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PERSONALITY AND PERCEPTIONS OF INCLUSION IN A SOUTH AFRICAN FINANCIAL SERVICES FIRM

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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

2019

ABSTRACT

The objective of this study was to explore the factors of inclusion based on the Inclusion Index™ and whether a relationship exists between these factors and personality traits using the HEXACO-24 personality inventory. This study employed a quantitative research approach to explore personality and inclusion. The study was conducted with 214 employees within a division of a financial services company in South Africa. Non-probability, convenience sampling techniques were applied to obtain a sample of participants. An inter battery method of factor analysis was employed to analyse the data. The findings discovered two new factors which relate to both personality and inclusion which have been named in this study. The study indicates that people who have strong extraversion and agreeableness traits are more likely to feel included. It also shows that the relationship between the employee and leaders of the organisation is a critical influence in perceptions of inclusion.

Keywords: Inclusion, personality, diversity, human resource practices, perceptions, HEXACO-24, Inclusion Index™

DECLARATION

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



Opila Vandeyar

Signed at Johannesburg.

On the 23rd day of May 2019

DEDICATION

"No duty is more urgent than that of returning thanks".-Unknown

There are a number of people without whom this dissertation might not have been written, and to whom I am greatly indebted.

To Professor Stacey for your wisdom, guidance and kindness- I am eternally grateful.

To my parents (Devan and Suria), who have motivated me to learn, grow and develop and who have been a source of encouragement and inspiration throughout my life, a very special thank you.

To my siblings, Divia, Shirda and Bashkaran, brothers-and-sister in law, Dinesh, Denzil and Yosheen, my heartfelt appreciation for your practical and emotional support. Thank you for listening to my enduring discussions about this journey and cheering me on along the way.

My warmest thanks to my precious daughters, Shriya and Amaya, for being my sunshine and support - even when being 'without Mum' was hard. Thank you, darlings, for your prayers, pep talks and patience. This work is for, and because of you.

As I added to the roles of wife and mother and the competing demands of work, study and personal development, I realised that I could not have done any of this without the unwavering love, self- sacrifice and kindness of my amazing husband, and best friend, Suren. My deepest thanks and appreciation for all that you are and all that you do.

Last but not least, I am thankful to God, for without whom, none of this would be possible.

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CHAPTER 1: INTRODUCTION

1.1. Context of the study

In 1994, after 46 years under the apartheid regime, South Africa entered a new democratic dispensation. This event was accompanied by the rebirth of the Bill of Rights, which enshrines the right to freedom, fairness and equality for all South Africans (South African Constitution,1996). These rights gave impetus to corporate South Africa's efforts to transform and align its policies and processes to the requirements of employment equity legislation (Thomas, 2002). Today, nearly a quarter of a century later, corporate South Africa is working on transformation and driving diversity as strategic and social imperative (Mofokeng, Giampiccoli, & Jugmohan, 2018).

As early as 1985, it was argued that competitive advantage, for both companies and nations alike, could be established by leveraging the power of individuality (Porter, 1990). In this regard, there is significant research that supports the notion that diversity fosters innovation by allowing for varied thinking (Post, De Lia, DiTomaso, Tirpak, & Borwankar, 2009). According to Booysen (2007), if diversity is managed effectively, it could be a catalyst for success of organisations, however, if not, an organisation's competitive advantage and growth could be severely hampered. It therefore makes for a reasonable business case that it makes business sense for companies to have a diverse workforce. Within the context of a large financial institution in South Africa, senior management are advocates for diversity and its unsung partner, inclusion. According to Barak (2016), whilst there is sufficient extant literature on diversity, research on the concept of inclusion is not well established. Sposato, Feeke, Anderson-Walsh, and Spencer (2015) comment on the significant availability of research focused on diversity, yet point out that the construct of inclusion has only lately become topical among management scholars. Similarly, Boekhorst (2015) remarks that the importance of creating a climate of inclusion to respond to the growing trend of workplace diversity has been overlooked in the current literature. The result is that literature on inclusion is in its initial stages and thus agreement on the theoretical concept is limited (Shore et al., 2010).

Diversity and inclusion are topical factors and on the agenda of many CEOs. However, despite the strategic intent, the profile of the South African workplace is still not demographically representative at senior levels (Booysen, 2007). According to Sabharwal (2014), to address this issue and to ensure that diverse teams can work together, an inclusive culture should be enabled that promotes performance and leverages diversity. Therefore, the need arises for organisations to understand the concept of inclusion and how to create this environment for their employees (Cox & Blake, 1991).

1.2. Purpose of the study

According to Kahn (1990) and Kahn (2007), employing people who feel included are likely to perform better than employees who feel excluded and are therefore not fully present. It can be argued that it is the organisation's responsibility to recruit employees with personalities that are naturally inclined to feel included irrespective of the organisational context. However, it could just as easily be argued that the role of management is to foster an inclusive environment where all personalities fit in.

The study by Daya and April (2014) investigated the tools available to organisations for assessing whether an organisation has indeed engendered an inclusive environment for its employees. The authors comment on the gap in existing literature on inclusion, suggesting that the concept of inclusion requires further examination in order to better understand the factors that promote a culture of inclusion.

Studies by several researchers (Boekhorst, 2015; Cox, 1994; Daya, 2014; Ferdman, 2002; Roberson, 2006; Sabharwal, 2014; Sposato et al., 2015) found that, at an organisational level, there are inclusion elements that need to be changed. These elements include senior leadership, organisational climate, organisational belonging, communication and recruitment, as well as promotion and development. Daya's report highlights the need to assess these elements, which form part of interpersonal communication (Daya, 2014). For instance, an employee's relationship with his or her line manager, which is based on trust, respect and acceptance, and the corresponding perception of that employee, which may be translated as their feelings of being valued,

recognised and treated with respect and dignity. Important inclusion building blocks are identified as the employees' alignment to the organisation's vision and values, their ability to make decisions and their access to information. At the individual/ personal level, the factors which influence inclusion are identified as personality, locus of control, self-confidence, which includes self-esteem, and power (Daya, 2014).

The authors recommend that research relating to inclusion and the dimensions of personality may be of value and could be an important step in building academic literature on this topic (Daya & April, 2014). Therefore, the purpose of this study is to build on the foundation established by Daya and April (2014) and Daya (2014) by investigating the factors of inclusion and the dimensions of personality in order to understand if and how they relate to each other. The study further aims to assist organisations by providing a better understanding of personalities as they relate to factors of inclusion. This may help in recruiting and developing leaders, as well as building a healthy corporate culture that values diversity and individual differences and in turn leads to organisational success.

1.3. Problem statement

Diversity is established in literature as an important component for organisations to perform successfully (Cox & Blake, 1991; Nathan & Lee, 2013). Inclusion can be described as a moderating variable between diversity and organisational performance. Inclusion is however based on an employee's perception of the organisation's management, policies and procedures (Alfes, Truss, Soane, Rees, & Gatenby, 2013) as well as how an employee personally relates to fitting into the values and culture (Molefi, 2017). These perceptions can be argued to be influenced by an individual's personality traits. The relationship between personality facets and perceptions of inclusion have not been clearly established in the workplace, yet they could influence feelings of inclusion.The main objective of this study is to investigate the relationship between the factors of inclusion and personality traits within a South African financial services organisation.

1.3.1 Research question

Is there a relationship between personality and perceptions of inclusion?

1.4. Significance of the study

According to Daya and April (2014), there is limited literature available on inclusion within the South African context. The existing literature on this issue within an emerging market context can be largely attributed to Daya (2014), Molefi (2017), Ndzwayiba and Ned (2017), Schultz, Slaski, Blass, and April (2008) and Walton (2011).

Daya reports on the limited resources available for understanding inclusion at a personal level and comments that a study on the factors of inclusion, as measured in her research, may be enhanced by investigating its relationship with personality.

The current study may be of value to academics as it will add to the available literature by forming a better understanding of personality traits and how this may influence perceptions of inclusion.

According to Booysen (2007), Daya (2014) and Ramphele (2008), South Africa faces key business and societal concerns when considering the current demographic distortion of organisations. This study intends to add onto the existing research and provide key considerations for organisations that aim to build a diverse and inclusive workplace. Thus, this research may be of value to human resources departments and leadership teams as it could influence the organisation's resourcing and learning policies in terms of attracting and retaining employees. This may be done by promoting the value of individual differences, which include diverse personalities and therefore enhancing feelings of inclusion.

Such changes could be achieved by fostering a more understanding and cooperative environment for both newly formed and already established teams, thus creating an inclusive culture.

This study aims to add to the current dearth of literature on the topic of inclusion and will provide a framework for demonstrating how inclusion and personality may be

related and, as such, assist in the development of an inclusive corporate culture, where different people are understood and have a sense of belonging.

The study aims to be of value to management by providing findings which may be important in guiding systemic change driven at the organisational level, whilst focusing on interpersonal and personal dimensions. Moving from managing diversity through compliance in employment equity, this approach may help to obtain organisational success by effectively fostering an inclusive workplace.

1.5. Delimitations of the study

This research is limited to employees within a division of a multinational, financial institution in South Africa, which is part of the financial services sector. As such, it will not be generalisable to other organisations in other sectors in South Africa or worldwide.

1.6. Definition of terms

Personality: Stankov (2007) defines personality as “a collection of emotion, thought, and behaviour patterns unique to a person. There are considerable individual differences in personality and we use the term ‘personality trait’ to describe a constellation of characteristics that are captured by a group of variables”.

Trait: Bergh and Geldenhuys (2014) define trait as characteristic internal dispositions, observable behaviours, thoughts and feelings which describe personality structure, motivation, personality development and psychological adjustment.

Inclusion: Inclusion, is different to diversity in that it facilitates diversity effectiveness in an organisation, is driven within the organisation and focuses on both visible/ external differences as well as invisible differences and involves everyone in an organisation.

Inclusion Index™: The Inclusion Index™ is a survey established in 2007 and is considered a valid and reliable measure of inclusion (Schultz et al., 2008). Daya and

April (2014) used the Inclusion Index™ in their study to provide a degree of understanding of the current perceptions of the factors that influence inclusion.

HEXACO-24-24-24: The HEXACO-24-24 Personality Inventory (PI) is a tool based on the six major constructs of human personality. It is described in the book, the *H Factor,* as follows:

"The HEXACO-24-24 model was developed from several previous independent lexical studies. Language based taxonomies for personality traits have been widely used as a method for developing personality models. This method, based on the logic of the lexical hypothesis, uses adjectives found in language that describe behaviours and tendencies among individuals. The identified adjectives are distilled down through factor analysis to yield a manageable number of groups of related personality traits" (Ashton & Lee, 2012).

Diversity: O'Mara (1994) defines diversity as "race, gender, age, language, physical characteristics, disability, sexual orientation, economic status, parental status, education, geographic origin, profession, lifestyle, religion, position in the company hierarchy, and any other difference." This definition focuses on the differences, however, Roosevelt (1995) describes diversity as the characterisation of any mixture of similarities and differences suggesting that both differences and similarities fall within the ambit of diversity.

