MD100 MANAGING OF DIVERSITY

DR CARMEN MARITZ, PH.D
BACHELORS OF COMMERCE

Year 1 (NQF Level 5)

Learner Guide

PD100

MANAGING OF DIVERSITY

DIVERSITY

Management of Diversity

Dr Carmen Maritz, PhD
Acknowledgement
Chapter 1

Foreword

Carmen is an experienced and well qualified Human Resources and Labour Relations Practitioner. She specialises in the field of Labour Relations Management, Transformation, Organisational Development and Learning and Development. She began her career as a Learning and Development Practitioner at AfriSam Cement in Lichtenburg, studying part time towards a PhD in Labour Relations Management. She was later promoted to the position of HR Professional at Afrisam Cement, where she had dealings with Labour Relations Management, Performance Management and Training. Carmen then decided to continue her career path in the gold mining industry and was appointed as a Senior Training and Development Officer at AngloGold Ashanti for a period of 3 years, before embarking on the course of establishing her own consulting company.
Chapter 2

Navigating to the Courseware iCons

As a departure from traditional learning and to make your experience more interactive, we have incorporated a number of different learning events which should enable you to apply your learning. To guide you through the experience you will find the following icons:
Section 1

Printing icons

Courseware

Reading
You will be provided with a series of national and international articles and literature to read that will help you broaden the subject at hand. All articles can be found in the Module Libraries.

Research
As you work through the module you will be required to do your own research.

Activity
You will be given a number of activities to complete to prepare you for your post-module assignment. These need to be submitted as they will count towards your final mark.

Group Work
You will be required to do group work both in the class room and as syndicate study groups.

Discussion
Talking to others while you learn will often illuminate a topic for you.

Self-Reflection
Website Navigation

The website, www.dmcodyssey.org, also being designed around the same intent: to increase your learning experience by engaging the magic of the internet and all the possibilities of interactive and social learning to assist on your learning journey. We have therefor also incorporated a number of different learning icons indicating module courseware, guidance in preparing Post Module Assignments (PMA's), submission dates, resources libraries, social learning (blogs and forums), social media, chat rooms, messaging, video chat, conferencing and other learning events which should enable you to guide you on your learning journey acquiring knowledge and transforming it into needed skills managerial leaders need to increase their influence within the 21st century. To guide you through the experience you will find a complete iCon Directory at the back of the guide as well as on the website.
A constant challenge for organisations is workforce diversity. Even though legal framework has been implemented which govern the implementation and management of diversity, the progress thereof remains slow. Organisations need to recognise the emergence of the diversified workforce and value and find the means to harness its energies, talents and differences in order to succeed. Effective leaders in the modern global economy need to possess the skills to not only manage diversity but value and celebrate diversity. They will need to be able to ensure that people are not discriminated against or excluded due to race, gender, culture, religion, language or illness and disability.
Section 1

Curriculum Framework:

Learning Outcomes

On completion of this module the student should be able to:

1. Define diversity in the work environment by referring to the primary and secondary dimensions of diversity;

2. Explain Hofstede’s model for understanding cultural diversity;

3. Distinguish between “stereotyping” and “prejudice” and discuss how you as a supervisor can refrain from applying this in the work environment;

4. Certain legislation has been passed to rectify the injustices of the past and to manage diversity. Name the different Acts and provide the key objective of each of these acts.

5. Test your understanding of diversity management by referring to the advantages of effective diversity management;

6. Describe what you understand between the concepts of equal opportunity and the management of diversity;

7. Describe the key elements of a diversity management programme.
## Section 2

### Post Modular Assignment (PMA)

#### Submission Guidelines

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>The electronic version of your assignment should be sent to the respective KAM via email address by date stipulated as per schedule.</th>
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<tr>
<td><strong>PLEASE NOTE</strong></td>
<td>Assignments that have not been submitted by the due date will be treated as a &quot;non submission&quot;.</td>
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<td></td>
<td>Any request for an extension due to exceptional circumstances must be submitted in writing. Such request must be submitted to The Da Vinci Institute at least one week prior to the submission date. A maximum of two extensions will be granted during the programme. An extension shall not normally exceed two weeks.</td>
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<tr>
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<td>For security purposes, please ensure that your name forms part of the footer of your assignment document and that you make a back-up of your document.</td>
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<td></td>
<td>Students that submit their assignment by the first submission date will receive 5% toward their final assignment mark. Please note that you will only be eligible for these marks if you pass the assignment and this mark is not transferable toward a pass.</td>
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<tr>
<td><strong>Note</strong></td>
<td>You must ensure that any arguments you make have a sound theoretical foundation and all references must be cited and properly acknowledged.</td>
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### Assignment Cover Sheet

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<th>Name</th>
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<td>Facilitator Name</td>
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**List at least five online references:**

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<tr>
<th>Author(s)</th>
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<td>Content Application</td>
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<td>Description of application process</td>
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Sub Total: 80

Presentation of Response including the following:
- Providing an introduction and conclusion
- Developing a logical flow argument
- Using appropriate language
- Providing a critical perspective
- Attending to layout
- Including references
- A professional academic submission is expected with correctly cited references, a list of references and a table of contents.

