. Surveys aim to provide answers to the questions the researcher is seeking. They typically provide a range of possible answers (Blaxter, Hughes, & Tight, 2010).

When engaging the issue of diversity management, individuals can come with an exhaustive list of issues that impact them in the workplace and they can also come up with a myriad of possible interventions that can be undertaken by an organisation to address these. A survey limited the diversity issue to be considered as well as possible HR strategies that can be utilised to address these.

Surveys are best suited to this research because individuals can select the diversity issues affecting them and possible interventions that they believe can be suited to address the issue. The disadvantage in this approach is that participants might have other valid inputs that might add to the body of knowledge but not be provided with an opportunity to put these forward due to the limited scope provided in a survey.

3.3 Population and sample

3.3.1 Population

The population for this research is employees of the PPC Group employed in South Africa. Reference is given to employees who are deemed to be professionals or in management. This refers to individuals who are Grades C to E on the Paterson job grading system. Figure 14 shows the different bands on the Paterson Grading System. Grades C, D and E refer to skilled, middle management and senior management respectively. As at end of 2017, the PPC Group employed a total of 1270 individuals in this category (PPC, 2018).

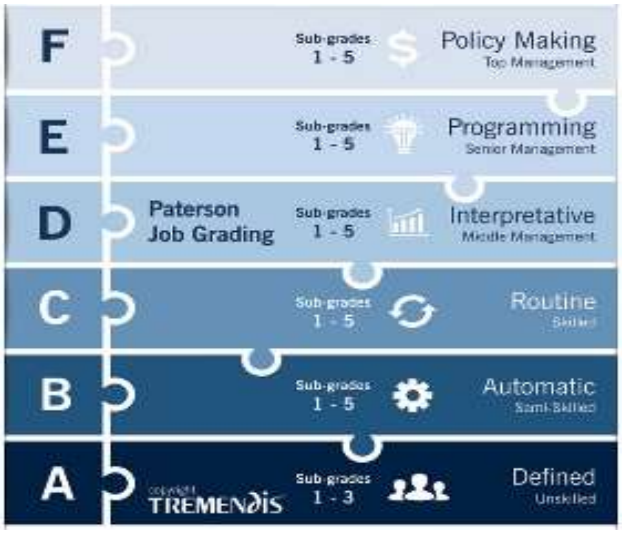


Figure 14: Paterson Grading Bands (Source: www.patersongrading.co.za)

3.3.2 Sample and sampling method

The sample comprised of employees based at the PPC head office in Sandton, Johannesburg. PPC employs a total of 203 professionals that fall within the Paterson Bands C to E. Bands A, B and F was not included in the sample. The reason for excluding Bands A, B and F is that these employees would typically not have higher education and might not have fully appreciated the concepts covered in the research. B and F comprises 4 individuals who are top management and might not have the time to complete the survey. Assuming a 50% response rate, it was anticipated that a total of 101 responses would be received. The reason the sample was taken from the head office is that the researcher is based at PPC head office and it enabled the researcher to engage individuals for participation.

Table 1: Sample Analysis (PPC, 2018)

Occupational Levels	Male				Female				Total
	A	C	I	W	A	C	I	W	
Senior management (E-band)	3	0	2	11	5	2	0	0	23
Professionally qualified and experienced specialists and mid-management (D-band)	17	5	14	37	18	5	4	14	117
Skilled technical and academically qualified workers, junior management, supervisors, foremen, and superintendents (C-band)	12	2	1	10	15	8	7	6	63
TOTAL	32	7	17	58	38	15	11	20	203

3.4 The research instrument

The research instrument that was utilised for this research is a survey. Surveys provide a numeric description of attitudes, perspectives and opinions of a population by studying a sample of the population (Fowler Jr, 2013). It constitutes cross-sectional and longitudinal studies by utilising questionnaires or/and structured interviews in order to collect data. The objective of which is to generalise from a sample to a population (Babbie, 1990).

3.5 Procedure for data collection

The survey was an online survey that was sent to participants via email. The responses were recorded online and accessed electronically by the researcher. This method of data collection ensured the anonymity of the respondents. The survey data was transferred to an excel spreadsheet for further analysis.

3.6 Data analysis and interpretation

The quantitative data was analysed using descriptive and inferential statistics. Descriptive statistics were used to describe the basic features of the data in a

study to provide simple summaries about the sample and what has been measured (Trochim & Donnelly, 2001). Frequencies were presented in graphical and tabular formats.

The t-test was utilised as a method of inferential statistical analysis. The t-test was performed on independent variables in order to compare the means of different groups of participants e.g. males vs. females (Lowry, 2014). Research methods knowledge base. The concepts and applications of inferential statistics was used to establish the differences in how the different groups responded. An important aspect of performing the t-test is the significance level, which provides an indication that the differences in mean is greater than what would be expected by chance. A p-value of less than 0.05 typically indicates that the differences in means is greater than what one would expect by chance (Trochim & Donnelly, 2001).

3.7 Limitations of the study

Issues of diversity are sensitive issues in the workplace since one group of people may feel left out or disadvantaged over another. Especially within the South African context where issues of racism have surfaced in recent times. There tends to be a sense of polarisation in some organisations along the lines of race, gender or any other apparent difference between individuals. Some individuals might have chosen not to engage in research that involves being questioned about their race or gender for instance.

The number of respondents was lower than anticipated. This could have been because some respondents interpreted the diversity concept as AA or EE in which case some individuals may have chosen not to participate in the research since they might feel that it might not have any positive outcomes for them.

Some questions where respondents were requested to select one option could have been structured differently. Ranking the different options could have led to a deeper understanding of HR function that respondents believe address diversity issues.

3.8 Validity and reliability

Validity is concerned with congruence or consistency between what the research sets out to achieve, the evidence on hand and ultimately conclusions drawn by researchers from the entire process. Reliability, on the other hand, is concerned with the ability to produce similar findings should the research be applied repeatedly (Kalof, Dan, & Dietz, 2008).

3.8.1 External validity

External validity refers to the ability to generalise findings from a study to a larger population (Kalof et al., 2008). In this research, the researcher sought to generalise the diversity issues encountered by PPC professionals at the head office and the HR strategies that PPC can utilise to address these issues to the larger population of PPC professionals employed in South Africa. The choice of head office professionals as the sample might lead to some external validity issues because experiences of professionals based at PPC operations sites might be different to those of professionals at the head office. Confining the research to PPC operations in South Africa reduces the external validity of the research because diversity issues in countries such as Rwanda and Zimbabwe (where PPC has operations) would be significantly different to those experienced in South Arica.

3.8.2 Internal validity

Internal validity is concerned with the ability to draw suitable conclusions based on the data provided (Kalof et al., 2008). The literature review provided the different diversity issues that can be measured based on the inherent characteristics of individuals that cannot be changed. This gave an opportunity to appropriately cluster individuals into different groups. HR strategies that can be utilised by organisations were also drawn from the literature review. Hence, the research meets the internal validity criteria.

3.8.3 Reliability

Should the research be conducted at a different time, it is possible that the research might yield different results, this therefore reduces the reliability of the research. Individuals may feel differently about diversity issues depending on the progress made by organisations and society at large around these issues. For example, women might feel differently about diversity in an environment where there is equal pay and gender representation that one that does not.

CHAPTER 4. PRESENTATION OF RESULTS

4.1 Introduction

The objective of Chapter three was to discuss the research methodology employed in this research. Details of the data collection and analysis methods were provided. This chapter seeks to present the empirical findings of the research.

4.2 Demographic profile of respondents

Since gender, age and race were identified in the literature review as part of the dimensions of human attributes it was important to identify these in order to make demographic inferences on the collected data. Figure 15 is a graphical presentation of the gender of respondents. The majority of respondents were female (59%) while the rest were male (41%).