1.7. Assumptions

In this study, the following assumptions will be made:

- The respondents will reflect normal perspectives and experiences.
- Respondents will answer questions honestly. There is a reasonable assumption that respondents will be truthful as there is nothing to be gained from being dishonest. However, the limitation here is that there will be no way to test the honesty of the answers provided.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

Organisations around the world have shown an interest in diversity in the workplace and its impact on business performance (Excellent, 1999; Post et al., 2009). Barak (2016) affirms that one of the key business challenges facing firms today is the ability to successfully manage an increasingly diverse workforce and that inclusion is an important lever in unlocking potential of a multicultural and diverse workforce. The concern for diversity within an organisation can be attributed to the global economy, which has brought about the internationalisation of organisations, globalisation and a shift in the profile of the workforce. In addition, firms are seen to be obliged to adopt anti-discriminatory and legislative policies for their employees, based on global legal trends (Mor Barak, 2015). Putnam (2007) suggests that researchers' interest in the "economics of diversity" has increased over the last two decades. Moreover, according to Cox and Blake (1991) as well as Post and colleagues (2009), organisations are encouraged to employ a diverse workforce, as this results in positive business performance, innovative thinking and competitive advantage. Furthermore, Barak (2016) embraces the concept of inclusive leadership and states that in order to realise a competitive advantage through innovation, leaders should learn to leverage diversity.

2.2. Diversity

2.2.1. What is diversity?

Diversity is a term used to characterise the recognition of individual differences. This is all-encompassing with respect to race, gender, age, cultural background, ethnicity, social status, sexual orientation, and personal identity/ personality. According to Roccas and Brewer (2002), cited in Sposato et al. (2015, p. 89), "[i]dentification with social categories, such as those in the diversity literature, is based on symbolic attachment to the group as a whole". Furthermore, Daya (2014, p. 12) states that "[d]iversity can be separated into visible (surface level) and non-visible (deep level) difference".

2.2.2. Why does diversity matter?

Business performance has been shown to be more effective and successful when there is workforce diversity. A study by Reguera-Alvarado, Fuentes, and Laffarga (2017) found that when the number of women increases at board level, there are stronger economic results for organisations. This is supported by a South African study by Scholtz and Kieviet (2018). In a study on cultural diversity, innovation, and entrepreneurship at a firm-level, Nathan and Lee (2013) found that diversity may be considered both a social benefit and an economic asset. Furthermore, Cambrea et al. (2017) found that top management team achieved higher firm performance when they comprised a mix of gender, experience and educational background

There are however studies which have identified a negative relationship between certain qualities of diversity, such as the suggestion that heterogenous teams may not perform as well as homogenous teams (Pelled, Eisenhardt, & Xin, 1999; Tsui, Egan, & O'Reilly, 1992) and that racial diversity did not relate positively to firm performance which was evidenced in the study by Richard (2000). However, this notion differs when considering that certain diversity traits have a positive effect on individuals and small groups (Jackson, May, & Whitney, 1995). Other studies advocate that employee turnover and conflict might be increased by organisational or team diversity, as well as resulting in a decrease in social cohesion (Jackson, Joshi, & Erhardt, 2003; Milliken & Martins, 1996; Williams & O'Reilly, 1998).

According to Soldan (2010), team cohesiveness is seemingly unrelated to performance. This supports a report by Goodman, Ravlin, and Schminke (1987) which states that little evidence is available to support a positive relationship between group cohesiveness and performance. Both studies suggest that even though cohesiveness is related to the alignment of group norms, these norms may or may not enable performance.

At the organisational level, companies are seen to develop and implement interventions, policies and practices to take advantage of the positive characteristics of a diverse workforce (Gotsis & Korte, 2015). A strong case for diversity is made when workplace and workgroup diversity, relational demography, and organisational diversity work together in the organisation to realise innovative thinking by leveraging

off a wider talent pool. This makes for better decision-making and is aligned to a broader and more diverse customer base (Cox, 1994).

2.2.3. What does diversity mean in a South African context?

"The purpose of the Employment Equity Act, No 55 of 1998 is to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment through elimination of unfair discrimination and implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure equitable representation in all occupational categories and levels in the workforce" (Saica, 2018).

Since the new political dispensation was ushered in two decades ago, South Africa has been driven to change. From an organisational perspective, this change has been directed by government through the introduction of the Employment Equity Act, 55 of 1998 (Republic of South Africa, 1998). Accordingly, businesses across various sectors have been tasked with aligning the workforce to the demographic profile of the country.

In addition to the legislative requirement to transform, South Africa is faced with rectifying the moral and social injustices of its past and, consequently, addressing inequality in the workplace. According to Daya (2014), the demographic misrepresentation within the workforce of companies in South Africa is a serious issue. Given statutory requirements such as the Employment Equity Act as well as political pressure to meet the terms set out in the Employment Act, it can be reasonably argued that in South Africa, organisations are cognisant that a diverse workforce is both a strategic and a social imperative (Booysen, 2007).

A diverse workforce, in the context of this research paper and based on the definition used by Daya (2014), refers to a workforce that is characterised by the diversity apparent in society (Wah, 1999). According to April and Blass (2010), even though organisations may align themselves to employment equity and implement strategies to achieve the outcomes of the Employment Act, employees may not necessarily feel that all the elements of their social identities are appreciated and included, hence leaving them feeling excluded. Daya and April (2014) further add that many

organisations are focussed on legislative compliance and therefore on achieving employment equity targets which does not address the fundamental organisational and individual change that is required.

Therefore, acknowledgement and awareness of diversity may not be enough to achieve performance and business success. Diversity brings with it a plethora of differences, not only demographic, that need to be understood and managed in the workplace. When examining literature on diversity and its impact on business performance, Jayne and Dipboye (2004, p 409) report that “research findings from industrial and organisational psychology and other disciplines cast doubt on the simple assertion that a diverse workforce inevitably improves business performance. Instead, research and theory suggest several conditions necessary to manage diversity initiatives successfully and reap organisational benefits.”

Whilst diversity alone may not be a source of competitive advantage, managing diversity through interconnected practices and a deep understanding of demographically different people may result in higher performance and productivity levels (Cox & Blake, 1991; Thomas, Cumming, Lattimer, & Plani, 1996). There is therefore a need to shift from focusing only on the commercial benefit of diversity to the social and strategic imperative of inclusion. According to Bunderson and Van der Vegt (2018), the degree of equality or inequality in teams influences the effects of diversity. This is also argued by Dobbin and Kalev (2007) whose study concluded that a diverse workforce will only be effective in an environment that is perceived as inclusive and in which employees feel equal.

2.3. Inclusion

2.3.1. What is inclusion?

Against the background of a diverse workforce, there is an increased focus on inclusion in organisations. Diversity and inclusion are often used together or interchangeably, however, research has shown that these are two separate terms and are perceived differently by employees (Roberson, 2006). In the study conducted by Roberson (2006), the results suggest a distinction between the concepts of diversity

and inclusion and different approaches to diversity management. A comparison of the concepts of diversity and inclusion indicates that inclusion draws attention to a culture that embraces and leverages differences whilst diversity draws attention to that which makes people different (Dobbins & Kalev, 2016; Ferdman, 2017; Moran, 2017).

On the one hand, diversity focuses on external differences, yet internal differences also have to be understood. Nevertheless, diversity and diversity management may not be sufficient for organisations to be successful. According to a study conducted by Sabharwal (2014), while diversity management alone may not be sufficient to improve workplace performance, a more holistic approach could produce a more inclusive workplace.

On the other hand, inclusion is the acknowledgement and awareness that people are different. These differences should be leveraged so that at an individual level, the employee is engaged, and performance is optimal (April et al., 2009; Daya, 2014; Giovannini, 2004). An inclusive approach to diversity management means that an organisation creates an environment inclusive of all elements of diversity – that which is visible on the exterior as well as that which is not visible and on the inside (Daya, 2014; Sabharwal, 2014; Sposato et al., 2015). According to Mor Barak (2015), inclusion is an employee perception. Barak states that inclusion refers to employee's perceptions that in an organisation, their contribution is appreciated and their influence of inclusion or exclusion on their performance was encouraged by their participation. This study was conducted in the service industry.

In another study by Barak (2014), the researcher suggests that an employee's sense of being part of both the formal and informal processes that exist in an organisation will lead an employee to feel either included or excluded. The formal processes relate to the formal decision-making processes and informal processes refer to a more casual set up, such as lunch meetings, wherein decisions may also be taken. According to Davidson and Ferdman (2002), an important component of entrenching inclusion is ongoing and open discussion and dialogue on matters that relate to the topic. The authors advise that this is a necessary skill and discipline for both individuals and organisations (Davidson & Ferdman, 2002; Isaacs, 1999). The fair treatment of employees and consideration for their skills, judgement and attitudes, according to

Sposato et al. (2015), are factors that promote diversity, inclusion and workplace equality.

2.3.2. Inclusion in a South African context

Whilst inclusion is not a new concept in the existing literature and is evident in the work of various researchers (Ferdman, Barrera, Allen, & Vuong, 2009; Mor Barak & Cherin, 1998; Roberson, 2006; Stamper & Masterson, 2002), there is limited research on the topic of inclusion within South African corporates. In South Africa, the regulatory framework informs the diversity and inclusion plan that organisations adopt (Thomas, 2002).

Thus, it is evident in South Africa that organisations have aligned policy to support the regulatory obligation to have a diverse workforce and one that is reflective of the nation's demographics (Horwitz & Jain, 2011). Accordingly, there is emphasis on providing a framework for structural and functional changes to aid in the attraction, sourcing and retention of the previously disadvantaged population, namely the African, Indian and coloured race groups, as well as a focus on females within these groups and disabled people (Thomas et al., 1996). These frameworks may include workplace training and development courses on diversity management such as women/ employee/ family friendly policies, flexible work arrangements, work-life integration, managing sexual harassment and valuing and understanding ethnic, gender, age, race, sexual orientation and disability differences (Bozeman & Feeney, 2009; Pitts, 2006; Pitts, Hicklin, Hawes, & Melton, 2010; Rice, 2004; Roberson, 2006). Practices that facilitate diversity within a South African context are the organisation's resourcing policies that seek to address employment equity targets and thus align hiring to realise an increase in gender or race specific appointments (Tweh, 2012). Conversely, an inclusive practice is one that may enable a culture that promotes unbiased leadership accessibility, provides a safe environment for employees to have their say or share their ideas, and facilitates the equitable treatment of all.

While the definitions of diversity and inclusion do not explicitly touch on the disadvantages caused by South Africa's history, "it opens the possibility for South

African organisations to appreciate all forms of visible and non-visible diversity" (Daya & April, 2014).

2.3.3. Why inclusion matters

The results from the study by Sabharwal (2014) show that when employees' opinions are sought out and encouraged to be expressed, as well as when they are consulted prior to organisations making important decisions, the workplace is productive. Thus, in order for employees to feel heard and consulted, leadership should be supportive and empowering of employees. This relates to providing employees with access to information and resources to assist them in making decisions important to and about their jobs.

According to Shore et al. (2010), the requirement to integrate different people into the workplace is growing and can be done using inclusive practices. Furthermore, Sherbin and Rashid (2017) state that inclusion is necessary for diversity to "stick".