Sub Total: 90

<table>
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<td>Response to evaluations:</td>
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It is extremely important for The Institute to continuously improve our service to our students and clients regarding programme content, facilitation, facilitators and rendering student support services. We strive to deliver service excellence and therefore request you to please complete the evaluation form, which you will find at:

http://research.davinci.ac.za/evaluations/module/evaluation.htm

Please take note that you are required to complete and return the online evaluation form in order to complete the PMA.

Facilitator Comments:

Assignment Guidelines

The programme requires integration across functions and very definitely systemically within functions. The theories should be applied cross-functionally in the workplace and the integration of the system as a whole is always important. Processes should be designed to meet specific requirements and it is expected of students to work at a fairly high conceptual level before translating theory into action. Problem solving should be non-linear and solution processes should be designed to meet changing needs.

The Da Vinci Marking framework

The following is the standard marking framework that will be applied to all Da Vinci Programme material.

All content is evaluated against the following ratios:

<table>
<thead>
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<th>Criteria</th>
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<td>Submission of Assignment</td>
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Section 3

Post Modular Assignment (PMA)

Submission Date

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<tr>
<th>Submission Date</th>
<th>The electronic version of your assignment should be sent to Christian via email at <a href="mailto:christian@davinci.ac.za">christian@davinci.ac.za</a> by the date stipulated on your schedule.</th>
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Chapter 4

iNotes Management Diversity

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1.1 Introduction

Today, with increasing globalisation, managing diversity is a world-wide business imperative to the extent that many large international companies have included diversity management in their strategic objectives. However, exactly what “diversity management” is, why it is included in their business objectives, and how it is measured – as well as how performance is managed – are often unclear.

It may be taking the issue too far to claim that diversity is the most talked about but least implemented corporate objective. However, the fact remains that as a strategic objective, diversity often constitutes the “poor relation” and ranks low on the manager’s list of priorities. In times of economic instability, poor results and restructuring, it is the strategic objective which is most likely to be dispensed with altogether.

An explanation of this state of affairs is not difficult to fathom. Experience suggests that the reasons for the corporate mismanagement of diversity are fivefold:

1. Many managers do not understand the meaning of the concept of diversity.

2. Despite corporate pronouncements, in their commitment to enhancing business strategies, many managers are not convinced that valuing diversity does make sound business sense.

3. Skills in managing diversity which are transferable to any context are rarely transferred.

4. Diversity is often not fully integrated into the strategic agenda and the systems of managing people.

5. Diversity is often not performance managed in the same manner as the other strategic issues (Human, 2005).

The business sense of managing diversity effectively generally begins with organisations discovering the “external” business reasons for advancing diversity management. As business acts upon these reasons, organisations often discover that the effective management of diversity has equally important
internal rewards. It is at this stage that they begin to understand the advantages of diversity in the workplace. Along with such insights comes the recognition of the need to integrate diversity not only for the benefit of people management systems but also for the corporate objectives, with clearly articulated performance management processes in tow.

1.2 The external business case

An external reason for managing diversity more effectively is that the customer receives a better service. For example, an insurance company has traditionally served a predominantly middle-class, white male, dominant-language market. Through its strategic planning process, the company has reached the conclusion that this market is dwindling and that new customers will have to be sought among the non-dominant groups. This is a market that will obviously include people who speak a variety of languages, whose political and social orientations are different, and who may have variable requirements of the basic products which are on offer.

Without radical transformation, this kind of organisation is unlikely to survive intact. Certainly, it will not grow and, in all likelihood, will have to retrench staff. Even the politically and socially conservative and recalcitrant employee would have to acknowledge that some of the strategic benefits which would be beneficial to business would entail increasing the number of non-dominant group members to the business portfolio. The benefits to the organisation would include:

- a better strategic position in terms of the broader socio-political environment
- a better understanding of a broader customer base
- a better ability to render a service to a broader customer base
- a better opportunity of becoming an organisation with which a diverse group of customers is willing to pledge their business support.

South Africa is an example of a country undergoing rapid socio-economic and political transformation, where government is taking a pro-active role in improving diversity in organisations. In addition to passing various segments of legislation (such as laws governing employment equity and skills development), government has also agreed upon charters for “Black Economic Empowerment” (BEE) with the various business sectors (such as the mining and petroleum and liquid fuels sectors), and made effective transformation an assessable criterion in the awarding of tenders (Human, 2005).