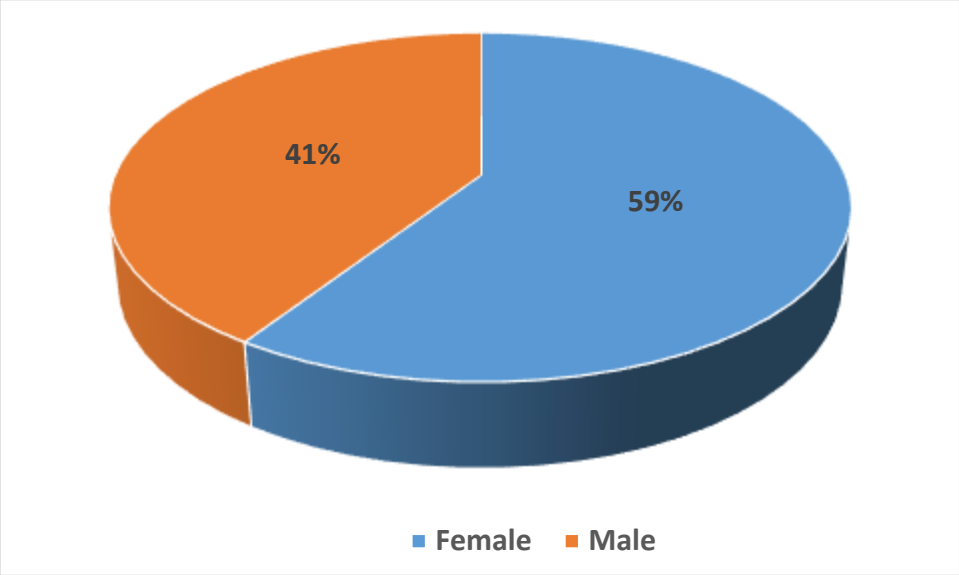


Figure 15: Presentation of respondents by gender

Table 2 provides a graphical illustration of the ages and race of respondents. Of the 58 respondents who participated in the survey, 12% of them were below the age of 30, 41% of the respondents were between the ages of 31 to 40, 38% were between the ages of 41 to 54 while the remaining 9% of the respondents

were over the age of 55. The majority of respondents were aged between 31 to 40 years. From Table 2 it is also noted that the majority of respondents were Africans accounting for 60% of the respondents. Data also shows that 17%, of the respondents, were coloured and 14% of the respondents were whites. Of the respondents 9% of the respondents were Indians. Following the discussion of the race and age distribution of the respondents, is the discussion of the order of importance on diversity issues.

Table 2: Racial and age breakdown of respondents

Item			Age				Total
			20-30	31-40	41-54	55-63	
Race	African	Count	7	15	12	1	35
		% of Total	12%	26%	21%	2%	61%
	Coloured	Count	0	3	7	0	10
		% of Total	0%	5%	12%	0%	17%
	White	Count	0	3	1	4	8
		% of Total	0%	5%	2%	7%	14%
	Indian	Count	0	3	2	0	5
		% of Total	0%	5%	4%	0%	9%
Total		Count	7	24	22	5	58
		% of Total	12%	41%	38%	9%	100%

4.3 Results pertaining to the diversity issues that are important to PPC professionals

Respondents were required to rank the diversity issues according to their order of importance. The findings are presented in Table 3 below.

Table 3: t-test results on diversity issues (P – value < .005)

Diversity Issues	Mean Differences	t-value	P-value
Gender – Extremely Important	1.271	12.816	.000
Race - Extremely Important	1.254	10.806	.000
Culture - Extremely Important	1.169	13.062	.003
Age - Moderately Important	.983	14.275	.000
Ethnicity - Slightly Important	.356	20.054	.000
Language - Slightly Not Important	-.017	19.832	.000
Physical Disability - Moderately Not Important	-.492	17.056	.001
Sexual Orientation - Not Very Important	-2.220	24.797	.000
Social Class - Extremely Not Important	-2.305	25.792	.000

The findings of the study reveal that, at PPC, gender, race and culture are regarded to be extremely important diversity issues for PPC professionals. While age and ethnicity are regarded to be fairly important diversity issues at PPC workplace. From the results, it is also noted that language is slightly not an important diversity issue followed by physical ability. Sexual orientation and social class are regarded as not very important diversity issues.

4.3.1 Diversity issues that are important to PPC professionals by gender

Table 4 shows the mean of the responses for males and females. The mean for the two genders show that gender is important for females and age is important for males.

Table 4: Factor Scores on Gender

Factor	Females		Males	
	N	Mean	N	Mean
Age	33	4.39	25	3.36
Culture	33	4	25	3.48
Ethnicity	33	4.64	25	4.6
Gender	33	3.18	25	4.48
Language	33	5	25	5.04
Physical Disability	33	5.76	25	5
Race	33	3.64	25	4
Sexual Orientation	33	7.33	25	7.2
Social Class	33	7.06	25	7.84

The t-test was used to determine if there are significant differences in the mean scores for gender (male and female) with respect to diversity issues they regarded as important.

The results in Table 5 of the t-test show that there are significant differences in the mean scores of males and females with respect to diversity issues which are regarded as important. The findings show that race and gender are regarded as

slightly important diversity issues by females. Females also regard age, culture and ethnicity as moderately important diversity issues.

Table 5: t-test results for gender (P – value < .005)

Factor	Females		Factor	Males	
	t - value	P - value		t - value	P - value
Race	7.731	0	Culture	7.303	0
Gender	8.202	0	Race	7.559	0
Culture	10.832	0	Age	8.687	0
Age	11.663	0	Physical Disability	9.129	0
Language	-13.356	0	Gender	-10.647	0
Ethnicity	13.55	0	Language	14.655	0
Physical Disability	-15.074	0	Ethnicity	-14.795	0
Social Class	-18.496	0	Sexual Orientation	-15.838	0
Sexual Orientation	-19.121	0	Social Class	-21.034	0

The results also indicate that males regard ethnicity, race and gender are slightly important diversity issues. The findings also reveal that males regard age and culture as moderately important diversity issues. However, both males and females regard social class and sexual orientation as moderately not important, as well as language and physical diversity issues, are regarded as slightly not important by both females and males.

4.3.2 Diversity issues that are important to PPC professionals by race

Table 6 shows the factor scores for the different diversity issues by race. The mean for the different races show that race is an important diversity issue for blacks, gender is important for coloured people, culture is important for Indians and gender is important for white people.

Table 6: Factor Scores for Race

Factor	African		Coloured		Indian		White	
	N	Mean	N	Mean	N	Mean	N	Mean
Age	35	4.29	10	3.6	5	3	8	3.5
Culture	35	3.69	10	4.6	5	2.8	8	3.75
Ethnicity	35	4.57	10	4.6	5	5	8	4.63
Gender	35	4	10	2.8	5	4.8	8	3.13
Language	35	4.83	10	5.5	5	5.4	8	5
Physical Disability	35	5.49	10	4.6	5	5.4	8	6.25
Race	35	3.31	10	5.5	5	3.6	8	3.88
Sexual Orientation	35	7.34	10	6.7	5	6.2	8	8.38
Social Class	35	7.49	10	7.1	5	8.8	8	6.5

The t-test was used to determine if there are significant differences in the mean scores for race (African, Coloured, Indian and White) with respect to diversity issues they regarded as important.

Table 7: t-test results for race (P – value < .005)

Factor	African		Coloured		Indian		White	
	t - value	P - value	t - value	P - value	t - value	P - value	t - value	P - value
Race	7.356	0	6.708	0	4.811	0.009	3.988	0.005
Gender	10.461	0	3.331	0.009	6.532	0.003	5.118	0.001
Culture	10.763	0	6.406	0	2.064	0.108	3.989	0.005
Age	11.368	0	6	0	2.739	0.052	6.173	0
Physical Disability	13.356	0	4.993	0.001	5.245	0.006	8.333	0
Language	14.445	0	8.409	0	5.511	0.005	7.638	0
Ethnicity	14.606	0	8.493	0	9.129	0.001	6.13	0
Sexual Orientation	-21.265	0	7.102	0	4.7	0.009	-31.838	0
Social Class	-21.317	0	-13.5	0	-44	0	6.5	0

The findings in Table 7 of the t-test reveals that there are significant differences in the mean scores among the race with respect to diversity issues which are regarded as important. The findings show that Africans are of the view that

physical disability is not an important diversity issue while age, ethnicity, as well as language are viewed as moderately not important. Africans also regard culture and race as moderately important diversity issues. The results also show that the coloured race regard language and race as not important diversity issues. It is also noticed that physical disability, culture and ethnicity are ranked by the coloured race as moderately important diversity issues. The coloured race is of the view that gender and age are extremely important diversity issues.

From the survey results, it is observed that Indian people view ethnicity, language and physical disability as not important diversity issues. The findings also reveal that Indian people regard gender as slightly important while age, culture and race are important. The white people are of the view that physical disability and language are moderately not important diversity issues and ethnicity is regarded as moderately important. Age, culture and race are regarded by the white people as important diversity issues. However, both racial groups regard social class and sexual orientation as extremely not important diversity issues.