Furthermore, Vozar (2013) explains how diversity and inclusion practices help to attract talent, and Pless and Maak (2004) argue that in order to achieve high performance, organisations should focus on building an inclusive, integrated, diverse workforce which is mobilised towards common aspirations. They also argue that in order to build trust with their employees and to encourage employee performance, leaders need to act with integrity, treat employees with respect, and recognise employees' contributions.

Sherbin and Rashid (2017) suggest that an increasing number of companies have recognised that inclusion-based practices align to business objectives and result in positive outcomes. The case can therefore be made that organisations want and require an inclusive environment.

2.3.4. Summary of literature relating to perceptions of inclusion

Table 1, adapted from Daya (2014), reflects the literature that is related to employees' experiences or perceptions of events and behaviours that result in feelings of inclusion

Table 1: Table summary of factors which cause feelings of inclusion

Feelings of inclusion are caused by:	Author
Diverse, demographic groups.	Gasorek (2000); Roberson (2006)
Collaboration and empowerment in problem solving, enhancing processes, decision making and career choices.	Gasorek (2000); Mor Barak and Cherin (1998); Pless and Maak (2004)
Making a difference through valued contribution and feelings of acceptance, personal validation and appreciation.	Gasorek (2000); Davidson and Ferdman (2002); Pless and Maak (2004)
Diversity, flexibility and personal choice.	Mor Barak and Cherin (1998); Gasorek (2000)
Demonstrating and experiencing advanced moral reasoning and integrity.	Pless and Maak (2004)
Experience of a cooperative leadership style.	Pless and Maak (2004); Roberson (2006)
Accessibility to confidential/ sensitive information as well as formal and informal discussion.	Pelled, Ledford and Mohrman (1999); Davidson and Ferdman (2002)
The ability to demonstrate one's own talents and adding value through being a part of a project, important tasks or an effective initiative.	Davidson and Ferdman (2002)
Employees have a sense of belonging to the organisation which, in turn, makes it attractive to potential employees as there is also connectedness among employees to the organisation and towards a common goal; there is cross-functional integration.	Gasorek (2000)
Work autonomy.	Davidson and Ferdman (2002)
Seeking out one's point of view or input.	Davidson and Ferdman (2002); Avigdor et al. (2007)
Being involved in teamwork.	Mor Barak and Cherin (1998); Davidson and Ferdman (2002); Pless and Maak (2004)
Resource accessibility and individual perception.	Mor Barak and Cherin (1998)
Getting feedback.	Davidson and Ferdman (2002)
Fair treatment.	Avigdor et al. (2007); Roberson (2006)
Willingness to learn from others.	Davidson and Ferdman (2002)
Experiencing respect and showing respect and recognition for others.	Pless and Maak (2004)
Involving employees.	Roberson (2006)
Job security.	Pelled et al. (1999)

2.3.5. How can inclusion be measured?

As discussed in the sections on diversity and inclusion, there are material and common aspects in the literature that suggest that there are themes for good inclusion practices. These include collaborative and ethical leadership styles (Pless & Maak, 2004), organisational belonging (Davidson & Ferdman, 2002), enabling and encouraging employees' contribution in decision making, respect and recognition for employees (Pless & Maak, 2004), and creating diversity in the workforce (Gasorek, 1998). A which investigated factors that support or hinder the success of diversity management programmes, found that "having a strategic plan for diversity initiatives, integrating these initiatives into the corporation's strategic plan, recognising that diversity is a business imperative, having a culture that values diversity and having top management support diversity management practices, were the factors most likely to assist in the success of diversity initiatives" (Wentling, 2004).

Daya's (2014) study along with findings from various other researchers (Boekhorst, 2015; Dobbin & Kalev, 2007; Gasorek, 1998; Mor Barak, 2015; Pless & Maak, 2004; Walton, 2011) found that for organisations to transform, important aspects of inclusion need to be considered at different levels. At an organisational level, these include senior leadership, organisational climate, organisational belonging, communication, and transparent recruitment, promotion and development. The second level is the interpersonal level, which covers employees' feelings of being respected, accepted, valued and recognised. An important point in this regard is the line manager/ subordinate relationship. The employee experience is also an important factor, and this relates to how the employee connects with the organisation in aligning him or herself to its mission, vision and values. This also relates to trust and feeling trusted, as well as the employee's decision-making ability, autonomy and access to information. The third and final level on which inclusion should be considered is the individual or personal level. Factors that may influence inclusion on this level need to be better explored, but relate to personality, locus of control, and self-confidence, which includes self-esteem and power (Daya, 2014, p. 163). Daya's findings demonstrate that the dimensions of inclusion identified by April and Blass (2010) such as fitting in, values, immediate manager, senior managers, promotion, progression and development, recruitment, bullying/ harassment, dialogue, organisational

belonging, and emotional well-being play an important role in cultivating an inclusive environment (Daya, 2014).

Diversity theory suggests that the foremost factors that influence inclusion are leadership/ leadership behaviour, demographic make-up and, most importantly, diversity programmes (Avery & McKay, 2010). However, leadership behaviour has received the most attention (Kulik, 2014). It may be argued that organisations consider engaged employees and effective leaders important to their success (Mozammel & Haan, 2016). According to Alfes and colleagues (2013), leadership behaviour is an important predictor of commitment and that job satisfaction levels are gauged through employees' perceptions. Furthermore, research supports the perception that ethical leadership is important in fostering innovative behaviour from employees and is a strong predictor of organisational culture (Toytok & Kapusuzoglu, 2016). Senior managers or leaders will set the tone for the company culture and their leadership behaviour may either build or break the creation of an inclusive workplace (Cottrill, Lopez, & Hoffman, 2014). The study conducted by Cottrill et al. (2014) suggests that "organisations can promote inclusive environments through authentic leadership, and that inclusive environments promote employees' work-related self-esteem and their willingness to go above and beyond in their jobs."

While senior management is seen to be responsible for strategy and driving the culture of the company, employees have more interaction with their direct line manager or line managers on a daily basis. Line managers encourage employees to participate in diversity programmes that might otherwise be underutilised. The results of a study conducted on the effect that authentic leadership has on employee trust and engagement showed that consistency in words and actions of supervisors/ line managers, coupled with employees' perceptions of the leader's integrity correlate positively with employee engagement (Wang & Hsieh, 2013). Another study by Breevaart et al. (2014) highlights the importance and impact that daily interaction with line managers for daily work engagements has on employee engagement. The researchers identify that a line manager deals with employees on a daily basis and therefore has a significant influence on the direct workforce and employees' work performance, engagement and behaviour, which in turn influences perceptions of inclusion.

2.4. Dimensions of inclusion

2.4.1 Values

Values are a set of important principles which define and guide organisational behaviour, company culture, company climate, corporate identity, employee commitment and satisfaction (Florea & Amuza, 2015). Value-based organisations are able to describe the desired behaviours of the organisation in order for it to function at its best. Employees may then use these guiding principles to be good corporate citizens. As concluded in a study by Shaker Al Ani and Jamil (2015), activities related to corporate citizenship have a positive impact on the financial and market performance of the company. An article by Murphy and Mowry (2017) focuses on employers creating a value-driven company culture. They share the view that the best companies connect with employees by purposefully engaging with their employees about the company values and working on ways to live these values. According to Khandelwal and Mohendra (2010), having organisational vision and values is seen to be the primary form of unity that emanates from a common identity, creating a joint purpose and thus promoting a sense of inclusion. The authors are quoted as confirming that "research suggests that when employees share organisational values, they feel more loyal, committed, identify more strongly with the organisation, and are more likely to stay" (Khandelwal & Mohendra, 2010).

2.4.2. Recruitment, promotion, progression and development

Employees' perceptions of recruitment practices, promotion, progression and learning and development opportunities are important to better understand employee engagement. These are practices that employees may perceive to be fair and transparent and that, in turn, build trust with the employee. From an organisational perspective, driving a coherent, integrated strategy that includes the elements of attraction, promotion and development will enhance the company's governance and compliance policies as there will be unified, consistent policy management. Emphasis on diversity and inclusion should be entrenched in all these policies and practices to yield a more positive result when compared with organisations that separate diversity from other core people practices (Scott, Heathcote, & Gruman, 2011). In South Africa,

companies have aligned recruitment practices to the transformation objective, based on the country's employment equity legislation (Booysen, 2007). However, the way a company recruits has social implications for both employees and external stakeholders. According to the article, "Novartis Pharmaceuticals Corporation has the right prescription for diversity" (2014), the company improved its status among the top 50 companies in terms of diversity by following a deliberate and strategic intention regarding diversity and inclusion, as well as by including diversity and inclusion as "a natural part of the way a company does business – drives innovation and moves the business and people forward". Novartis identified the importance of a changing client profile and increasingly diverse workforce. To address this, human resource and line manager strategies need to align efforts to attract and retain diverse employees in order to build and maintain an inclusive workplace where all perspectives and people are valued. If the common thread of diversity and inclusion runs through all people and business practices, companies are likely to see positive outcomes, not only in meeting employment equity targets, but also in building trust with employees, building a positive external company image and enhancing inclusion in the workplace. Recruitment works hand in hand with promotion, where a robust talent management process will see diversity in succession plans. These succession plans will then inform the learning and development outcomes to ensure employees progress within the organisation. This will gain employees' commitment, reduce turnover and enhance performance.

2.4.3. Fitting in and organisational belonging

According to Ehala (2018), to manage perceptions of inclusion effectively, acknowledgement that feelings of belonging are both a "source of solidarity and discrimination" is important. This author also notes that collective identity has an emotional connection and that shared emotions may influence the formation of groups, united action and group-to-group relations. Inclusion may be regarded as feelings of belonging, being respected, valued and appreciated, as well as having a sense of support from others to perform optimally (Roberson, 2006).When individuals feel included and align to an organisation's vision and mission, they may perform optimally

and also extend themselves to do more at their own discretion (April, Katoma, & Peters, 2009).

2.4.4. Bullying and harassment

According to Einarsen and colleagues (2011), workplace bullying may be defined as ‘‘harassing, offending, socially excluding someone or negatively affecting someone’s work”. The impact of this behaviour can be seen as a detractor to perceptions of inclusion and therefore suggests that a strong sense of feeling bullied or harassed would correlate with feelings of exclusion. Soylu and Sheehy-Skeffington (2015) argue that the external environment may be re-enacted in the workplace and that “workplace bullying can be understood as a manifestation of intergroup dynamics originating beyond the organisation”. This provides further impetus for understanding how different demographic profiles perceive inclusion in the workplace.

2.4.5. Dialogue

In seeking to improve employee engagement, communication, information and conversations on important topics of diversity and inclusion may help organisations hear the voice of the employee.

2.5. The comparison between diversity and inclusion

Based on the discussion earlier, diversity is described as a function of regulatory compliance, corrective in nature, and representative of external/ visible differences. Diversity focuses on demographics and more so on minorities or previously disadvantaged population groups.

Inclusion is different to diversity in that it facilitates diversity effectiveness in an organisation, is driven within the organisation and focusses on both visible and external differences as well as invisible differences and involves everyone in an organisation.

The difference between the concepts of diversity and inclusion are depicted in Figure 1. Research on the aspects that need to be managed, to enhance inclusion at an individual level, is limited, although various studies have shown a substantial discrepancy in the personality–performance relationship which has still not been explained (Elanain, 2007). This suggestion is pivotal as it implies that there may be individual variables influenced by external/ situational stimuli that are related to personality (Barrick, Parks, & Mount, 2005; Hogan & Holland, 2003; Hurtz & Donovan, 2000).