The Charter for the South African Petroleum and Liquid Fuels Industry on Empowering Historically Disadvantaged South Africans (HDSAs) provides a framework for enhancing the empowerment of HDSAs in the various sub-sectors in the liquid fuels industry, thereby increasing the diversity within it. This framework provides not only for the improved representation of HDSAs (and better diversity management) within the organisation but also in other areas such as procurement, access to refining capacity and ownership. It is conclusive that these activities and processes will diversify the oil industry to a greater extent than is currently the case.

Similarly, the Broad-based Socio-economic Empowerment Charter for the South African Mining Industry has the following vision:

The undertakings of government and the private sector include

- human resource development
- employment equity
- migrant labour
We will now explore some of these areas in further detail (Department of Minerals and Energy, 2002):

### Human resource development:

Companies undertake to offer each employee the opportunity to become functionally literate and numerate, to implement career paths for HDSAs and to develop systems for mentoring empowerment groups.

### Employment equity:

Companies agree to spell out their plans for employment equity at the management level. The stakeholders aspire to a baseline of 40 per cent HDSA participation in management within five years, and 10 per cent female participation overall.

South African subsidiaries of multinational companies and South African companies, where possible, will focus their overseas placement and/or training programmes on historically disadvantaged members of the local population, identify and fast-track a talent pool, and set and publish targets and achievements.

### Procurement:

Stakeholders undertake to give HDSAs a preferred supplier status, where possible, in all three levels of procurement, namely, capital goods, services and consumables.

### Ownership and joint ventures:

Each mining company aims to achieve 26 per cent HDSA ownership of the mining industry assets in 10 years.

### Beneficiation:

Mining companies agree to identify their current levels of beneficiation and indicate to what extent they can grow the baseline level.

### Financing:

The industry agrees to assist HDSA companies in securing finance to fund participation to the amount of R100 billion within the first five years.

### Monitoring:

Companies undertake to report, on an annual basis, their progress towards achieving their commitments. The reports are to be verified by their external auditors.

Charters such as these provide the relevant organisations with genuine business reasons for managing diversity effectively. Such charters are multidimensional and comprehensive and approach diversity from a variety of perspectives. The charters take a “scoreboard” approach to help government process license applications. Points are accumulated based on a number of transformation criteria such as those outlined above.
Failure to reach the goals agreed in the charter would probably influence not only stakeholder and customer perceptions of the companies but also the impact on their internal diversity. It makes better business sense to retain competent and motivated employees who are committed to transformation than employees who support the status quo (and who as a result, marginalise non-dominant group members and tarnish the company’s image).

The development and implementation of a broad-based diversity strategy will be discussed during this learning experience. Such a strategy is based on a strategic recognition of the value that effective diversity management can add to the business. In other words, a business case is communicated to all employees unequivocally.

The “external” business case which is discussed above, however, answers only part of the question “Why should we do it?” Internal business reasons which are mentioned below serve to be of critical importance.

1.3 The internal business case

As illustrated above, the Prestige Group is a company that has exploited their diversity to broaden their customer base. Evidently, such strategies can be effective. However, they should not be seen as examples of diversity management in its totality.

The Prestige Group has capitalised on employee diversity in order to increase their market share. Singularly, this approach could be viewed as implying that people’s differences (for example, nationality, ethnic group, language and gender) should be exploited in order to add value to the business.

The “internal” business case for managing diversity can have a different premise, namely, that we can improve the motivation, loyalty and commitment, and hence productivity, of a diverse group of employees by eradicating all irrelevant prejudgements about differences which negatively affect employees’ self-confidence, dignity, sense of belonging and enthusiasm.

Most (if not all) companies are in business to make profits. Making money is in large partly dependent on the productivity of employees. In turn, productivity depends on the performance of individuals and tends to be measured by whether he or she has achieved the agreed outputs, according to an agreed standard, in an agreed time frame.

Most individuals will be most productive, or they will perform best, when they are being stretched. Employees who are set goals that are sufficiently challenging will tend to grow – not only in ability but also in self-confidence and motivation. (Howard and Hammond, 1985)
**Section 2**

Diversity: Two approaches

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Diversity: Two approaches

“People may be said to resemble the pieces of a puzzle, yet each essential to bring out a complete picture”

*Felix Adler.*

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2.1 Introduction

South Africa is a country which, superficially at least, has undergone tremendous change in the last decade. However, the exposed commitment to diversity of many companies and many dominant-group members does not always reflect a sincere change of heart. Most will claim that they are committed to diversity and to the eradication of prejudice; they will furthermore state that they have developed sophisticated and detailed plans to provide opportunities for less-represented groups. Such statements and strategies nevertheless tend to be accompanied by the word “but” and a qualifier.

Here are some examples that are frequently used:
1. Internally there are no “affirmatives” worthy of “affirmation” (sic).

2. “Diversity candidates” (sic) on the outside are as “scarce as hen’s teeth”, and “demand outrageous salaries and then join a higher bidder”.

3. “Affirmative action candidates” require training while the organisation requires people who are “up to speed” straight away.