4.3.3 Results pertaining to the extent to which PPC professionals believe PPC is diverse

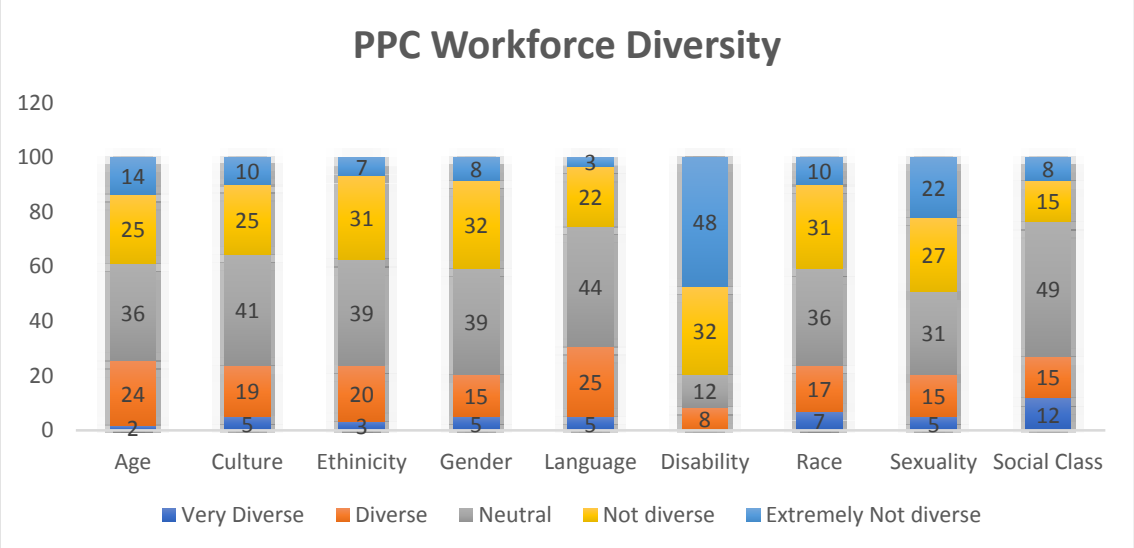


Figure 16: PPC workforce diversity

Figure 16 shows the statistics on the extent to which PPC professionals believe PPC is diverse in terms of age, culture, ethnicity, gender, language, disability, race, sexual orientation and social class on a scale of very diverse; diverse; not diverse; extremely not diverse and neutral. Pooling together strongly agree and agree, as well as strongly disagree and disagree. The results show that a total of 26% of the workforce agreed that PPC workforce age groups are diverse, 39% disagreed with the above statement while 36% were undecided. From the above table, 24% of the respondents agreed that in terms of culture PPC workforce is diverse, while 35% disagreed with the statement while 41% were undecided. A total of 23% of the respondents were in agreement with the statement that with regards to ethnicity PPC workforce is diverse, 38% of the workforce disagreed with this statement while 39% were undecided.

In terms of gender balancing at PPC, 20% of the workers were in agreement with the statement that PPC gender is diverse, 40% of the respondents disagreed with this statement while 39% were undecided. Figure 16 also reveals that 30% of the workers agreed that, in terms of language, PPC workforce is diverse, 25% disagreed with the statement, while 44% were undecided. A total of 8% were in agreement with the statement that with regards to disability PPC workforce is diverse, while 80% disagreed with this statement whereas 12% were undecided. The results show that 24% agreed with the statement that with regards to race PPC workforce is diverse, 41% disagreed with the statement, whereas 36% were undecided.

A total of 20% of the respondents were in agreement to the statement that in terms of sexual orientation, PPC workforce is diverse, 49% disagreed with this statement, while 31% were undecided. Figure 16 shows that 27% of the respondents were in agreement with the statement that in terms of social class, PPC workforce was diverse, 23% of the workforce disagreed with the statement, whereas 49% were undecided.

4.4 Results pertaining to the HR practices PPC professionals deem to be effective in addressing diversity issues

4.4.1 Results pertaining to the HR practices PPC professionals believe address diversity issues important to them

The respondents were required to demonstrate how the HR department addresses diversity issues that are important to them as individuals. The respondents were asked how the HR department addresses diversity issues that are important to them in terms of recruitment and selection; training and development; appraisal; pay and remuneration and the results are depicted in Figure 17 below. None of the respondents selected appraisal as an HR practice that helps address their diversity issues.

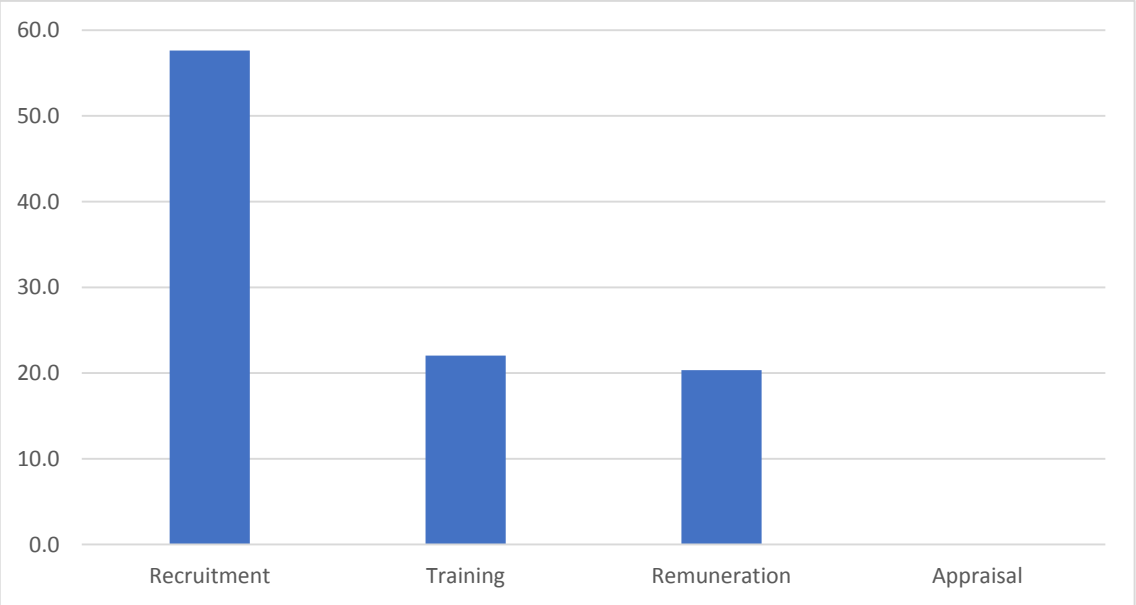


Figure 17: HR Practices addressing individual diversity issues

The findings of the survey reveal that 58% of the 58 respondents believed that recruitment and selection best address the diversity issue important to them. The results indicate that 22% of the respondents believed training and development are important to them in addressing diversity issues. However, 20% of the

workforce that responded believed that pay and remuneration are important to them in addressing diversity issues.

4.4.2 Results pertaining to the HR practices PPC professionals believe address overall diversity in the organisation

The respondents were requested to demonstrate the HR practices that address overall diversity issues in the organisation. The respondents were asked how the HR practices address overall diversity management at PPC in terms of recruitment and selection; training and development; appraisal; pay and remuneration and the results are depicted in Figure 18 below.

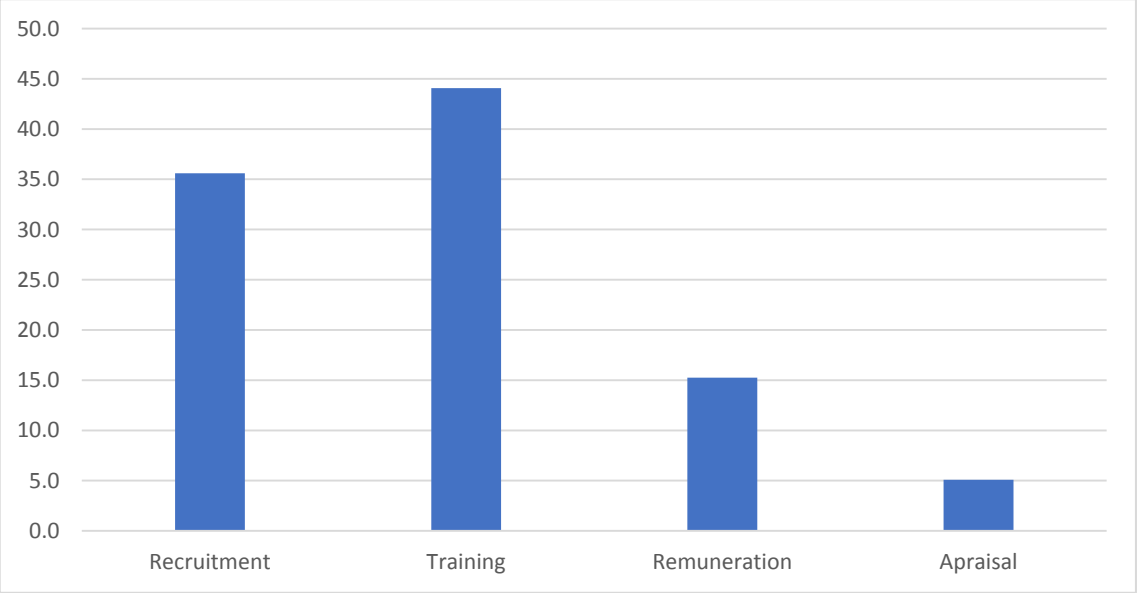


Figure 18: HR Practices addressing overall diversity management

The findings of the survey reveal that 44% of the respondents believed that training and development, as an HR practice, was the best to address overall diversity management issues at PPC and 36% of the respondents believed that recruitment and selection was also an important HR practice. This result indicates that 5% of the respondents believed appraisal as an HR practice that a best addresses overall diversity management issues at PPC while 15% of the

respondents believed that pay and remuneration was an important HR practice that best suits to address overall diversity management issues at PPC.