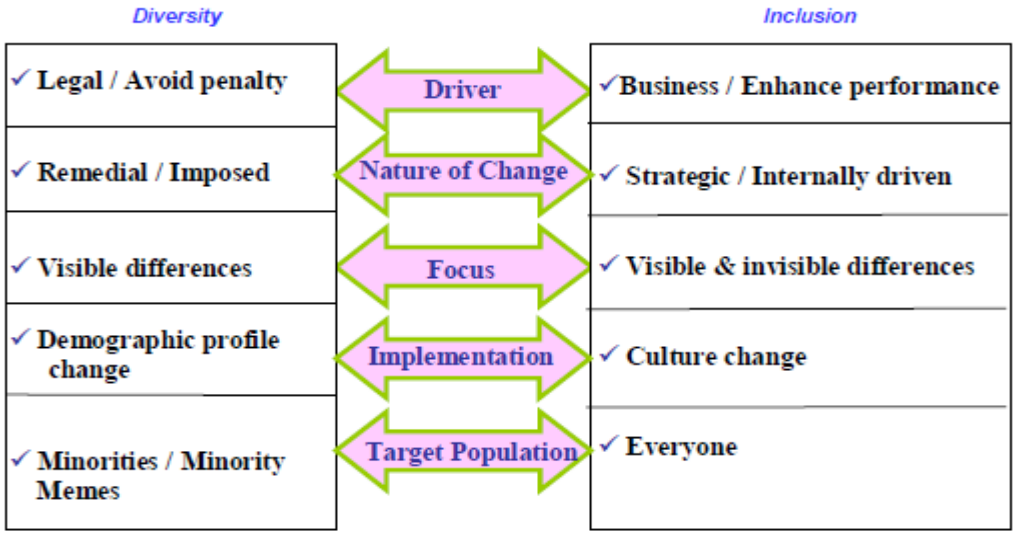


Figure 1: Comparison of diversity and inclusion

Source: Based on Daya (2014) and Schultz et al. (2008).

Based on the literature and summary provided in Figure 1 as well as the expansion on the factors used in the Inclusion Index™, it is reasoned that inclusion is considered a strong lever for organisations to build and retain a diverse workforce which, in turn, will positively influence business performance.

Pless and Maak (2004) state that while much attention has focused on the "strategic dimension of diversity policies, systems, and processes, much less thought has been given to the normative dimension, the norms and values involved". A study by Stankov

(2007) examined the relationship between personality, social attitudes, values and social norms. As stated in Stankov's report, these are well researched in the sense that the structure, or dimension, within each domain is known.

Accordingly, diverse personalities are apparent and inherent in every setting, from household to workforce. Companies would therefore benefit by seeking a better understanding of their employees in striving to build a workplace that is inclusive of all ideas, cultures and opinions (Tweh, 2012).

It therefore follows that a better understanding of the different personality dimensions would make the leadership quest for inclusion easier.

Daya's (2014) research sheds light on the components of diversity and inclusion and suggests that further research on the relationship between inclusion and personality would enrich the available literature on the topic, thus being of value to organisations that aim to create an inclusive workplace.

In view of the need for organisations to understand and create an environment that is inclusive at a personal level, the construct of personality needs to be better understood. The measurement of the factors of inclusion are based on the way people feel about and perceive their environment. As these are personal characteristics, it can be argued that personality influences the perception of feelings of inclusion and therefore personality and its relationship with inclusion should be studied.

2.6. Personality

Personality may be regarded as a construct of "individual differences in the tendency to behave, think, and feel in certain consistent ways" (Caspi, 1998). Stankov (2007) defines personality as "a collection of emotion, thought, and behaviour patterns unique to a person. There are considerable individual differences in personality, and we use the term 'personality trait' to describe a constellation of characteristics that are captured by a group of variables".

Bergh and Geldenhuys (2014) define traits as characteristic internal dispositions, observable behaviours, thoughts and feelings which describe personality structure,

motivation, personality development and psychological adjustment. In psychology, a facet refers to a specific and unique aspect of a broader personality trait (Anglim, Knowles, Dunlop, & Marty, 2017).

2.6.1. Personality theory

There are various personality theories. The major theories are summarised in the table below which captures the major theorists, the theory classification, a summary of the theory type and the measurement tool used for evaluating each personality theory.

Table 2: Major personality theories

Theorist	Personality Theory	Summary	Measure
Sigmund Freud	Psychoanalytic: Emphasising the role of the unconscious in regulating behaviour.	Freud presented hypothetical forms of the structure of the mind, the way personality works and the way it develops.	Free association Dream Analysis
Carl Jung	Psychodynamics: The interaction between the unconscious and conscious mind.	Focusses on the dynamic interaction between the motives that drive our conscious and subconscious minds.	Therapy sessions
Hans Eysneck Raymond Cattell Allport Gordon Mcrae and Costa	Trait Theory: Extraversion and neuroticism and personality is founded in genetics.	Trait theory provides personality descriptors founded in everyday language. Trait theory is founded in a scientific study to traits as important and isolated dimensions of personality.	Personality inventories Five Factor personality inventory (FFM)
Mishcel Bandura and Skinner	Behaviourists/ Social -Cognitive	Considers the way people respond to different situations and stimuli, that consequence to a reaction as well as watching the behaviour of others may influence response.	Past behaviour in a situation is a predictor for future behaviour in the same or similar situation.
Maslow Carl- Rogers	Humanistic	Proposes that there are subjective views to consider regarding personality. Their focus is that humans' have rationality, freedom and consciousness and that if basic human needs are met, human beings will work towards self-actualisation.	Therapy sessions, Questionnaires

Adapted from Myers and DeWall, 2016

2.6.2. Selected personality theory and personality assessment tool

For this study, trait theory has been selected. According to Bergh and Geldenhuys (2014), traits can be defined as characteristic internal dispositions, observable behaviours, thoughts and feelings which describe personality structure, motivation, personality development and psychological adjustment. Trait theory is founded in the scientific study of traits as major dimensions of personality. The researcher has selected trait theory as there are valid and reliable personality inventories available for use. For this study, the HEXACO-24-24 personality inventory will be used to form part of the survey to understand perceptions of inclusion as they relate to personality. This inventory is based on six major personality dimensions.

According to Chirumbolo (2015), there is a significant amount of evidence to support a personality trait assessment in place of the familiar Big Five personality trait theory as previously mentioned. The HEXACO-24-24 is based on the Big Five personality test, however, it has a sixth measure which has been found to be of significance and has seen the HEXACO-24-24 as a personality inventory being used in favour of the big five (Chirumbolo, 2015; Kajonius, 2014). This section of the research investigates whether there are differences in individual perceptions of inclusion and whether these relate to personality dimensions.

The HEXACO-24-24 is therefore a recommended personality and trait measure and may also be applied when shorter time frames are required. The survey instrument consists of 24 facet-level personality trait scales that define the six major personality factors, namely Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O).

According to Shore et al. (2009, 2011), the requirement to integrate different people into the workplace is growing and can be done using inclusive practices. The work by April and Daya (2009), Davidson and Ferdman (2002), Daya (2014), Ferdman et al. (2010), Louw (1995), Mor Barak and Cherin (1998), Pless and Maak (2004), Roberson (2006), and Schultz et al. (2008) will form the foundation for further investigation of the perceptions of, and the factors that may influence, inclusion in the workplace.

2.7. Personality factors

2.7.1. Honesty-Humility

According to Kajonius (2014), over the last decade, the HEXACO-24-24 model of personality has received a marked uptake with special interest on the sixth basic factor, namely honesty-humility. This factor is measured by four facets, namely fairness, sincerity, modesty and greed-avoidance (Kajonius, 2014). Honesty-humility can be described as the factor which drives honest, transparent, trustworthy, cooperative conduct and can be further likened to personalities that are considered modest and unassuming (Hilbig, Heydasch, & Zettler, 2014). These facets are found to have the greatest overlap with personal values and strong honesty-humility is a marker for moderating work behaviours which voluntarily disrupt organisational standards and may affect employee and organisational well-being (Robinson & Bennett, 1995). Organisational climate is an important component of perceptions of inclusion, therefore, having employees who are high on honesty-humility may be good for driving change programmes and building trust in the organisation. Scoring high on the scale would indicate that the person is not attached to material items, nor drawn to status. They will not manipulate others and generally follow the rules. Lower scores conversely may indicate a manipulative personality type, motivated by material and social status (Lee, Ashton, & De Vries, 2005).

2.7.2. Emotionality

A person's response to external stimuli and how they regulate their response or reaction can be described as emotionality. According to Petrides (2009), emotionality is an aspect of emotional expression that is related to individual perceptions. According to the findings by Stănescu (2016), employee emotionality may be linked to stress and workplace conflict. Eisenberg, Fabes, Guthrie, and Reiser (2000) suggest that differences in individuals' behaviour could be predicted by understanding their level of emotionality. High scores on this facet may relate to competence in the perception and expression of emotions. According to Ashton and Lee (2009), high scores on this dimension indicate fear of being physically injured, high levels of anxiety, and the need for emotional support from others. Empathy and attachment are

also aligned to high scores of emotionality. Low scores indicate the opposite and suggest that persons with lower scores may not be afraid of activates (behaviours, actions, situations) that may be physically harmful and may show little anxiety when faced with situations of high pressure or stress. They may seem independent or aloof and do not require emotional support from others. In the fostering of an inclusive environment, organisations may require both personality types, as one is risk adverse and the other pro risk. This may aid in balanced decision making.(Ashton & Lee, 2009)

2.7.3. Extraversion

As explained by Watson and Clark (1997), extraversion has, for the last half century, formed part of all the main higher-order personality trait classification. “Higher-order traits represent the most general level in the hierarchy of dispositions. This is the level at which psychologists attempt to explain individual differences with the fewest possible and most broadly applicable dimensions” (Watson & Clark, 1997). Extraversion has been predominantly split into two areas, one that relates to the satisfaction of interpersonal relationships and the shaping/ adapting component, and the second is the shaping/ adapting effect of achievement, dominance and mastery.

According to a study by Campbell, Simpson, Stewart, and Manning (2003), extraverted males, when rated by themselves and peers, are considered more likely to become a leader, however, this was based on the motivation of receiving a reward. This indicates that men with high extraversion scores are reward sensitive. In another study, Oostrom, Born, Serlie, and Van der Molen (2012) investigated whether leadership behaviour could be predicted through personality trait testing. The study confirmed that high scoring on extraversion could predict leadership behaviour. Ashton and Lee (2009) describe individuals with a high score on this dimension as being self-confident with a positive self-image who would be confident expressing themselves and addressing and leading groups. These individuals may also be considered more sociable. These authors ascribe lower scores on this dimension to people who may not require or enjoy social engagements or interaction and may not easily voice their opinions.