4. Expectations among “non-ethnic blacks and ethnic blacks” (sic) are too high and “they want to run before they can walk”.

5. “Non-ethnic blacks are more prejudiced than we ever were.”

6. Genuine diversity will have to await drastic changes to the educational system.

The managers who voice the above opinions will also claim that they are nevertheless making great strides at entry level. They will talk about their training programmes for “diversity candidates”, about how they have made the “tea girl” (sic) the fax operator, and that the younger mail-room personnel attended a clerical course.

The non-dominant groups have a radically different perspective of this state of affairs.

They will state that;

7. Nothing has changed

8. Managers distort the meaning of terms such as “equal opportunity” and “affirmative action” to suit their own ends

9. White men continue to be shifted or promoted into managerial positions

10. When they apply for promotion they are told that they are “not ready”

11. The assumption is that all under-represented group members are in some way inferior and in need of further training

12. Various tests and qualifications are now used as barriers to entry to jobs

13. Managers say one thing and do another

A “glass ceiling” for the promotion of women still exists.

2.2 Diversity: A definition

Diversity encompasses all forms of difference among individuals, including culture, gender, attachments, and sexual orientation (Nelson & Quick 1997). In South Africa, we may add political affiliation, which is a subtle but powerful force in the diversity stakes. It now plays a critical role in affecting the composition, and thus the diversity, of the workforce in both the public and private sectors.

Diversity is the opposite concept to universality, a generalisation which may be formed regarding all cultures. Certain activities occur across cultures; that is, they are common to all cultures, but their manifestation may be unique to a particular society. Workforce diversity is a powerful force for change in organisations, and change itself is a force to be reckoned with in companies.

1. The primary and secondary dimensions of diversity

Primary dimensions are those diverse human differences which are inborn and that exert a major impact on our existence. Age, ethnicity, gender, race, physical abilities/qualities and sexual/affectional orientation are primary
dimensions at the core of individual identities. All of us view the world through the filter of these dimensions.

Secondary dimensions are more mutable and can be changed, discarded or modified throughout our lives. Secondary dimensions add depth and individuality to our lives. Education, geographical location, income, marital status, military experience, religion, work experience and parental status are examples of secondary dimensions. One can view the primary and secondary dimensions as a circle, as demonstrated in Figure 1, with the primary dimensions at the centre and the secondary dimensions on the outside ring (Grobler, Warnich, Carrell, Elbert & Hatfield, 2002).

People are frequently grouped and identified, and certainly in any initial encounter, by the primary dimensions that are most readily observed: age, gender, race and physical abilities/qualities. Many of us live in homogeneous communities in South Africa or at least in communities far less diverse than our society as a whole. Therefore, our entry into the workplace may be our first encounter with a diverse population.

Figure 1 – Primary and secondary dimensions of diversity

2. The influence of cultural diversity on organisational behaviour

The importance of cultural diversity should not be minimised, since an organisation’s culture, as a system of shared values and beliefs, leads people, decision-making processes and procedures, and control systems to interact so as to produce behavioural norms. A strong culture guides behaviour and gives meaning to activities and, thus, contributes significantly to the long-term success of organisations. Strong cultures attract, reward, and hold the allegiance of people performing essential roles and meeting relevant goals.
There is no doubt that culture impacts on every aspect of life, from the way people relate to the natural environment to how they behave towards one another. Beliefs and values, assumptions and perceptions, all are cultural influences on behaviour. Culture, in other words, is communicable knowledge for coping with a particular environment that is passed on for the benefit of present inhabitants of that environment, as well as future generations.

Culture can be an asset or a liability. It is an asset when shared beliefs ease and economise communications and facilitate decision making. Motivation, co-operation and commitment may also be facilitated by shared values. Thus, organisational efficiency is achieved as a result of these values. However, a strong culture can also be a liability when it is not appropriate to an organisation’s environment and overall strategy. Congruence between culture, strategy, and managerial style is important because it facilitates organisational efficiency.

3. Hofstede’s model for understanding cultural diversity

Various studies prove that cultural differences translate into different work related attitudes. It is therefore very important to facilitate the inter-cultural understanding in diverse workforces.

A Dutch researcher, Geert Hofstede (and his colleagues), provided a very useful model for understanding differences in cultures. They studied workers from the same company doing similar jobs, but working in different countries. Hofstede found that national culture explained more differences in work related attitudes than did other diversity issues (such as age, gender, profession, or position within the organisation).

Hofstede also found five-dimensions of cultural difference that formed the basis for work related attitudes (see Figure 2)

1. Individualism versus collectivism.

In some cultures individualism predominates, in others it is collectivism that predominates. Individualist cultures foster loose social frameworks among people, whose primary concern is for themselves and their families. The emphasis in these cultures is on individuals looking after their own interests. Personal responsibility is highly valued and individual decision making is cherished. Collectivist cultures, on the other hand, have different social frameworks which are tightly knit, unlike in individualist cultures. Group cohesion and group decisions are valued and practised. Loyalty and unity, and a group approach to life and work, colour and influence personal conduct in collectivist cultures. Individualist cultures encourage initiative, flexibility, and experimentation. Individual achievement is valued. Collectivist cultures, on the other hand, cherish a harmonious fit within the group. Members of the group are characterised by conformity. Team unity is the norm.