4.4.3 Results pertaining to how well PPC utilises human resources practices to address diversity in PPC

4.4.3.1 Recruitment and Selection

Respondents were required to indicate how well PPC HR utilises recruitment and selection to address diversity. The findings are depicted in Figure 19 below.

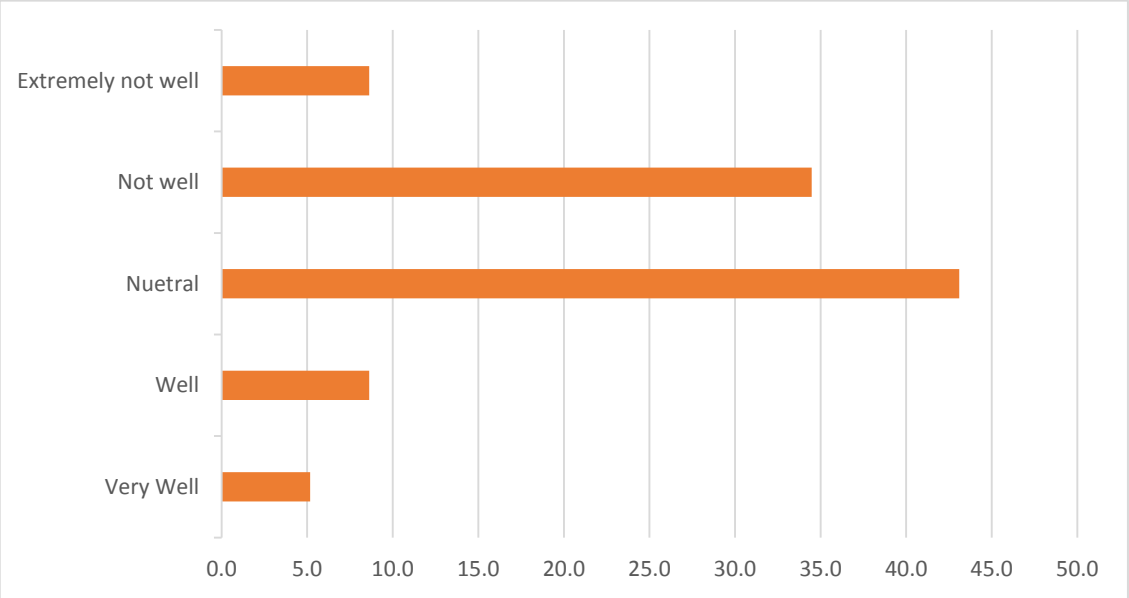


Figure 19: HR recruitment and selection addressing overall diversity

From the findings, it is clear that 42% of the workforce is of the view that at PPC HR does not well utilise recruitment and selection to address diversity. Figure 15 reveals that 15% of the respondents are of the view that at PPC HR does utilise recruitment and selection well to address diversity while a large percentage of 43% were undecided.

4.4.3.2 Training and Development

The researcher sought to investigate how well PPC HR utilises training and development to address diversity. The findings are shown in Figure 20 below.

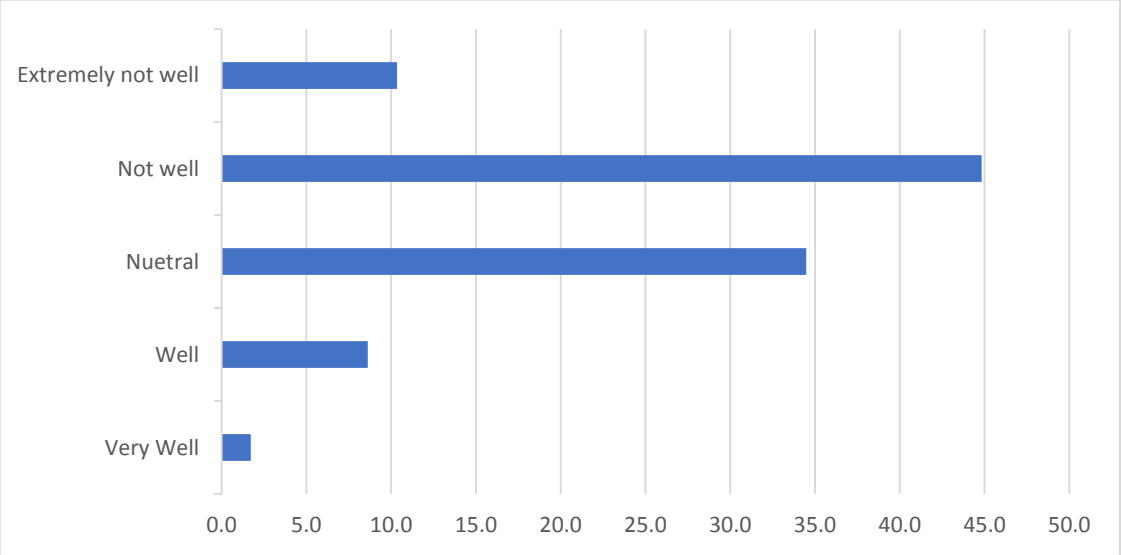


Figure 20: HR training and development addressing overall diversity

The survey results reveal that 53% of the workforce is of the view that at PPC HR does not utilise training and development well to address diversity. Figure 20 reveals that 13% of the respondents are of the view that at PPC HR does well utilise training and development to address diversity while 34% were undecided.

4.4.3.3 Appraisal

This question required respondents to indicate how well PPC HR utilises appraisal to address diversity. The findings are shown in Figure 21.

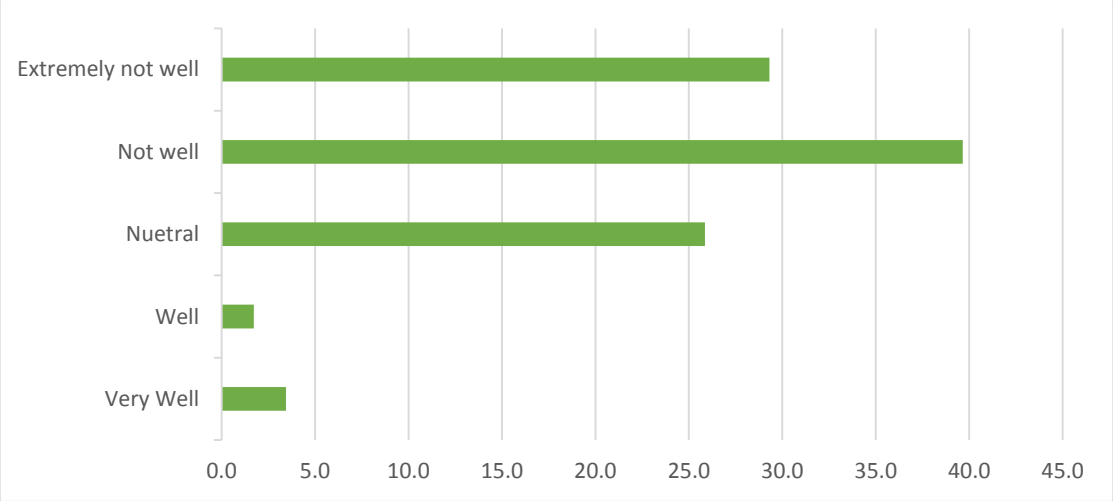


Figure 21: HR appraisal addressing overall diversity

Figure 21 above shows that 68% of the workforce is of the view that at PPC, HR does not well utilise appraisal to address diversity. Figure 21 reveals that 5% of the respondents is of the view that at PPC, HR does well utilise appraisal to address diversity while 27% were undecided.

4.4.3.4 Remuneration

This question required respondents to indicate how well PPC HR utilises pay and remuneration to address diversity. The findings are presented in Figure 22 below.