A key measure when building an inclusive workplace is the impact of leadership at an immediate and senior manager level. Another measure is the importance and openness of communication and ongoing dialogue. As extraversion is associated with leadership ability and the confidence to lead and address teams, this suggests that extraversion is a dimension or personal quality which could assist in developing an inclusive workplace. Another view could be that people who score high on extraversion and are regarded as socially bold, displaying social self-esteem and sociability, are naturally more inclined to seek company, are comfortable in building relationships and therefore are likely to feel more included.

2.7.4. Agreeableness

A high score on the measure of agreeableness may be associated with qualities such as forgiveness and leniency, mild temperament, as well as being considerate and willing to compromise to collaborate. A low score suggests that the individual will present tendencies such as being easily angered, display resentment and the inability to forgive those who may have hurt them and they may be critical of others (Lee et al., 2005). Agreeableness can be thought of as a latent variable as it represents a collection of specific traits and behaviours (Watson & Clark, 1997). According to Strauss, Connerley, and Ammermann (2003), attitudes towards diversity can be related to traits of agreeableness. The descriptors for positively possessing the agreeable trait are forgiveness, flexibility, patience and gentleness. A reasonable assumption could be made that people who possess the trait may be more tolerant and understanding towards organisational policies and processes that they may not wholly agree with, but are amenable to these frameworks as they have a natural tendency to be flexible and patient.

2.7.5. Conscientiousness

Being thorough, careful and meticulous could describe the traits of people who score high on this dimension. They enjoy organised surroundings, plan well and are disciplined in nature. Decisions are well thought through and measured. The opposite

aligns to lower scores, which will see these individuals able to work in a less structured or unstructured manner. Such individuals may need less time and information to make decisions and may make impulsive decisions. They may also display an aversion to more difficult tasks. According to Barrick and Mount (1991), Barrick, Mount, and Judge (2001), Hurtz and Donovan (2000) and Salgado (1997), when considering work performance, the most reliable predictor is conscientiousness.

2.7.6. Openness to experience

An investigation by Homan et al. (2008) found that noticeably diverse teams wherein differences were conspicuous, were influenced positively by people scoring high on the measure of openness to experience. This dimension is best described as having an enquiring mind, interested in arts and culture, persons who are flexible and free spirited and have an appreciation for things that are new, foreign or different. According to Ang and Van Dyne (2015), people who score high on this dimension are tranquil, creative, socially aware and tolerant, are less likely to display social or racial bias (Flynn, 2005) and show acceptance of cultural differences.

2.8. Conclusion

This review of the literature focused on two aspects. The first was to develop the case for a focus on inclusion as an enabler in driving company performance through an engaged workforce, thus also highlighting the social imperative that is the backdrop to diversity in South Africa. The literature review examined perceptions of inclusion and subsequently supports the need for organisations to focus on these factors. The factors included in the Inclusion Index™ were discussed to explain the selection of this tool to assess perceptions of diversity and inclusion in a financial services organisation in South Africa.

The second part of the literature review discussed the possibility that inclusion and personality may be related, given that other variables, such as performance, are influenced by personality. The HEXACO-24-24 was discussed and its selection as a

measure in this study was validated. This tool, which entails a personality inventory, will be used to assess whether the traits present in the six major personality dimensions are related to factors of inclusion. The six main dimensions include Honesty-Humility, Emotionality, Extraversion, Agreeableness-Anger, Conscientiousness and Open to Experience. Each dimension was discussed separately as the literature suggests that positive aspects of these dimensions may be linked to performance, organisational citizenship, leadership and trust building. It therefore stands to reason that there may be a relationship between these personality dimensions, which could assist in developing feelings of personal or organisational inclusion.

The literature review has therefore supported the need to have examined the relationship between elements of inclusion and the exploration of whether personality plays a role in feelings of inclusion or helping to create an inclusive workplace. Therefore, the question that this report aims to have answered is whether there is a relationship between personality dimensions and feelings of inclusion.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

This chapter will discuss the research methodology employed as well as information pertaining to the procedures and instruments used in gathering the data for this research.

The focus of this section will be on the overall approach employed, the composition of the sample, the data collection method, how results will be analysed as well as considerations of possible limitations of the research.

3.2. Research methodology/ paradigm

The research was conducted using a positivist research model as explained by Lin (1998) through a quantitative research approach. The researcher considers this to be

more suitable than an interpretivist or qualitative approach, as the objectivity of the research would obtain generalisable findings and, due to the sensitive nature of these, would avoid subjective bias (Creswell, 2014). In addition to this, the strategy used to capture the data will be quantitative in nature.

The aim of quantitative research is to be deductive and particularistic, through the formulation of the research proposition, empirically verified using a specific set of data (Cooper & Schindler, 2014). Given that a quantitative research strategy is value-free, free from the researcher's preferences or bias, results will not be compromised. Researchers can view the communication process as concrete and easily analysed without the need for contacting the population to share more information (Cooper & Schindler, 2014).

The strengths of a quantitative research strategy, as stated by Saunders et al. (2016), are the following:

- Both the dependent and independent variables that are under investigation are clearly specified.
- Gathering data from large surveys, laboratory experiments and other forms of research manipulation achieves high levels of reliability due to controlled observations.
- Having clear research goals allows for more objective conclusions to be reached and hypothesis testing allows for causality to be more accurately assessed.

The research problem is stated in a specific and set manner:

- The study allows for the subsequent performance of research subjects to be measured longitudinally.
- Subjectivity of judgement is minimal or eliminated altogether.

However, the weaknesses of quantitative research, as suggested by Saunders et al. (2016), include the following:

- It is not possible that respondents answer survey questions in a completely controlled environment.

- There is limited information about where and how the studied phenomenon occurs as well as the context of the present situation.
- The research phenomenon is not encouraged to evolve and continue to be investigated, and as such studies consist of a structured set of questions, which are of a closed format with limited outcomes.

3.3. Research design

A descriptive research design was chosen to quantitatively evaluate the perceptions of factors of inclusion related to personality, within the context of a financial institution (Zikmund, Babin, Carr, & Griffin, 2013). This is more appropriate than an exploratory research design because there are existing measures against which to validate the research findings.

3.4. Population and sample

3.4.1. Population

The target population comprised all the employees within a division of a large South African financial institution.

The organisation in which this study will be conducted is a large financial services organisation with a presence in multiple countries, however, its footprint is largely concentrated on the African continent. The company employs just under 55 000 employees and as part of its strategy is focusing strongly on diversity and inclusion.

The focus of diversity and inclusion in this context is to improve the representation of black (African, Coloured and Indian) employees and women in senior and top management roles. The organisation already has in place a host of initiatives which have as their intention the aim of creating an inclusive environment for all, including people with disabilities. As previously mentioned, the company has a global footprint; however, at the end of December 2016, their South African operation saw the black population make up 40.7% of senior managers with 22.2% of top management. In addition, a third of top and senior management roles are performed by women. The company acknowledges that development and advancement of their employees is

critical in changing and diversifying the demography, particularly at senior and top management levels. The company has shown commitment to this and has demonstrated the same through its promotions – 50% of promotions in 2016 were of black employees to top and senior management positions. Its middle management population is close to two-thirds black employees and it maintains a level 2 broad-based black economic empowerment status under South African legislation.

3.4.2. Sample and sampling method

A sample is defined as a subset of the population that is specifically chosen for research purposes. Sampling procedures may be broadly classified into probability sampling and non-probability sampling (Saunders et al., 2016). Probability sampling is when each person in the population has the same chance of being selected – the odds of being selected are known and can be calculated. Conversely, non-probability sampling methods are characterised by sampling units based on certain criteria determined by the researcher. This latter method usually results in some sampling units being more likely to be chosen, depending on the selection criteria (Cooper & Schindler, 2014).

For the purposes of this study, non-probability convenience sampling was employed, distributing the questionnaire to 400 employees within a division of the organisation. The response rate expected was 20% based on the common response rate to questionnaires as per Kelley, Clark, Brown, and Sitzia (2003).

The participant sample was made up of employed individuals within a division of a South African financial services organisation. The individuals were at different work levels and different race groups (N = 400). A questionnaire was sent out via an email link to 400 employees, with 214 responses of which 199 questionnaires were fully completed. This represents a 53.5% response rate.

Employees were encouraged to respond to the survey through leadership communication who demonstrated their support of the study and survey instrument. The chairperson of the division's diversity and inclusion forum partnered with the researcher in communicating the background to the study and driving the diversity and

inclusion committee members to communicate the same to their teams. The chairperson sent out an email to all employees within the division to provide context to the survey and to encourage participation. This was further supported through the chairperson having the study, the survey and associated participation rates as a standing agenda item for the time during which the survey was run. The executive head of the division in which the survey was distributed also provided support for the study. The executive sent out an email to all employees in the division, explaining the importance of the study and encouraging completion.

3.5. The research instruments

3.5.1. The Inclusion Index™

The Inclusion Index™ survey was developed by Joerg Schultz (University of Hertfordshire), Kurt April (Universities of Ashridge and Cape Town), Mark Slaski (University of Hertfordshire) and Eddie Blass (University of Hertfordshire). According to Schultz and colleagues (2008), in order to extract the ten factors which are used in the survey, a laborious academic process, involving correlational analysis and principal component analysis was used. For this study, the ten elements of the Inclusion Index™ have been clustered into six categories. These include Senior Managers and Immediate Managers; Values; Recruitment, Promotion, Progression and Development; Fitting in and Organisational Belonging; Bullying and Harassment; and Dialogue. Daya and April (2014) used the Inclusion Index™ in their study to provide a degree of understanding of the current perceptions of the factors that influence inclusion.

For this study, the adapted Inclusion Index™ has been integrated with the HEXACO-24 Personality Inventory Survey, compiled into one survey and completed as such. There is a significant amount of literature available that has studied personality and its relationship with employee behaviour including, Barrick and Mount (1991) and Judge and Ilies (2002). According to Ashton and Lee (2009), the HEXACO-24-24 is a short personality inventory that assesses the six major dimensions of personality and these authors recommend it for use in personality assessment contexts particularly when time is limited. The survey consists of 24 facet-level personality trait scales that define

the six major personality factors, namely Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). In psychology, a facet is defined as a specific and unique aspect of a broader personality trait (Ashton & Lee, 2009). These authors selected 10 items of each of the six scales from the longer HEXACO-24-24 Personality Inventory – Revised (Ashton & Lee, 2008; Lee & Ashton, 2004, 2006), with the aim of representing the broad range of content that defines each dimension (Ashton & Lee, 2009).

3.5.2. HEXACO-24-24 Personality Inventory

Personality dimensions were examined using the HEXACO-24-24. This inventory considers six personality dimensions based on theory and measured by the HEXACO-24-24 questionnaire, which is a reliable and quick assessment of the six major personality dimensions (Ashton & Lee, 2007). The survey is also considered valid as studies indicate that the "results from self and observer ratings in three samples (each $N > 200$) indicated that the HEXACO-24-24 model showed considerable predictive validity advantages" over other similar personality batteries. According to Ashton and Lee (2007), "time available for measuring the personality traits of research participants is often limited", therefore this tool is effective yet practical.

According to Rammstedt and John (2007), researchers prefer to use a short instrument when measuring personality dimensions as this is likely to encourage participation, given the lesser time requirement. Ashton and Lee (2007) designed a tool that employed a self-reporting mechanism. Using feedback drawn from large adult populations, strong psychometric values were demonstrated. Their study found that HEXACO-24-24 scales "showed high internal consistency reliabilities, conformed to the hypothesized six-factor structure, and showed adequate convergent validities with external variables".