2. Power distance.

This cultural dimension deals with the degree of unequal distribution of power. In cultures with a high power distance, managers and superiors have more powers precisely because they are supervisors and managers. This is a significant hierarchy; formality is the norm and titles are valued and used. In low power distance cultures there is a strong belief that social inequality should be reduced to a minimum. There is more trust among people at various power levels. There is a relaxed regard for seniority/juniority dimensions. Superiority is based on merit. Managers without expertise are a contradiction in terms. Employees easily bypass bosses in order to get the work done.

3. Uncertainty avoidance.
Some cultures easily accept uncertainty and ambiguity; others are intolerant of such conditions. Cultures with high uncertainty avoidance are concerned with security and tend to avoid conflict. There is a need for consensus. The inherent uncertainty in life is a threat against which people in such cultures struggle constantly. Cultures with low uncertainty avoidance are more tolerant of ambiguity. Here people are risk-takers and are not perturbed by individual differences. Conflict is not a threat, but is seen as constructive. There is no fear of dissenting views. Such cultures place a premium on job mobility, unlike those of Japan and Italy, which place a premium on high uncertainty avoidance and thus emphasis career stability.

4. Masculinity versus femininity

Cultures that encourage masculinity expect their members to be strong, powerful, assertive, competitive and directive. These behaviours are traditionally associated with males. Cultures that encourage femininity expect their members to be relationship-orientated, nurturing, supportive and empathetic. These behaviours are traditionally associated with females.


Some cultures encourage tactical decision making and spontaneous action, while others foster strategic and well planned, long-thought about, conduct. Spur of the moment business practice has distinct advantages (opportunities are immediately capitalised upon and exploited) and disadvantages (no thorough planning for management of opportunities, whether successful or unsuccessful). So too does long-term and often slower business practice has pros (good consideration of all parties involved and all scenarios) and cons (too constrained, stifling, and inflexible).

![Hofstede's dimensions of cultural diversity](image)

Figure 2 – Hofstede’s dimensions of cultural diversity

How do these cultural dimensions manifest themselves in the South African workforce? Research done revealed that the cultural values of white South Africans emphasised competition, high work orientation, free enterprise, individual self-sufficiency, self-fulfilment, exclusivity and the use of planning and methodology (Booysen, Nkomo & Beaty, 2002). The cultural values of black managers emphasised collective solidarity, inclusivity, collaboration, consensus, group significance, concern for people, patriarchy, respect and dignity. Differences in gender, irrespective of race, were also found to be present. South African male managers valued performance, competition and winning, domination, control and directive leadership. Leadership was perceived as a rational, unemotional and objective transaction. South African female managers emphasised collaboration, participation, intuition, empathy, empowerment, self-disclosure, and subtle forms of control. Female managers perceived follower-leader relationships as interactional and transformational.
Kaleidoscopes

A way of understanding diversity is to picture each individual's identity as the image we see when we look through a kaleidoscope. Such an identity could take the form, for example, of three green flowers each with green petals joined together by more complicated configurations containing patterns of brown, orange, blue and red.

Imagine the following:

1. The green parts of this mosaic represent the “national culture” component of an individual, whom we shall call Sipho

2. The orange segments represent his identity as a chartered accountant

3. The brown sections represent his regular form of exercise, for example jogging

4. The blue parts represent his life as a family man
5. The red segments represent his religious orientation.

The current situation – that is, the predominance of the green segments – suggests that the “national culture” component is particularly important to him today; perhaps it is a national holiday or he is supporting his country in the Olympic Games.

Turn the kaleidoscope and we find that there are three flowers with six petals in which the brown and blue segments dominate; the green segments are tiny and the orange segments are peripheral. In this context, Sipho could be spending a weekend at home, with sport and family life dominating his identity and both national culture and occupational status being given less significance.

Turn the kaleidoscope again and we find three flowers with red dominating the centre surrounded by the green, and the blue, brown and orange segments on the periphery. In this context, Sipho could be celebrating a religious holiday; thus religion dominates his other identities.

The examples of the kaleidoscope images help us to understand how social identities vary according to context at hand. However, they do not show us how an individual's identity changes within itself, how social identities impact on each other in specific contexts or how individuals interact with each other.

The kaleidoscope examples also cannot highlight how the strength and nature of particular identities vary from person to person. For example, a person may be extremely patriotic, or be only minimally patriotic, according to his or her political standpoint. Thus, although useful, the kaleidoscope has also to be understood as dynamic and changing over time, as well as impacted on by other kaleidoscopes from situation to situation (Human, 2005).