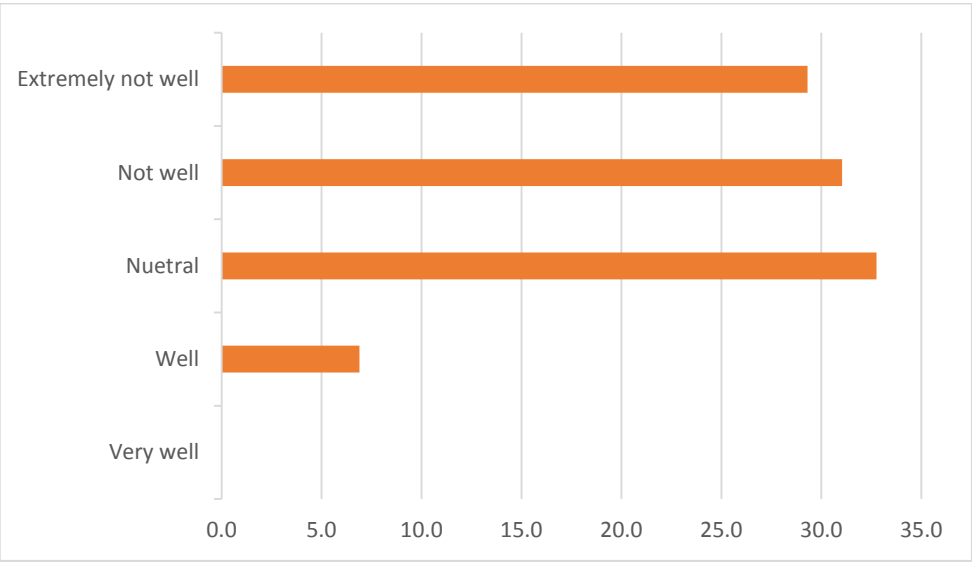


Figure 22: HR pay and remuneration addressing overall diversity

From the findings, it is clear that 60% of the workforce is of the view that at PPC HR does not well utilise pay and remuneration to address diversity. Figure 22 reveals that 7% of the respondents is of the view that at PPC, HR does utilise well pay and remuneration to address diversity while a large percentage of 33% were undecided.

4.5 Summary of the results

The three most important diversity issues according to the PPC professionals are:

1. Gender
2. Race
3. Culture

Important diversity issues are different for males and females. Differences in important diversity issues were also noted between races.

The majority of PPC professionals reported that the HR practice that is most suited to address the diversity issue is recruitment and selection. For overall diversity in the organisation, the respondents believed that training and development was the most suitable HR practice.

Of all the HR practices, recruitment and selection were most selected as the best utilised by PPC to address diversity in the organisation. Respondents believed that appraisal or performance management was the least utilised to address diversity in the organisation.

CHAPTER 5. DISCUSSION OF THE RESULTS

5.1 Introduction

The overall results of the research were presented in the previous chapter. The discussion of results pertaining to the research questions will be discussed in this chapter.

5.2 Discussion of results pertaining to what the important diversity issues are to PPC professionals?

The top three diversity issues as ranked by PPC professionals were:

1. Gender
2. Race
3. Culture

April et al. (2012) conducted a study amongst junior managers in a leadership program at the University of Cape Town's Graduate School of Business to determine if in an effort to make diversity management more manageable, do such initiatives actually not end up disregarding people's individuality but rather categorise them to infer certain stereotypes. The study found that racial issues came up as the greatest area of concern followed by gender and then culture. The research findings are consistent with the outcomes of the study and the possible reason for this is that these are probably the most visible categories of how we differ as individuals.

It is not surprising that the most important diversity issue, overall, for the sample was gender since the majority (57%) of respondents were female. Various scholars have reported on the under-representation of women in the South African workforce (Booysen 2007; Horwitz et al.1996; Zulu 2003). McLeod & Mathur-Helm (2005) identified various factors that inhibit equal representation of

women in the workplace. Amongst them, are social biases and stereotypes that exist in the workplace. In order to address such stereotypes, the responsibility is not only on males but also on women to review their own perceptions about their roles as professionals. The under-representation of women in South African organisations is also evident for the findings of the 2017 report of The Employment Equity Commission. While women accounted for 44.8% of the EAP, their representation at top and senior management was reported at 22% and 33% respectively. Beyond the underrepresentation of women in the workplace, issues of sexual harassment have notably come up in recent times. Such issues subject the very few women within organisations to hostile work environments that can lead to stunted career growth and ultimately high turnover.

When analysing the important diversity issue by race, the most important issue for white and coloured professionals was gender as per the general sample. It was interesting to note that race was important for black professionals and culture was important for Indian professionals. The differences between the races might ascertain the fact that the importance of identity dimensions are dependent upon contexts within which they were experienced as discovered by Jones and McEwen (2000). White professionals' experience of race would be different to black people's experiences. In South Africa, race has historically been utilised to disadvantage black people, and black professionals continue to lament their under-representation at higher levels of South African companies. It is therefore not surprising that black professionals believe race is an important diversity issue. For white people, race was the single differentiator that afforded them privilege over other races. In fact, for a long time, there has always been more than a fair representation of white individuals in business organisations. To this day, regardless of changes in legislation, white people tend to be over-represented in the workplace especially in senior to top management positions. Indian professionals might find that culture features more strongly in their identity make up than race because of their lived experiences, and therefore an important factor as far as workplace representation is concerned. The outcome that coloureds and Indians did not indicate was that race was the most important diversity issue to them that points the extent to which they were affected by discrimination on

the basis of race both in the past and in recent times. To illustrate this issue, the 2017 report of The Employment Equity Commission for South Africa shows that the extent to which coloured people are under-represented in senior and top management is less compared to that of the under-representation of black people. While coloured are 9.8% of the EAP, their representation at top and senior management is 4.9% and 7.7% respectively. Indians are over-represented in top management (2.8% EAP and 8.9% and 10.6% representation at top and senior management respectively) and black are grossly underrepresented at 14.4% top management and 22.1% at senior management when they form 78% of the economically active population.

The respondents reported social class as the least important followed by sexual orientation and physical disability. Acker (2005) defines social class as enduring and systematic differences in access and control over resources for provisioning and survival. In South Africa, the control of resources has historically been along racial lines as opposed to a social class system. It is therefore fitting that PPC professionals deem class not to be an important diversity issue.

PPC was reported to be least diverse when it came to representation of people with physical disability followed by sexual orientation and then gender and race equally. Although professionals rated PPC as least diverse in the representation of disabled individuals and people of varying sexual orientations, physical disability and sexual orientation were also ranked as diversity issues that are not important to PPC professionals. This indicates that although individuals can identify lack of representation of certain groups in the organisation but if those issues do not affect then directly, they are unlikely to be concerned about them.

Respondents reported that PPC was most diverse according to language followed by social class and age.

It can, therefore, be concluded that the most important diversity issues to PPC professionals differ according to gender and racial groups.

5.3 Discussion of results pertaining to the human resources practices that professionals deem to be effective in addressing diversity issues

Most professionals reported recruitment and selection to be effective ways of addressing the diversity issue important to them and none of the respondents deemed appraisal to be an effective HR practice to address diversity. Although Shen et al. (2009) caution against a phenomenon whereby managers or recruiters tend to bring people into the organisation who are similar or have similar values to decision makers in the organisation, recruitment and selection has been identified as a practice that organisations can utilise to manage diversity.

For overall diversity management at PPC, the respondents believed that training and development were best-suited HR practices. A possible explanation for this belief is that there might be a perception of a high turnover of black professionals within the organisation, especially at PPC head office. Nzukuma and Bussin (2011) found that black professionals in South Africa leave organisations due to limited opportunities for growth and development. D'Netto and Sohal (1999) also highlighted the need for organisations to not only bring in members of previously advantaged groups into the organisation but to also retain them. Their assertion is that training and development is one way of addressing the retention of these individuals in the workplace because it prepares them for future higher level responsibilities and thereby improving the overall outlook of future prospects within the organisation. Booysen (2007) emphasised the need for South African organisations to move away from 'quota filling' in an effort to build diversity but rather, focus on accelerated training and development of previously disadvantaged individuals. This aims at providing them with the necessary competencies for effective performance. The effective selection of training and development as an HR practice in addressing overall diversity at PPC might also be due to the absence of a formalised mentoring program. Ragins, Cotton and Miller (2000) conducted a study on mentoring and found that individuals who were satisfied with their mentoring relationship showed more commitment, enjoyed

better job satisfaction, had a lower propensity to leave the organisation and had a positive perception of organisational justice.

Overall, PPC professionals did not believe that HR practices are utilised sufficiently and effectively to address diversity in the organisation. For all HR practices, the majority of respondents reported that PPC did not utilise the HR practice well or they were undecided. This might be due to the general belief that the human resources function in the organisation generally plays an administrative function as opposed to being a business partner driving business objectives. This belief can lead to the assumption that due to the HR function not playing a significant role in business, its ability to effect any significant change in the trajectory of an organisation is limited.