Furthermore, Ashton and Lee's (2007) study of the HEXACO-24-24 Personality Inventory (HEXACO-24-24) operationalised "the six factors obtained from lexical studies of personality structure in several languages. In this study, psychometric properties of the HEXACO-24-24 were assessed using a community adult sample as

well as using observer reports, thereby extending the previous investigation relying only on self-reports from a college student sample. The HEXACO-24-24 again showed favourable psychometric properties in terms of reliability and factor structure and showed high levels of self/ observer agreement (Ashton & Lee, 2007).

3.5.3. Combined questionnaire

The questionnaire was designed to meet the objectives of the study which was to explore whether a relationship exists between the factors of inclusion and the dimensions of personality. In view of this, the constructs measured by the research instrument were adapted from the Inclusion Index™ and the shortened HEXACO-24-24 questionnaire. The survey will consist of three main sections divided further into 13 parts. The first section will be designed to elicit demographic information. The second section will include the statements and constructs adapted from the Inclusion Index™ research instrument designed by Schultz et al. (2008) and the statements and constructs adapted from the HEXACO-24-24 research instrument designed by Ashton and Lee (2009). The third section will include a final question that seeks to obtain additional information related to the study from the participants.

The questionnaire (*Appendix A*) that was distributed can be defined as follows:

- Section 1-8: Questions capturing demographic information, education, tenure and financial sector confirmation.
- Section 9-12: There was a total of 48 questions adapted from the Inclusion Index™ and the HEXACO-24 24 Item Personality Inventory. The questions from the two surveys were randomly combined into one survey.
- Section 13: An open-ended question soliciting feedback from participants that they deemed would add value to the study.

To obtain the participants' level of agreement with the statements/ questions, a 7-point Likert scale was used.

According to Stacey (2012, p. 31), "in order to analyse ordinal, Likert-type survey data, a good method employed is to attribute numeric qualities to the ordinal categories and assign numeric values to the responses. Each ordinal category has a corresponding interval of underlying continuous data. The parameters of the underlying distribution

are estimated algorithmically by finding the distribution that best fits the observed data".

3.6. Procedure for data collection

The questionnaire was distributed using an electronic survey link. The questionnaire link was emailed to all participants within the selected division and the survey was kept open for a period of 10 days.

3.7. Data analysis and interpretation

The data collected was analysed using Mathematica to compute the results of this research. Descriptive statistics were calculated for all demographic variables and scale totals. Reliability of the measuring instrument was determined through the calculation of internal consistency reliability coefficients. In order to determine how factors of inclusion are related to personality, an inter-battery method of factor analysis was conducted. (Beaton, 1966), Tucker (1958).

3.8. Limitations of the study

There are limitations to the study which the researcher has aimed to remedy. The limitations include:

- The small population size is a limitation to the study.
- The consideration that employees may not be completely honest as they may feel that their identities are compromised by providing demographic information. The survey however was designed to protect participants' identities.
- This study did not employ a probability sampling method, but rather a convenience sampling method which limits the generalisability of the findings to the population.

3.9. Validity and reliability

The basis of scientific discovery and investigations are validity and reliability. Validity can be defined as the extent to which a research instrument (e.g. questionnaire) reflects the concepts or constructs that it is intending to measure (Mouton & Babbie, 2001). Reliability, like validity, is a way of assessing the quality of the measurement procedure used for data collection (Lund, 2012).

3.9.1. Internal validity

According to Creswell (2014), internal validity is the extent to which the researcher has controlled for other factors that may explain your study findings as well as the researcher's ability to draw correct inferences from the data about the population in an exploratory/ investigative study. Internal validity was established taking the following steps:

- The questions were structured on the basis of the research objectives.
- The questions posed are easy to understand and are unbiased.
- The language used will be simple to overcome language barriers.
- The questions which have already been established through the two different questionnaires are short and to the point.
- The questionnaire has been designed for easy completion within a short period of time.

Other factors that may have influenced the study were not controlled for which may impact validity of the study.

3.9.2. Reliability

Reliability can be defined as the measure of how reliable a particular technique, when applied repeatedly to the same or similar research participant, will yield the same or similar results (Mouton & Babbie, 2001). Bearing this in mind, truly diligent scientists are known to take measurements many times. This has the effect of minimising the

chances of malfunction and thereby maintains reliability and validity. However, those experiments that make use of human judgement will always come under question. This is due to the subjectivity of human judgement which can vary between observers. Ratings from the same individual may even differ depending on their personal context. These experiments are more difficult to replicate and impossible to repeat, which make them less reliable. Therefore, for this study, a quantitative research method, in the form of questionnaires, will be chosen over a qualitative method.

3.10. Ethical considerations

For this study, ethics refers to the researcher's responsibility to ensure that the rights of the people participating in and affected by the study are protected (Saunders et al., 2016).

The following ethical considerations were taken into account throughout the research process:

- The significance and aims of the study were clearly communicated.
- The anonymity of participants and the confidentiality of their responses was maintained through every stage of the research process.
- Questionnaires were circulated and completed within a safe environment.
- Participants were informed that they may opt out of the research at any stage.
- Participation in the study was voluntary.

CHAPTER 4: RESULTS

4.1. Introduction

This research was set out to investigate the relationship between the perception of inclusion and personality based on the HEXACO-24-24 personality inventory and the Inclusion Index™ within a financial institution in South Africa. This questionnaire was sent out via an email link to 400 employees, with 214 responses of which 199 questionnaires were fully completed. The results obtained are based on these responses and are presented in this chapter. The inferential statistical analysis was based on 199 completed responses and the descriptive statistics based on the total of 214 respondents.

4.2. Characteristics of the participants

Most of the participants in the study were female (56.5%). Of the total participants, 97,2% were South African citizens, with most of the participants representing the Indian (32,7%), African (30.8%), White (22.9%), and Coloured racial groups (13,6%). Most of the participants had a post-school qualification (78.5%) of which (36%) had a post graduate degree. Table 3 provides a representation of the demographic characteristics of the sample.

Table 3: Characteristics of the participants

Variable	Category	Frequency	Valid %
Gender	Male	93	43.5
	Female	121	56.5
	Total	**214**	**100**
Age	18-24	9	4.2
	25-34	85	39.7
	35-44	68	31.8
	45-54	41	19.2
	55 and above	11	5.1
	Total	**214**	**100**
Population group	African	66	30.8
	Coloured	29	13.6
	Indian	70	32.7
	White	49	22.9
	Total	**214**	**100**
SA citizen	Yes	208	97.2
	No	6	2.8
	Total	**214**	**100**
Education level	Matric Senior Certificate	35	16.4
	Diploma	50	23.4
	Bachelor's degree	41	19.2
	Postgraduate degree	77	36.0
	Other	11	5.1
	Total	**214**	**100**

4.3. Process of analysis

According to Thompson and Daniel (1996), “factor analysis is intimately involved with questions of validity … Factor analysis is at the heart of the measurement of psychological constructs”.

For this research, an inter-battery method of factor analysis was performed on the data. This method, according to Tucker (1958, p.1), was devised to “provide information relevant to the stability of factors over different selections of tests. Two batteries of tests, postulated to depend on the same common factors but not parallel tests, are given to one sample of individuals. Factors are determined from the correlation of the tests in one battery with the tests in the other battery. These factors are only those that are common to the two batteries. No communality estimates are

required. A statistical test is provided for judging the minimum number of factors involved. Rotation of the axes is performed independently of the two batteries. A final step provides correlation between factors determined by scores on the tests in the two batteries. The correlation between corresponding factors are taken as factor reliability coefficients."

Conceptually, inter-battery factor analysis extracts factors (dimensions) that can be described as common causal elements for variables in two different sets of data or domains (Huba, Newcomb, & Bentler, 1981). Simply put and in the context of this study, the inter-battery method of factor analysis was run with the aim of finding common factors that could explain the variance observed in composite sets of variables from both questionnaires. A common factor influencing these sets of variables also indirectly implies that the variables are correlated, since a change in the common factor will lead to a change in all variables under consideration, resulting in them co-varying.

To determine the number of factors to be extracted, eigenvalues were inspected with values greater that one indicating the factor can be extracted. Eigenvalues can be described as a linear system of equations associated with a specific set of scalars (Hoffman & Alden Kunze, 2018). Following the identification of the eigenvalues, the orthogonal method of rotation was performed on the data. According to Williams (2014), "Rotation maximises high item loadings and minimises low item loadings, therefore producing a more interpretable and simplified solution" and easier interpretation of the results (Williams, Osman & Brown, 2010). Table 4 depicts the orthogonal rotation matrix and the variance calculated.

The objective of the inter-battery method of factor analysis is similar to exploratory factor analysis (EFA) as both are intended for exploratory research (Williams et al., 2010). According to Stacey (n.d), the inter-battery factor analysis identifies factors shared by both questionnaires, omitting any factor structure unique to one or other questionnaire. Consequently, a single factor structure is found that defines a set of axes that can be used to position the variables from both questionnaires and the observations (Stacey, n.d.). Following the rotations, the factor loadings were inspected. Factor loadings greater than 0.2 can be deemed acceptable and have been highlighted in the table as this explains more than 20% of the respective factor.

Table 4 has captured the survey questions with their factor loadings, separating those related to inclusion which were adapted from the Inclusion Index™ to the personality related questions taken from the HEXACO-24-24 item inventory. Loadings over 0.2, which is the accepted cut off for this study, have been made bold in the table.