Thus, we can see that individual social identity is a highly complex concept, comprising as it does a variety of dynamic identities and personality factors. The interaction between individuals is even more complex, especially with respect to one person knowing how to respond to another in a particular situation and the consequences thereof. It seems that we need the ability to differentiate between various individual identities and to manage them on the basis of their relevance to the particular context.
Section 4

Practical diversity skills

1. Situationally adaptable approach

The solution to the effective management of diversity involves accepting the kaleidoscope while extracting from it only that which is relevant to the situation at hand. This process helps us to gather enough relevant information in order to;

2. Avoid stereotyping
3. Avoid having too much information
4. Act in a way that is appropriate to the situation
5. Act effectively in the given time frame
6. Achieve constructive outcomes.

The case is illustrated in Figure 3

Figure 3 Situationally adaptable approach

When we understand how this process works, we begin...
to see which communication skills we require in order to become effective managers of diversity. Simply put, we need to

a) Be aware of our stereotypes and prejudgements;

b) Know what the situation is, which we can establish by asking ourselves:
   - Why are we having this conversation?
   - What do we hope to achieve?

c) Gather relevant information (to avoid stereotyping);

d) Make a decision and arrive at a constructive solution;

e) Monitor the outcome.

In order to make the person or people with whom we are communicating feel as though we are treating them with dignity and respect, we also need to involve them in the discussion and to have them agree with, or at least accept, the decisions we make. We can do this by asking for their point of view and, if possible, obtaining their agreement on the solution.

2. Three broad diversity skills

There are thus three broad areas to which we need to pay attention in order to make diversity work for us:

1. Prepare.

2. Talk it through.

3. Look for results.

These areas are summarised in Table 1

We will study these areas in more detail after some general comments about communication and the words we use, and attempt to rectify these traits.

Table 1 Summary of the three broad diversity skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Intention</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare</td>
<td>Purpose</td>
<td>Why are we having this conversation?</td>
</tr>
<tr>
<td></td>
<td>Possible Outcomes</td>
<td>What do we hope to achieve?</td>
</tr>
<tr>
<td></td>
<td>Inner Dialogue</td>
<td>What outcomes would we find acceptable?</td>
</tr>
<tr>
<td></td>
<td>Body Language</td>
<td>Are our inner conversations confident and assertive?</td>
</tr>
<tr>
<td></td>
<td>Wrong Stereotypes</td>
<td>We should believe that the conversation will go well and achieve a constructive outcome</td>
</tr>
<tr>
<td></td>
<td>Right facts</td>
<td>We are aware of our tendency to hold certain stereotypes and we are determined not to let them influence this conversation with this particular individual or group</td>
</tr>
<tr>
<td>Skill</td>
<td>Intention</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Prepare</td>
<td>Other</td>
<td>We have made a determined effort to collect the true facts regarding this situation or this person. We will confirm that our understanding is correct during the course of the conversation.</td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td>We must pay sufficient attention to the environment in which conversations take place so that they are successful. We should avoid holding conversations in corridors, in front of the television and in offices where we will likely to be interrupted by telephone calls or visits from other staff, for example. The environment should be as conducive as possible in order to give our full attention to the other person.</td>
</tr>
<tr>
<td>Talk it</td>
<td>Introduction</td>
<td>After a few introductory pleasantries, we should state the purpose of the conversation and what we hope to achieve.</td>
</tr>
<tr>
<td></td>
<td>through</td>
<td>We should ask the other person his or her point of view and listen to his or her reply. This process:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• indicates that we are treating the other person in a dignified and respectful manner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• allows us to check our facts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• allows us to collect additional information which may influence the kind of result which we are looking for.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reduces our tendency to stereotype.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shows the other person that we are interested in him or her as an individual rather than as a member of a certain group.</td>
</tr>
<tr>
<td>Skill</td>
<td>Intention</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Show that we listen and understand</td>
<td></td>
<td>Listening shows respect. We have to plan to listen. We have to consciously cut off the conversation we are having with ourselves in order to hear, and understand, what the other person has to say. We should not allow our stereotypes to create selective listening. We must ask questions and not presume that we can predict what the person will reply.</td>
</tr>
<tr>
<td>Talk it through</td>
<td>However</td>
<td>We should never use the word “but: it cancels out what has been said before. We need to summarise what the other person has said and link it to our point of view with a joining word such as “however”, “on the other hand” and “nevertheless”.</td>
</tr>
<tr>
<td></td>
<td>Our point of view</td>
<td>We must state our point of view clearly, concisely and assertively.</td>
</tr>
<tr>
<td></td>
<td>What we would like to take place</td>
<td>We can begin by asking the other person what their solution to the problem may be. It is important that we state clearly and constructively what we would like to happen. We should not dwell on the problem or issue; instead we should work towards a solution.</td>
</tr>
<tr>
<td>Look for results</td>
<td>Agree on the outcome or interaction</td>
<td>It is important for us to be constructive and solution-orientated. Thus, we should find a solution and ideally one with which we both agree.</td>
</tr>
<tr>
<td></td>
<td>Action plan</td>
<td>We need to determine how we are going to achieve what we have agreed upon.</td>
</tr>
<tr>
<td></td>
<td>Monitor and evaluate</td>
<td>We must regularly monitor and evaluate the action plan to ensure that the agreed upon solution is enacted in the best possible way.</td>
</tr>
</tbody>
</table>
After the conversation, we should ask ourselves:

- What did we handle well?
- What could we have handled better?
- What do we need to do to improve our performance next time?