When asked how well PPC was utilising HR practices to address diversity in the workplace, 15% (the highest rating for any of the HR practices) of the respondents believed PPC utilised recruitment and selection to address diversity. This might be a reflection that there is a perception in the organisation that PPC is ‘hiring by numbers’, hence, the high rating for recruitment and selection. This is a phenomenon that was highlighted by Agocs and Burr (1996) whereby organisations primarily focus on a fair representation through targeted recruitment processes of designated groups. Only 5% (the lowest rating for any of the HR practices) believed PPC utilises appraisal to address diversity. One of the criticisms levelled against performance appraisals is that the process tends to be subjective (Bach, 2005). Employees might feel that, how well one performs in appraisals might have more to do with how much your manager likes you rather than actual performance. This may be particularly true in situations where the appraisal process only involves performance ratings by one’s manager and does not entail input from other individuals in the organisation. For the purposes of addressing diversity, appraisals can be seen to be the least effective practice because managers and gatekeepers are likely not part of the targeted diverse groups that the company wants to attract to the organisation. Members of the targeted groups aimed at advancing diversity might feel disadvantaged because they might not enjoy a close relationship with their superiors as those that form

part of the dominant culture in the organisation. Another way appraisal could be looked at unfavourably as a driver for diversity is when one looks at it from the perspective of team leaders or line managers. If these individuals have no incentive or penalty for driving the diversity agenda, then the likelihood is that they will not advance it. When diversity goals do not form part of the performance goals of managers, the likelihood is that they will not receive the necessary focus and attention.

5.4 Conclusion

This chapter interrogated the results of the research as presented by the quantitative analyses utilised. Parallels between the findings and literature were drawn. The findings of the research can be summarised as follows:

5.4.1 Research Question 1

What are the diversity issues that are important to PPC professionals?

Although the top three diversity issues to PPC professionals are gender, race and culture, a key finding of the research is that the important diversity issues to PPC professionals differ according to the different gender and race groups. Females reported gender to be the most important diversity issue while males reported age to be the most important issue. The most important issue for black professionals is race while white and coloured professionals reported gender to be the important issue and Indians reported culture.

5.4.2 Research Question 2

What are the human resources practices that professionals deem to be effective in addressing diversity issues?

The HR practices that professionals deem to be effective in addressing diversity issues most important to them is recruitment and selection. The HR practice most suited to address overall diversity in the organisation is training and development.

CHAPTER 6. CONCLUSIONS & RECOMMENDATIONS

6.1 Introduction

This chapter seeks to consolidate the results reported and discussed in chapters 4 and 5 so as to offer insights into some of the salient aspects of this research.

6.2 Conclusions of the study

6.2.1 Important diversity issues

The successful management of diversity by organisations has been found to lead to improved competitiveness in the marketplace as a result of their ability to acquire and retain top talent, greater employee satisfaction and better quality decision making (Hunt, Layton, & Prince, 2015). Successfully managing diversity also proves to be a challenging task since individuals are different in ways that are visible and other ways that are not visible to others (Kossek et al., 2006). To simplify the complexity that comes with diversity in the workplace, employers often have to group individuals based on certain attributes.

The study found the top three diversity issues or attributes important to PPC professionals. These issues in their order of importance are:

- Gender
- Race
- Culture

This finding is consistent with previous studies and the literature that exists in diversity management.

A key finding of the study, however, was that there were significant differences between gender and race groups in terms of important diversity issues. Males and females differed in terms of the most important diversity issue to them. It can

be concluded that the issues that affect individuals and are therefore important to them are different depending on their gender. This is supported by research in that when approaching diversity from an inward perspective, it refers to any attribute that is salient to an individual that makes that person different from other people. The importance that people attach to certain attributes will differ. It also speaks to the reality that the extent to which an attribute is important or not important is mostly informed by our life experiences. The females' lived experience is most likely to be one that has reinforced her difference from others on the basis of gender. This classification on the basis of gender persists even to the world of work to the disadvantage of females in the workplace.

The study also found that diversity attributes important to PPC professionals are different across races. More so, lived experiences inform those attributes that individuals find important. Culture was important to Indian respondents and not to any other group. This importance of culture could point to a rich cultural heritage that is part of Indians' life experiences. While black professionals found race important, white professionals did not. Considering South Africa's history of disadvantaging black people on the basis of race, this is not surprising. Race was also not important for coloured professionals who rather indicated that gender was important.

6.2.2 Human resources practices that address diversity

It has also been shown that the human resources management function within the business has the ability to help organisations to drive the diversity agenda by utilising various levers available to it.

Shen et al. (2009) offered a conceptual framework for diversity management through human resource practices. The premise was that through recruitment and selection, training and development, appraisal as well as remuneration, organisations could realise diversity management objectives. Although the research did not set out to test diversity outcomes at PPC, it was clear that participants did not believe PPC utilises HR practices well for the advancement of overall diversity in the organisation. Participants believed that recruitment and

selection would be best suited to address diversity issues most important to them while training and development were best suited to address overall diversity in the organisation.

6.3 Recommendations

The research sought to shed more light onto diversity issues that affect professionals in the workplace and how human resources practitioners, and policy-makers can tailor make organisational policies that address those issues. Since managers that lead teams of people are the ones who have maximum interaction with employees, this research was also aimed at assisting such individuals to understand and navigate diversity management successfully within organisations.

On the basis of the findings of this research, the following recommendations were made:

- The HR function can address this issue through organisational policies that guide managers' actions when making decisions relating to hiring, training and development, appraisal and remuneration of employees. Since the human resources function is not involved in the day to day activities with employees, it would be difficult to get the effectiveness required from initiatives if line managers are not provided with proper guidelines that inform their decision-making processes.

- Human resources practitioners should have a targeted approach when it comes to diversity management in the organisation. Notwithstanding other dimensions of personal identity, it is clear that people differ in what concerns them as far as diversity in organisations is concerned at a gender and racial level. Targeted approaches to diversity management are required. Organisations cannot take a blanket approach to manage diversity. If organisations want to attract women into the workplace, a concerted effort needs to be made to ensure that issues that hinder the attraction, retention and advancement of women in the workplace are addressed. These could be issues such as sensitising male

employees around changes that are brought about by employing females. It can also entail the implementation of women-friendly policies on maternity benefits and flexible working time, for instance.

- Companies such as AT&T have managed to successfully develop and execute diversity programs. One of the strategies employed by the organisation is to develop employee resource groups (ERGs) and employee networks (ENs). These groups and networks offer informal platforms for employees to engage beyond workplace requirements. They bring together people from different backgrounds for the purposes of supporting, engaging and information sharing (Morgan, 2017). PPC could utilise such forums as a platform to gather more information about employees and what effective human resources can be put in place to address their diversity issues.

- Although a lot of organisations prefer employees to adopt an organisational culture that all employees subscribe to, in an effort to embrace diversified employees to whom culture is important, organisations can look at how to incorporate some of the employee's cultural beliefs into the organisational lives. Instead of focusing only on Christian holidays (which is generally a reflection of the dominant culture), organisations can highlight holidays of other groups within the organisation.

6.4 Suggestions for further research

The current research sought to identify important diversity attributes to PPC professionals, it also investigated the human resources practices that are successfully employed by PPC to address diversity in the organisation.

Suggestions for further research are as follows:

- To go beyond defining diversity issues according to demographic variables or easily discernible attributes and delve more into other dimensions of human identity that make human beings different

- Investigating how organisations can go beyond diversity to the inclusion of different individuals in the organisation. An inclusive organisation is one that strives to create an environment where individuals can bring their true selves and utilise their gifts fully. The research could focus on investigating the type of organisational cultures that promote inclusion

- Investigating how organisations can target different groups in the organisation with different diversity management strategies

- Investigating how other functions of the organisation can advance diversity than just human resources

REFERENCES

Acker, J. (2005). *Class questions: Feminist answers*. New York: AltaMira Press.

Acker, J. (2006). Inequality regimes: Gender, class, and race in organizations. *Gender & society*, 20(4), 441-464.

Agocs, C., & Burr, C. (1996). Employment equity, affirmative action and managing diversity: assessing the differences. *International Journal of manpower, 17*(4/5), 30-45.

Al Mamun, M., Shamima, N., & Islam, M. (2014). Human Resources as Strategic Partner: Source of Sustainable Competitive Advantage. *ASA University Review, 8*(2).

April, K., Ephraim, N., & Peters, K. (2012). Diversity management in South Africa: Inclusion, identity, intention, power and expectations. *African Journal of Business Management*, 6(4), 1749.

Armstrong, M., & Baron, A. (1998). *Performance management: The new realities*: New York: State Mutual Book & Periodical Service.

Armstrong, M., & Baron, A. (2005). *Managing performance: performance management in action*. London: CIPD publishing.

Armstrong, M., & Murlis, H. (2007). *Reward management: A handbook of remuneration strategy and practice*. London: Kogan Page Publishers.