Table 4: Summary of survey results

Item	Inclusion	Factor loadings			
		Before rotation		After rotation	
		Factor 1	Factor 2	Factor 1	Factor 2
1	The organisation values people who are different (e.g. Different genders, ages, ethnic groups)	-0.2102	0.1704	***0.2701***	-0.0176
2	I have a good relationship with my colleagues	-0.3157	-0.4037	0.0243	***0.5119***
3	Overall, I enjoy working for the organisation	-0.1665	0.1267	***0.2091***	-0.0071
4	I fit in well at the organisation	-0.2424	-0.2149	0.0736	***0.3155***
5	I can be myself at the organisation	-0.1956	-0.1198	0.0903	***0.2108***
6	Senior managers care about the well-being of employees in the Organisation	-0.1855	0.1631	***0.2457***	-0.0259
7	My immediate manager treats me fairly	-0.1758	0.1947	***0.2560***	-0.0572
8	My immediate manager clearly values my contribution	-0.1871	0.0641	0.1897	0.0558
9	I am treated with dignity by my immediate manager	-0.1993	0.1167	***0.2301***	0.0200
10	My immediate manager cares about me as a person	-0.2138	-0.0261	0.1594	0.1449
11	I can identify with the values of the organisation	-0.2612	-0.4192	-0.0292	***0.4930***
12	Senior managers appreciate the difference in people	-0.2282	0.1710	***0.2851***	-0.0076
13	I can identify with the vision for the organisation	-0.2323	-0.4202	-0.0534	***0.4772***
14	The organisation operates in an ethical way	-0.2235	0.1560	***0.2725***	0.0020
15	When recruiting, the organisation offers equal opportunities for all	-0.1423	0.1583	***0.2076***	-0.0470
16	I believe the system of promotion at the organisation is fair	-0.1764	0.2548	***0.2913***	-0.1059
17	People at the organisation progress because they deserve to	-0.2213	0.1753	***0.2820***	-0.0151
18	I receive ongoing support for my development within the organisation	-0.2130	0.1374	***0.2532***	0.0110
19	I have felt personally bullied and/or harassed at the organisation in the last six months	0.0913	-0.1685	-0.1719	0.0847
20	I have felt threatened in the workplace whilst doing my job	0.1137	-0.2525	***-0.2388***	0.1403
21	I regularly see and hear about inclusion at the organisation	-0.1734	0.0229	0.1547	0.0815
22	People at the organisation are well informed about topics relating to diversity and inclusion	-0.2770	-0.0596	0.1915	***0.2087***
23	At the organisation matters relating to inclusion are well supported	-0.2182	0.0825	***0.2257***	0.0588

Item	Personality	Factor loadings			
		Before rotation		After rotation	
		Factor 1	Factor 2	Factor 1	Factor 2
1	I seldom express criticism	-0.0908	-0.1914	-0.0366	***0.2087***
2	I tend to quickly agree with others	-0.1361	-0.3015	-0.0632	***0.3247***
3	I do worry more than others	0.0017	-0.0501	-0.0304	0.0399
4	I cannot easily overcome difficulties on my own	0.0819	-0.0835	-0.1151	0.0207
5	I have a lot of imagination	-0.0682	0.2424	0.1958	-0.1584
6	I find it difficult to lie	-0.2522	0.2121	***0.3284***	-0.0273
7	I make sure that things are in the right spot	-0.3743	0.2057	***0.4243***	0.0486
9	I don't think science is boring	-0.1550	0.0704	0.1672	0.0322
10	Even when I'm treated badly, I remain calm	-0.1239	-0.0451	0.0750	0.1084
11	I can look at a painting for a long time	0.2390	0.2168	-0.0697	***-0.3151***
12	I won't postpone complicated tasks for as long as possible	-0.2808	0.1682	***0.3264***	0.0250
13	I like people with strange ideas	-0.0916	0.0276	0.0907	0.0304
14	I seldom do things without really thinking	-0.1973	-0.2492	0.0170	***0.3174***
15	I am not entitled to special treatment	-0.2497	0.0019	***0.2048***	0.1428
16	I like to talk with others	-0.2503	0.1841	***0.3107***	-0.0055
17	I have to cry during sad or romantic movies	-0.1302	-0.0033	0.1043	0.0779
18	I work very precisely	-0.4116	-0.0235	***0.3223***	***0.2571***
19	I easily approach strangers	-0.0147	0.3451	***0.2115***	***-0.2731***
20	I won't remain unfriendly to someone who was mean to me	-0.0228	0.2779	0.1792	***-0.2136***
21	I am always cheerful	-0.1623	0.2878	***0.2988***	-0.1410
22	I do not want to be famous	-0.1267	-0.0236	0.0898	0.0925
23	I am afraid of feeling pain	-0.2627	-0.3668	0.0022	***0.4512***
24	I would not like to know how to make lots of money in a dishonest manner	-0.1854	-0.1805	0.0469	***0.2544***
25	Everybody likes talking with me	-0.1563	0.2236	***0.2568***	-0.0921

4.4. Findings

The results demonstrate that there is a relationship between the factors of inclusion and personality. Two factors were extracted that can be seem as underlying “causal” latent variables that influence dimensions in both questionnaires. A summary of the analysed data shows that, for inclusion, factor one links closely to employees’ relationship/s with others, more specifically the relationship with line managers and senior leaders. Factor one also most strongly relates to employees’ perception of the organisation and its people processes. This can be described as the “outside in” impact on employees.

4.4.1. Factor one

The following items on the Inclusion Index™ survey load with a value greater than 0.2 onto factor one. Seven of these items/ questions link to practices at an organisational level, such as valuing different employees, inclusive practices, the way the organisation operates in terms of ethics, as well as the process of recruitment, progression and promotion experienced from the employees’ perspective about the organisation. Three of the 10 items relate to the influence that senior and immediate managers have on employees in terms of employees perceiving senior managers to care about their well-being, value and appreciate diversity/ differences in people and be seen to be treating employees fairly.

The following inclusion items met the loading cut off:

- The **organisation** values people who are different (e.g. Different genders, ages, ethnic groups).
- Overall, I enjoy working for the **organisation.**
- **Senior managers** care about the well-being of employees in the organisation.
- My **immediate manager** treats me fairly.
- **Senior managers** appreciate the difference in people.
- The **organisation** operates in an ethical way.
- When **recruiting,** the **organisation** offers equal opportunities for all.
- I believe the system of promotion at the **organisation** is fair.

- People at the **organisation** progress because they deserve to.
- I receive ongoing support for my development within the **organisation.**
- At the **organisation,** matters relating to inclusion are well supported.

For personality, the following items on the HEXACO-24 survey load onto factor one. There are nine items that meet this cut off. Four of these items link to the extraversion facet. Three of the nine items relate to the facet of honesty-humility and two items correspond to the facet of conscientiousness. The following personality items met the loading cut off:

- I find it **difficult to lie.**
- I **make sure** that things are in the **right spot.**
- I **won't postpone** complicated **tasks** for as long as possible.
- I am **not entitled** to **special treatment**.
- I **like** to **talk** with others.
- I **work** very **precisely.**
- I **easily approach strangers.**
- I am **always cheerful.**
- Everybody **likes talking** with me.

4.4.2. Factor two

For inclusion, factor two relates to employees' personal feelings, an introspective view of whether one feels an authentic fit of their personality and values aligned to that of the organisation. This could be described as the "inside out view" of inclusion, that is the individual's perspective of fitting in and belonging.

There are six items that load at 0.2 or greater on factor two. These items link to practices at a personal and relationship level; such as organisational belonging, relationships and employees' perception of the organisation vision and values. Three of the 10 items relate to employees' feelings of belongingness and fitting in, two of the six relate to employees' subscription to the organisation's values and one item corresponds with the importance of dialogue.

The following items on the Inclusion Index™ survey loaded with a value greater than 0.2 onto factor two:

- I have a good **relationship** with my colleagues.
- I **fit in** well at the organisation.
- I can **be myself** at the organisation.
- I can **identify with the values** of the organisation.
- I can **identify with the vision** for the organisation.
- People at the organisation are **well informed** about topics relating to **diversity and inclusion.**

Factor two for personality shows the following items on the HEXACO-24 survey, load with a value greater than 0.2. There are nine items that meet this cut off. Three of these items link to the facet of agreeableness/ anger. Another three of the nine items relate to the facet of conscientiousness and followed by individual items which correspond to the facets of openness to experience, emotionality and honesty-humility.

The following personality items met the loading cut off:

- I seldom express criticism.
- I tend to quickly agree with others.
- I seldom do things without really thinking.
- I can look at a painting for a long time.
- I work very precisely.
- I easily approach strangers.
- I won't remain unfriendly to someone who was mean to me.
- I am afraid of feeling pain.

  I would not like to know how to make lots of money in a dishonest manner.

For factor one, the items under inclusion relate to organisation belonging, relationships with senior and immediate leaders, job satisfaction, corporate ethics, recruitment, progression, promotion, development, workplace bullying/ harassment, discrimination, dialogue/ engagement. The items under personality which meet the loading cut off criteria relate to the facets of extraversion, honesty-humility and conscientiousness. These facets can be further described as people displaying traits such as being lively

and sociable, having social self-esteem and boldness, being highly organised, diligent and perfectionism. Descriptors to support the honesty-humility items would be sincerity and fairness. Table 5 clusters the items under factor one for inclusion and personality.

Table 5: Factor one

Factor 1: The "outside in" view: The organisation **makes me feel** a certain way which is moderated by personality traits of extraversion, honesty-humility and conscientiousness	
Inclusion items influenced by Factor 1	**Personality items influenced by Factor 1**
Overall, I enjoy working for the organisation	I make sure that things are in the right spot
Senior managers care about the well-being of employees in the Organisation	I won't postpone complicated tasks for as long as possible
My immediate manager treats me fairly	I am not entitled to special treatment
Senior managers appreciate the difference in people	I work very precisely
When recruiting, the organisation offers equal opportunities for all	I easily approach strangers
I believe the system of promotion at the organisation is fair	I am always cheerful
People at the organisation progress because they deserve to	Everybody likes talking with me
I receive ongoing support for my development within the organisation	
I have felt threatened in the workplace whilst doing my job (negative loading)	
At the organisation matters relating to inclusion are well supported	

As discussed in the literature review, according to Hilbig et al. (2014), honesty-humility can be described as the factor which drives honest, transparent, trustworthy, and

cooperative conduct and can be further likened to personalities that are considered modest and unassuming. This factor is explained by four facets, namely fairness, sincerity, modesty, and greed-avoidance (Kajonius, 2014). Tafarodi and Swann (1995) describe self-esteem, a facet of extraversion, as the display of one's views of their own performance and appearance as well as satisfaction with their relationships with others. Watson and Clark (1997) assert that extraversion has been predominantly split into two areas, one that relates to the satisfaction of interpersonal relationships and the shaping/ adapting component and the second is the shaping/ adapting effect of achievement, dominance and mastery. Ashton and Lee (2009) describe individuals with a high score on this dimension as being self-confident with a positive self-image who are likely to be confident, expressing themselves in addressing and leading groups. These individuals may be considered more sociable.

These personality traits correspond to the items of inclusion on factor one as it can be reasonably assumed that people who portray personality traits of extraversion, honesty-humility and conscientious are more likely to build strong relationships. Further, according to Barrick and Mount (1991), Barrick, Mount, and Judge (2001), Hurtz and Donovan (2000) and Salgado (1997), when considering work performance, the most reliable predictor is conscientiousness. Robinson and Bennett (1995) have suggested that the greatest overlap with personal values and strong honesty-humility is a marker for moderating work behaviours which voluntarily disrupt organisational standards and may affect employee and organisational well-being. It can therefore be reasoned that people who are well thought through, measured and disciplined, coupled with social boldness, self-confidence, sincerity and modesty are likely to be able to seek out and speak out to build open relationships with leaders as well as being more trusting of internal policies and processes. It can also be assumed that being conscientious and hard-working sees these employees performing well and they are therefore positively impacted by recruitment and promotion opportunities. However, these employees may also be self-critical where they may perceive being overlooked for a promotion opportunity as their own short-coming and not due to a fault in the internal human resource processes or policies. Employees who are socially bold and self-confident will also be able to speak up if necessary and not succumb to any bullying/ harassment.

Through the research and discussion in the literature review and of which salient points have been highlighted again in this chapter, it can be argued that factor one of inclusion and personality relates most strongly to employees' perception of the organisation and its people processes. This can be described as the "outside in" impact on employees. This perception is positively influenced by personality traits of extraversion, honesty-humility and conscientiousness.

Factor two under inclusion relates to employees' personal feelings, an introspective view of whether one feels an authentic fit of their personality and values aligned to that of the organisation. This could be described as the "inside out view" of inclusion, that is the individual's perspective of fitting in and belonging.