We also need to act in the conclusion what we reached.

Table 1: Three broad diversity skills (Human, 2005).

### 3. Drafting a Diversity Strategy

Organisations are contextually driven. Diversity is a contextually derived characteristic and, as such, it underlines both effective strategic planning and leadership competence. Effective diversity management requires individuals and organisations to be situationally adaptable, that is, to be able to respond to the needs of all stakeholders in a manner which ensures optimal performance.

1. From an internal perspective, this means judging and managing individuals on the basis of clearly specified job-related and performance-related criteria in a business culture that eradicates situationally irrelevant communication patterns and behaviours, and provides as many opportunities for individuals to express important aspects of themselves as reasonably possible, for example linguistic, religious, dietary and domestic variations. From an external perspective, this means working with a diverse group of external stakeholders in a situationally relevant way to produce optimal organisational performance and synergy (Human, 2005).

2. The following aspects are critical in effective diversity management:

1. The identification of the description of the business dynamics for the purpose of diversity;
2. The clearer the understanding of the organisation/business dealings, the greater the progress;
3. Diversity has to be performance managed in a concise and meaningful manner. The main areas that require management are;
4. External headcount targets;
5. Internal development and progression;
6. Diversity climate;
7. Relationships with eternal stakeholders;
8. Business Units should compile integrated plans which are monitored on a regular basis. Individuals should also have individual action plans;
9. Perceptions of diversity are often inseparable from perceptions of management style. For example, an autocratic management style is often perceived as being diversity-unfriendly;
10. Internal diversity management as part of Employment Equity (EE), which in turn comprises of the “internal arm” of BEE or a broader
diversity strategy, becomes a significant, managed strategic business imperative. Moreover, the skills required for managing diversity internally are also those required to manage diversity in the external environment.

3. Towards the critical components of an effective diversity strategy

There are two parts to effective diversity management:

a) Managing diversity component; and

b) Target-setting or affirmative action imperative.

We need to create an environment in which individual employees can feel self-confident and motivated. Those for whom development is a personal goal (which should include most employees) will need to feel that they are developing not only according to what is required in terms of their current job but also with a future job or promotion in mind.

Organisations that play a numbers game tend to lose staff that is not from the dominant group. Targets are set and achieved through external recruitment. However, the organisation should not become complacent – few employees are happy when put into a job and left to their own devices. They will become particularly unhappy if they have to report to outsiders who are appointed at a higher level, that is, if they have not been given the opportunity to develop themselves. Thus, in order to retain competent and motivated staff, organisations need to realise that career development opportunities are critical.

4. Career development includes the following factors:

1. The extent to which workforce, succession and career planning (based on the business plan) are taking place;

2. The diversity and coaching skills of managers;

3. The identification of individual training and development needs;

4. The creation of an environment in which people feel secure and included rather than uncomfortable and marginalised.

The two critical axes in relation to effective diversity management can be plotted in Figure 4. The x-axis refers to the management of people and the diversity culture (from poor to excellent as measured by audits of attitudes and perceptions); while the y-axis refers to targets and the extent to which targets have been achieved.

![Figure 4 – Axes illustrating achievement of representivity](image-url)
Let us look at the kind of organisational scenarios that these various plots produce:

- Scenario 1 (bottom left block):
  Low representivity, poor people management/diversity culture, an organisation that has not transformed or is not willing to change and has not become inclusive and/or responsive to its external context.

- Scenario 2 (top left block):
  High representivity; poor people management/diversity culture, an organisation that will retain a tendency to slip back into Scenario 1 and is primarily involved in window-dressing.

- Scenario 3 (bottom right block):
  Low representivity, good people management/diversity culture, an organisation that feels good about itself internally; however, it does not reflect the environment in which it operates and may struggle to respond strategically to the broader environment; it is involved in self-delusion.

- Scenario 4 (top right block):
  High representivity, good people management/diversity culture, an organisation which is responsive to the external environment.

5. We will now examine the scenarios in more detail.

**SCENARIO 1**

Low representivity; poor people management/diversity culture; not willing to change.