Arredondo, P. (1996). *Successful diversity management initiatives: A blueprint for planning and implementation.* Thousand Oaks: Sage.

Arredondo, P., & Glauner, T. (1992). *Personal dimensions of identity model*.

Babbie, E. R. (1990). *Survey research methods.* Carlifonia: Wadsworth Publishers.

Bach, S. (2005). New directions in performance management. Managing human resources*. Personnel management in transition*, 289-316.

Bauer, T. N., Maertz Jr, C. P., Dolen, M. R., & Campion, M. A. (1998). Longitudinal assessment of applicant reactions to employment testing and test outcome feedback. *Journal of applied Psychology, 83*(6), 892.

Blaxter, L., Hughes, C., & Tight, M. (2010). How to Research. Berkshire, England: Open University Press.

Bleijenbergh, I., Peters, P., & Poutsma, E. (2010). Diversity management beyond the business case. Equality, Diversity and Inclusion. *An International Journal*, 29(5), 413-421.

Blum, T. C., Fields, D. L., & Goodman, J. S. (1994). Organization-level determinants of women in management. *Academy of Management Journal, 37*(2), 241-268.

Boam, R., & Sparrow, P. (1992). *Designing and achieving competency: A competency-based approach to developing people and organizations.* New York: McGraw-Hill Book Company Limited.

Booysen, L. (2007). Barriers to employment equity implementation and retention of blacks in management in South Africa. *South African Journal of Labour Relations*, 31(1), 47-71.

Burger, R., & Jafta, R. (2010). Affirmative action in South Africa: an empirical assessment of the impact on labour market outcomes. CRISE (Centre for Research on Inequality, Human Security and Ethnicity) Working Paper, 76, 9-36.

Burnett A (2003). Inclusion: Our biggest organisational challenge. *Footprints*, 1(2): 156-159.

Cascio, W. F. (2005). From business partner to driving business success: The next step in the evolution of HR management. *Human Resource Management*, 44(2), 159-163.

Chapman, D. S., Uggerslev, K. L., & Webster, J. (2003). Applicant reactions to face-to-face and technology-mediated interviews: a field investigation. *Journal of Applied Psychology, 88*(5), 944.

Chrobot-Mason, D., & Aramovich, N. P. (2013). The psychological benefits of creating an affirming climate for workplace diversity. *Group & Organization Management, 38*(6), 659-689.

Collins, S. M. (1997). Black mobility in white corporations: up the corporate ladder but out on a limb. *Social Problems, 44*(1), 55-67.

Cox Jr, T. (2001). Creating the multicultural organization: a strategy for capturing the power of diversity. San Fransisco: Jossey-Bass.

Cox, T. H., & Blake, S. (1991). Managing cultural diversity: implications for organizational competitiveness. *The Executive*, 45-56.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches.* New York: Sage publications.

Daft, R. L. (2014). *The leadership experience.* Boston: Cengage Learning.

Dale, M., & Iles, P. (1995). *Assessing management skills: a guide to competencies and evaluation techniques.* London: Kogan Page Publishers.

De Cieri, H., Kramer, R., Noe, R. A., Hollenbeck, J., Gerhart, B., & Wright, P. (2008). Human Resource Management in Australia: Strategy. *People/Performance*.

Dineen, B. R., Ling, J., Ash, S. R., & DelVecchio, D. (2007). Aesthetic properties and message customization: navigating the dark side of web recruitment. *Journal of applied Psychology, 92*(2), 356.

D'Netto, B., & Sohal, A. S. (1999). Human resource practices and workforce diversity: an empirical assessment. *International Journal of Manpower,* 20(8), 530-547.

Dwyer, S., Richard, O. C., & Chadwick, K. (2003). Gender diversity in management and firm performance. the influence of growth orientation and organizational culture. *Journal of Business Research*, 56(12), 1009-1019.

Edwards, P. (2001). The puzzle of work: autonomy and commitment plus discipline and insecurity. London: Scope

Edwards, P. (2005). Discipline and attendance: a murky aspect of people management. *Managing human resources. Personnel management in transition*, 375-396.

Elvira, M. M., & Cohen, L. E. (2001). Location mattersa cross-level analysis of the effects of organizational sex composition on turnover. *Academy of Management journal, 44*(3), 591-605.

Felstead, A., Gallie, D., & Green, F. (2002). Work skills in Britain, 1986-2001.

Fleury, M. T. L (1999). The management of culture diversity: lessons from Brazilian companies. *Industrial Management & Data Systems*, 99 (3), 109-114.

Ford, J. K., & Fisher, S. (1996). The role of training in a changing workplace and workforce: new perspectives and approaches. Managing diversity. *Human Resource Strategies for Transforming the Workplace*, 164-193.

Fowler Jr, F. J. (2013). *Survey research methods.* New York: Sage publications.

Fraser, J. M. (1966). *Employment interviewing. (completely rewritten).* London: Macdonald & Evans.

Friday, E., & Friday, S. S. (2003). Managing diversity using a strategic planned change approach. *Journal of Management Development*, 22(10), 863-880.

Friedman, R. A., & Holtom, B. (2002). The effects of network groups on minority employee turnover intentions. *Human Resource Management*, 41(4), 405-421.

Fuller, A., & Unwin, L. (2004). Integrating organisational and personal development. *Workplace learning in context*, 126-144.

Goodman, J. S., Fields, D. L., & Blum, T. C. (2003). Cracks in the glass ceiling: in what kinds of organizations do women make it to the top? *Group & Organization Management, 28*(4), 475-501.

Grace, P. (1994). Danger-diversity training ahead: Addressing the myths of diversity training and offering alternatives. *The 1994 annual: Developing human resources*, 189-199.

Gratton, L. (2000). *Living strategy: Putting people at the heart of corporate purpose.* New Jersey: FT Press.

Hartel, C., & Fujimoto, Y. (2010). *Human resource management*. Pearson Australia: Frenchs Forest.

Henderson, R. I. (2003). *Compensation management in a knowledge-based world* (Vol. 1). Saddle River, New Jersey: Prentice Hall Upper

Horwitz, F. M., Bowmaker-Falconer, A., & Searll, P. (1996). Human resource development and managing diversity in South Africa. *International Journal of Manpower*, 17(4/5), 134-151.

Human, L. (2005). Diversity management for business success. *Management Today, 21*(8), 42-44.

Hunt, V., Layton, D., & Prince, S. (2015). Diversity matters. Washington DC: McKinsey & Company.

Jackson, B. W., Lafasto, F., Schultz, H. G., & Kelly, D. (1992). Diversity. *Human Resource Management, 31*(1-2), 21-34.

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development, 41*(4), 405-414.

Kalof, L., Dan, A., & Dietz, T. (2008). *Essentials of social research*: London: McGraw-Hill Education.

Kandola, R. S., & Fullerton, J. (1994). *Managing the mosaic: Diversity in action*. London: Institute of Personnel and Development.

Keep, E. (2005). Skills, training and the quest for the holy grail of influence and status. *Managing human resources–Personnel management in transition*, 211-237.

Kessler, I. (2005). Remuneration systems. Managing human resources. *Personnel Management in Transition*, 317-345.

Konrad, A. M., & Linnehan, F. (1995). Formalized HRM structures: coordinating equal employment opportunity or concealing organizational practices? *Academy of Management Journal, 38*(3), 787-820.

Kossek, E. E., Lobel, S. A., & Brown, J. (2006). Human resource strategies to manage workforce diversity. *Handbook of Workplace Diversity*, 53-74.

Kossek, E. E., & Zonia, S. C. (1993). Assessing diversity climate: A field study of reactions to employer efforts to promote diversity. *Journal of Organizational Behavior, 14*(1), 61-81.

Lado, A. A., & Wilson, M. C. (1994). Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of Management Review, 19*(4), 699-727.

Loden, M., & Rosener, J. B. (1991). *Workforce America!: Managing employee diversity as a vital resource.* New York: McGraw-Hill.

Lowry, R. (2014). *Concepts and applications of inferential statistics*. New York: Vassar College.

Maier, C. (2002): *Leading Diversity - A Conceptual Framework*, St Gallen: Institute for Leadership and HR Management.

Mazibuko, J. V., & Govender, K. K. (2017). Exploring workplace diversity and organisational effectiveness: A South African exploratory case study. *South African Journal of Human Resource Management*, 15, 10.

McLeod, P. L., Mathur-Helm, B. (2005). Equal opportunity and affirmative action for South African women: A benefit or barrier?. *Women in Management Review*, *20*(1), 56-71.Lobel, S. A., & Cox Jr, T. H. (1996). Ethnic diversity and creativity in small groups. *Small group research, 27*(2), 248-264.