For factor two, the items under inclusion relate to the employee's sense of belonging. Possible questions an employee would need to ask to answer the survey questions are "Do I fit in? Can I be myself? Do I have good relationships? Do I subscribe to the vision and values? Am I informed about the subject of diversity and inclusion at the organisation?"

The findings show that organisational belonging, espoused company values and vision, and an awareness of diversity and inclusion practices in the organisation are important items for feeling included. This perception is influenced by personality traits of agreeableness, honesty-humility, conscientiousness, openness to experience, emotionality, and extraversion. It is interesting to note that of these facets, the most common occurring factor under factor two is agreeableness. Following on the literature review and according to Watson and Clark (1997), agreeableness can be thought of as a latent variable as it represents a collection of specific traits and behaviours. A high score on the measure of agreeableness may be associated with qualities such as forgiveness and leniency, mild temperament, as well as being considerate and willing to compromise to collaborate (Lee & Ashton, 2004). As postulated in the literature review, it can be reasonably assumed that people who possess these traits may be more tolerant and understanding towards organisational policies and processes that they may not wholly agree with but are amenable to these frameworks as they have a natural tendency to be flexible and patient.

This suggests that people with a sociable disposition, self-confident, forgiving and lenient in nature are likely to feel more included with a sense of organisational belonging. Given their lenient and positive nature, they are likely to feel like they fit in. Their self-confidence should aid in relationship building and to help find a social space to belong to at work. Their extraverted nature may also see such employees seek out dialogue and discussion around topics of diversity and inclusion.

Through discussion in the literature review, of which salient points have been highlighted again in this chapter, it can be argued that factor two of inclusion and personality relates most strongly to employees' perception of self and whether they fit in or belong within an organisation as well as a personal alignment of one's value system to that of the organisation. This can be described as the "inside out" perception of inclusion. Table 6 clusters the items for both inclusion and personality under factor two.

Table 6: Factor two

Factor 2: "Inside out" feeling of inclusion **I feel a certain** way about belonging within an organisation which is moderated by my relationships, the organisation's vision and values and my awareness of diversity and inclusion practices.	
Inclusion items influenced by Factor 2	**Personality items influenced by Factor 2**
I have a good **relationship** with my colleagues	I seldom express criticism
I **fit in** well at the organisation	I tend to quickly agree with others
I can **be myself** at the organisation	I seldom do things without really thinking
I can **identify with the values** of the organisation	I can look at a painting for a long time
I can **identify with the vision** for the organisation	I work very precisely
People at the organisation are **well informed** about topics relating to **diversity and inclusion**	I am afraid of feeling pain
	I easily approach strangers
	I won't remain unfriendly to someone who was mean to me
	I would not like to know how to make lots of money in a dishonest manner

CHAPTER 5: DISCUSSION

This section discusses the findings shared in the previous chapter. These findings were based on the feedback from participant responses to a combined survey of items from an inclusion questionnaire called the Inclusion Index™ and a personality inventory, named the HEXACO-24 survey.

Through the inter-battery factor analysis, a relationship between the factors of personality and perceptions of inclusion has been identified. Two new factors have emerged through this process which have been named the “inside out” and “outside in” view. These factors will be studied in relation to the relevant literature.

5.1. Literature review versus findings

The two factors have similarities and differences to the previously reviewed literature. We know from the review that for people to feel included in an organisation, certain criteria/ factors need to be met. These are having a workforce that is diverse and representative of different demographic groups (Gasorek, 2000; Roberson, 2006), ensuring that employees feel that decision making is collaborative, and they are empowered to make decisions (Gasorek, 2000; Mor Barak & Cherin, 1998; Pless & Maak, 2004). According to Gasorek (2000), Davidson and Ferdman (2002), as well as Pless and Maak (2004), employees are engaged when they understand their role and the impact they have through valued contribution. These authors also share that employees need to feel accepted and receive personal validation and appreciation. They highlight the importance of the relationship between employee and immediate management as well as perceptions of leadership being important to employees. They also mention the importance of communication and accessibility to confidential/ sensitive information as well as formal and informal discussion makes for employees to perceive a workplace as inclusive.

If employees have a sense of belonging to the organisation as well as a sense of connectedness among employees to each other and towards a common goal, it aids in building an inclusive environment. Belief in the organisation’s vision and values which resonate with the employee as well as the perception of fair policy and practices

influences employees' feelings of inclusion (Avigdor et al., 2007; Davidson & Ferdman, 2002; Pelled, Ledford & Mohrman, 1999).

We also know from the existing literature, and that which has been included in this study, that personality plays an important role in how employees perform in the workplace and that a high score on the factor of honesty-humility on the HEXACO personality trait battery is a unique predictor of better job performance (Hurtz & Donovan, 2000; Johnson, Rowatt, & Petrini, 2011). Research has also demonstrated that people with this trait have prosocial behaviour (Hilbig et al., 2014). Interestingly, research findings also indicated that people with high levels of conscientiousness experience more positive relationships between family-to-work facilitation and job performance than people with low levels of conscientiousness (Srivastava, 2018). Similarly, people who scored high on agreeableness and conscientiousness together, significantly corresponded to high job performance (Guay et al., 2013).

According to this research report's findings, at an organisational level, people with the personality traits of honesty-humility, conscientiousness and extraversion tend to feel more included. Even though literature indicates that extraversion alone is not a strong predictor for performance (Thiele, Sauer, & Kauffeld, 2018), high extraversion links to positivity (Watson & Clark, 1997) which may be indicative of why people who are regarded as extroverts see the organisation positively, doing its best and may therefore rate the organisational policy and process highly. Extraversion also corresponds with leadership qualities as these people may find it easier to speak up, are socially bold and seek to build relationships and are able to stand up to or challenge feelings of bullying or harassment (Bauer, Erdogan, Liden, & Wayne, 2006).

Furthermore, people who score highly on these three traits collectively are likely to perform better, be particular about doing things precisely and have social self-esteem, therefore, they may feel the positive impact of company policies and processes such as career progression and recruitment (De Vries, 2012). In addition, these individuals may have the courage to speak up if they feel unfairly treated (Tweh, 2012), and may display more resilience (Ercan, 2017).

The findings are therefore in line with current research, confirming that at an organisational level, the key factors of inclusion need to be present for employees to

feel included (Daya, 2014). However, what this research has found is that the personality traits of honesty-humility, conscientiousness and extraversion have an underlying variable that influences both the personality traits (honesty-humility, conscientiousness, extraversion) and the inclusion items and an individual's perception of the organisation values (Florea & Amuza, 2015), the fairness of processes and policies (Florea & Amuza, 2015), leadership (Cottrill et al., 2014), and open dialogue (Zúñiga, Naagda, & Sevig, 2002). This is why this factor was named the outside in view. Due to this underlying variable influencing both the inclusion and personality dimensions identified, these dimensions should also be correlated with each other.

This research also reveals that there is a second factor to perceptions of inclusion. This is inclusion at a personal level, and the view of how one perceives themselves in the organisational context. This relates more specifically to personal relationships with management (Boekhorst, 2015) and peers and the perception of oneself fitting in and belonging. Employee relationships with colleagues, fitting in, and the ability to be one's authentic self in the workplace has an impact on perceptions of inclusion according to the data studied in this report.

Similarly to the literature review, high scores on the conscientiousness and agreeableness traits correlate positively with fitting in (Nikolaou, 2003). These two traits were the most common factors in the data findings. Agreeableness is also seen as a moderator for interpersonal conflict and therefore people who are more agreeable in nature may therefore be more self-aware and consider their role in fitting in to the organisation (Graziano, Jensen-Campbell, & Hair, 1996). Graziano and colleagues (1996) also indicate that agreeableness may aid in relationship building and therefore support the internal desire for positive relationships with peers and managers.

CHAPTER 6: CONCLUSION

6.1. Introduction

The research sought to ascertain whether a relationship between personality traits and perceptions of inclusion exists. Through the data analysis we can reasonably conclude that the results demonstrate an evident relationship between the factors of inclusion and personality. Through the analysis, two new factors were identified. These were named and the rationale for such was explained in the previous two chapters.

These findings could prompt organisations to think differently about human resource practices and policies relating to diversity and inclusion. It may also help organisations differentiate and understand diversity and inclusion, to build better programmes of work to enable these two different yet co-dependent concepts.

6.2. Recommendations

This research has found two new factors which relate personality to perceptions of inclusion. The researcher recommends that organisations consider the two new factors of the “outside in” and “inside out” view of feelings of inclusion.

The outside in factor suggests that organisational processes and policies influence perceptions of inclusion and the inside out view suggests that an employee perceives their belongingness based on their own values, ability to build relationships, and are self-motivated to seek awareness of diversity and inclusion practices.

The following could be recommended:

I. The data demonstrates the importance of inclusion practices at a personal and organisational level.Employers, in a South African context, should therefore differentiate diversity practices to that of inclusion programmes and express this sentiment to their employees explicitly.
II. Inclusion practices should be devised at both an organisational and personal level. The data has demonstrated that at the organisational level, policies such as those relating to recruitment, work-life balance, gender equality, unconscious

bias awareness training, and speaking up about themes relating to and celebrating external differences should be continued or implemented if absent.

III. A strong recommendation is for organisations to run an inclusion perception survey to test for organisational awareness and understanding of the factors which influence inclusion that have been highlighted in this research.

IV. The results demonstrate that personality and inclusion are related, therefore, resourcing processes should ensure that a minimum standard as part of the recruitment process is a personality inventory to aid in the better understanding, onboarding and integration of new employees.

V. The data indicated that different personality traits relate differently to the factors of inclusion. It is therefore important that line managers receive training on how to work with different personalities and understand what behaviours to look out for to make different personalities feel included. Line managers should understand their new and existing employees' in order to look out for those employees who may not align to the personality traits discussed in the study and consider ways on how to be more inclusive of these employees.

VI. Management and human resource teams should share talent management practices, processes and policies with employees as the data suggests that 'dialogue and openness' is an important factor for feelings of inclusion.

6.3. Suggestions for further research

This research used a quantitative method to evaluate personality and perceptions of inclusion. A suggestion would be to supplement this research with a qualitative study to provide deeper insights into these perceptions.

A limitation of this research is that when considering personality components, only personality was explored in relation to feelings of inclusion. There are other component at a personal level that could be explored to obtain a more complete understanding of perceptions. Examples of these would be to explore self confidence, locus of control, power and self esteem in relation to perceptions of inclusion.

Another suggestion would be to investigate whether employees who display behaviours opposite to those described in this research, such as introversion and feeling excluded, would have an impact on performance. Alternatively, a study to investigate whether organisational practices create an exclusionary practice for behaviours/ traits not positively indicated in this research exists.

6.4. Conclusion

It was determined that a relationship between inclusion and personality exists. This supports the argument to drive employee engagement and organisational practices at a personal and individual level. This segmented and targeted engagement will foster an inclusive environment as the personality dimensions (HEXACO-24-24) will be related to the factors that promote inclusion (as per the Inclusion Index™). Furthermore, these findings suggest that investing in the development of individual behaviours/ traits that promote a culture of inclusion is likely to be rewarded with lower turnover and positive productivity.

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APPENDIX A: RESEARCH INSTRUMENT



Personality and perceptions of inclu