Morgan, G. (2017, 23 Jan). How These Top Companies Are Getting Inclusion Right. Retrieved 27 March, 2018, from https://www.fastcompany.com/3067346/how-these-top-companies-are-getting-inclusion-right.

Mwita, J., & Matsapola, P. (2005). *Employment Equity in the retail sector*: Centre for Applied Legal Studies: University of the Witwatersrand.

Ndlovu, A. (2017, May 09). The Black Management Forum is disappointed by corporate South Africa's continued disregard for transformation as revealed by the 17th Commission of Employment Equity report Retrieved 20 March, 2018, from http://www.bmfonline.co.za.

Neault, R. A., & Mondair, S. (2011). Supporting workplace diversity: emerging roles for employment counselors. *Journal of Employment Counseling*, 48(2), 72-80.

Nel, P. S., Werner, A., Botha, C., Du Plessies, A., Mey, M., Ngalo, O., Van Hoek, L. (2014). *Human Resources Management*: Caoe Town: Oxford University Press.

Newell, S. (2005). Recruitment and selection. managing human resources*: Personnel Management in Transition*, 115-147.

Nkomo, S., & Kossek, E. (2000). Managing diversity: Human resource issues. In E. Kossek & R. Block (Eds), Managing human resources in the 21st century: From core concepts to strategic choice, Module 9. Cincinnati, OH: Southwestern.

Nzukuma, K. C., & Bussin, M. (2011). Job-hopping amongst African Black senior management in South Africa. *South African Journal of Human Resource Management,* 9(1), 1-12.

Oosthuizen, R. M., & Naidoo, V. (2010). Attitudes towards and experience of employment equity. *South African journal of Industrial Psychology*, 36(1), 1-9.

O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: a profile comparison approach to assessing person-organization fit. *Academy of Management Journal, 34*(3), 487-516.

Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: an analysis of work group diversity, conflict and performance. *Administrative Science Quarterly*, 44(1), 1-28.

Petty, R. E., & Cacioppo, J. T. (1990). Involvement and persuasion: tradition versus integration. *Psychological Bulletin*, 107, 367-74.

Porter, M. E. (1996). What is strategy? *Harvard Business Review*. 74(6): 61–78.

PPC. (2018). *Financial statements 2017*. Johannesburg: PPC

PPC. (2018). *Transformation strategy*. Johannesburg: PPC

Ragins, B. (2002). Understanding diversified mentoring relationships: Definitions, strategies, and challenges. Mentoring and diversity*. An International Perspective*, 23-31.

Ragins, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal*, 43(6), 1177-1194.

Rainbird, H. (1994). The changing role of the training function: a test for the integration of human resource and business strategies? *Human Resource Management journal, 5*(1), 72-90.

Reskin, B. F., & McBrier, D. B. (2000). Why not ascription? Organizations' employment of male and female managers. *American Sociological Review*, 210-233.

Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: a resource-based view. *Academy of Management Journal*, 43(2), 164-177.

Richard, O. C., & Kirby, S. L. (1999). Organizational justice and the justification of work force diversity programs. *Journal of Business and Psychology, 14*(1), 109-118.

Richard, O. C., Kochan, T. A., & McMillan-Capehart, A. (2002). The impact of visible diversity on organizational effectiveness: disclosing the contents in Pandora's black box. *Journal of Business and Management*, 8(3), 265.

Rynes, S., & Rosen, B. (1995). A field survey of factors affecting the adoption and perceived success of diversity training. *Personnel Psychology*, 48(2), 247-270.

Schmidt, F. L., & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin, 124* (2), 262-274.

Schneider, B. (1987). The people make the place. *Personnel Psychology, 40*(3), 437-453.

Schuler, R. S., Dowling, P. J., & De Cieri, H. (1993). An integrative framework of strategic international human resource management. *Journal of Management, 19*(2), 419-459.

Sessa, V. I. (1992). Managing diversity at the Xerox Corporation: Balanced workforce goals and caucus groups. *The professional practice series. Diversity in the workplace: Human resources initiatives* (pp. 37-64). New York: Guilford Press.

Shen, J., Chanda, A., D'netto, B., & Monga, M. (2009). Managing diversity through human resource management: an international perspective and conceptual framework. *The International Journal of Human Resource Management, 20*(2), 235-251.

Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management, 37*(4), 1262-1289.

Smith, M. (1994). A theory of the validity of predictors in selection. *Journal of Occupational and Organizational Psychology, 67*(1), 13-31.

South Africa. Department of Labour. 2017. Annual Report – Commission for Employment Equity 2016 – 2017.Pretoria: Government Printer.

Thompson, N. (2016). *Anti-discriminatory practice: Equality, diversity and social justice*. London: Palgrave Macmillan.

Tracey, J. B. (2012). A contextual, flexibility-based model of the HR-firm performance relationship. *Management Decision, 50*(5), 909-924.

Tracey, J. B. (2014). A review of human resources management research: the past 10 years and implications for moving forward. International *Journal of Contemporary Hospitality Management,* 26(5), 679-705.

Trochim, W. M., & Donnelly, J. P. (2001). Research methods knowledge base. (3rd ed.). Ohio: Atomic Dog Cincinnati

Tsui, A. S., & Gutek, B. A. (1999). *Demographic differences in organizations: Current research and future directions*. Maryland: Lexington Books.

Tung, R. L. (1993). Managing cross-national and intra-national diversity. *Human Resource Management*, 32(4), 461-477.

Uggerslev, K. L., Fassina, N. E., & Kraichy, D. (2012). Recruiting through the stages: A meta-analytic test of predictors of applicant attraction at different stages of the recruiting process. *Personnel Psychology, 65*(3), 597-660.

Watson, T. (1994). Recruitment and selection. Personnel Management: A Comprehensive Guide to Theory and Practice in Britain. London: Palgrave Macmillan

Watson, W. E., Kumar, K., & Michaelsen, L. K. (1993). Cultural diversity's impact on interaction process and performance: Comparing homogeneous and diverse task groups. *Academy of Management Journal, 36*(3), 590-602.

Wenderoth, P. M., Rodger, R. S., & Curthoys, I. S. (1968). Confounding of psychophysical errors and sensory effects in adjustment measures of spatial aftereffects. *Perception & Psychophysics*, 4(3), 133-138.

Wilk, S. L., & Cappelli, P. (2003). Understanding the determinants of employer use of selection methods. *Personnel Psychology, 56*(1), 103-124.

Wilson, E. M., & Iles, P. A. (1999). Managing diversity–an employment and service delivery challenge. *International Journal of Public Sector Management, 12*(1), 27-49.

Williams, K. Y., & O'Reilly III, C. A. (1998). Demography and Research in organizational behavior. *Academy of Management Journal 20*, 77-140.

Zulu, C. (2003). Gender representation patterns in higher education management in South Africa: Perspectives on higher education. *South African Journal of Higher Education*, 17(1), 98-104.

APPENDIX A: Questionnaire

1. Please indicate your gender (optional)

- Female
- Male

2. Please indicate your race group (optional)

- African
- Coloured
- White
- Indian

3. Please indicate your age group (optional)

- 55-63
- 41-54
- 31-40
- 20-30

4. Please rank the following diversity issues according the order of their importance to you:

- Age
- Culture
- Ethnicity
- Gender
- Language

- Physical Disability
- Race
- Sexual Orientation
- Social Class

5. To what extend do you believe the PPC workforce is diverse according to: Very Diverse (1) to Not Diverse (5)

- Age
- Culture
- Ethnicity
- Gender
- Language
- Physical Disability
- Race
- Sexual Orientation
- Social Class

6. Which of the following HR practices do you believe will best address the diversity issue most important to you? (Select One)

- Recruitment and Selection
- Training and Development
- Appraisal
- Pay and Remuneration

7. Which of these HR practices do you believe are best suited to address overall diversity management in PPC? (Select One)

- Recruitment and Selection
- Training and Development
- Appraisal
- Pay and Remuneration

8. How well does PPC HR utilise recruitment and selection to address diversity?

   Very well (1) to Not at all (5)

9. How well does PPC HR utilise training and development to address diversity?

   Very well (1) to Not at all (5)

10. How well does PPC HR utilise appraisal to address diversity?

    Very well (1) to Not at all (5)

11. How well does PPC HR utilise pay and remuneration to address diversity?

    Very well (1) to Not at all (5)

Thank you for your time

APPENDIX B: Letter to participants

Dear Participant,

Thank you for taking the time to participate in this survey as part of my MBA research.

You are invited to participate in a study on diversity management through human resource (HR) practices at PPC. The purpose of this study is to identify HR activities utilised at PPC to address diversity management issues within the organisation.

Benefits associated with participating in the research is that it may assist HR practitioners to be better informed about HR activities that can lead to enhanced diversity management.

Please be advised that your participation in this study is purely voluntary and all surveys are anonymous.

Thank you for your time