Key characteristics

- Dominant group in power or dominated by one particular group.
- Non-dominant groups alienated/marginalised.
- Non-dominant groups are not verbal, need jobs, politically correct (PC).
- Dominant group regards broader society as threatening.
- Dominant group feels non-dominant groups are tokens – incompetent.
- Dominant group feels diversity is lowering standards.
- Non-dominant groups do not want to be tokens; they feel their potential is underutilised.
- Dominant group feels their careers are limited outside the organisation.
- Stereotyping/negative expectations on both sides.
- Non-dominant groups feel discriminated against.
- Dominant group feel reverse discrimination outside.
- Women have to perform at 200 per cent.
- Women are stressed by lack of flexibility with respect to other responsibilities.
- “Men’s work”.
- Little consideration is given to people with disabilities.
- Little social contact.

Lack of dignity, diversity not valued; stress increases; productivity decreases.
**SCENARIO 2**
High representivity, poor people management/diversity culture; window-dressing.

Key characteristics
- Non-dominant group in power/culture of non-dominant group in place.
- Dominant group alienated/marginalised.
- Dominant group does is non-verbal, needs jobs, PC.
- Non-dominant group does not feel threatened, sometimes not PC.
- Dominant group feels non-dominant group are tokens – incompetent.
- Dominant group feels diversity is lowering standards.
- Non-dominant group do not want to be tokens they feel their potential is underutilised; not trusted by other departments or organisations.
- Dominant group feels their careers are limited.
- Stereotyping/negative expectations on both sides.
- Dominant group feels reverse discrimination.
- Dominant group, “doesn’t matter how hard you try”, not noticed.
- Some other aspects of diversity ignored.
- Little consideration is given to people with disabilities.
- Little social contact.

Lack of dignity, diversity not valued; stress increases; productivity decreases.

**SCENARIO 3**
Poor representivity, good people management/diversity culture; self-delusion.

Key characteristics
- Dominant group still in power.
- Culture still that of the dominant group but more accommodating of diversity.
- Politically correct but some genuine attempts to understand diversity.
- Dominant group does not feel threatened.
- Non-dominant group feels accommodated and generally content.
- No genuine questioning of status quo.
- Somewhat cynical view of the organisation by the public at large.

Dignity and diversity appear valued but a lack of representativeness at all levels impacts on the organisation’s responsiveness to the external environment.

**SCENARIO 4**
High representivity, good people management/diversity culture; effective diversity management.

Key characteristics
- No group in power/integrated culture.
- Working together in the interests of the business.
- No one feels alienated or marginalised.
- Gone beyond PC to good faith interaction among individuals.
No one is insecure except for non-performers.

- Emphasis on job-related characteristics rather than stereotypes.
- Provides challenging development opportunities according to individual strengths and weaknesses.
- Social interaction, for example in pubs between individuals sharing common interests on the basis of shared understanding instead of stereotypes.
- Synergy improving standards.
- People seen as individuals. Not “them” and “us”.
- No illegitimate stereotyping.
- Respect for individuals/“culture”.
- No one feels that the discrimination is unfair.

Dignity, valuing diversity; stress decreases; productivity increases.

We should consider Scenario 4 as the blueprint to successful diversity well-being. The characteristics described therein can be integrated into a conceptual model that holistically combines human resource (HR) management and diversity management into an integrated model of people development, which supports the business case.

6. The HR/diversity model

The business plan predetermines the broader HR plan and, hence, what is possible in terms of diversity management. For example, the business strategy of any organisation predetermines the workforce plan and thus any targets for selection and promotion that can be achieved. Growth (or lack thereof) will also determine the number of people that can be promoted, as well as the amount of funds which are available for implementing interventions regarding diversity and organisational culture.

The following factors are critical for achieving successful results and should be implemented in order for a diversity strategy to achieve optimal results. Moreover, this strategy must be integrated with HR initiatives to ensure alignment of all people-related initiatives. We will now peruse each of these dimensions, or sets of critical success factors (or factors relating to best practice). The critical factors are illustrated in Figure 5.

1. Strategic alignment

In the optimal state:

b) Diversity is a key strategic issue and is managed in such a manner that it does not clash with other important “business” objectives;

c) The business case for diversity has been formulated and communicated throughout the business;

d) The chief executive officer (CEO) is actively committed to diversity and regularly monitors progress;

e) All employees have objectives relating to diversity included in their performance appraisals and are rewarded for good performance;

Employees are regularly consulted via diversity committees regarding the diversity strategy, communication on the strategy is effective and there is a clear understanding of what the policy concerns.
2. Staffing and people management

In the optimal state:

Workforce, succession and individual career plans are in place;

c) Diversity targets have been set in line with organisational/broader industry realities and are stringently monitored;

d) Recruitment, selection and promotion policies are fair;

e) Diversity management is not allowed to lower standards but rather is used to improve motivation and productivity;

f) Managers have the commitment and skills to develop their subordinates and are competent in managing diversity;

g) Employees have clear job objectives and performance standards, they receive open and honest feedback on their performance, they have their talents and potential and contribution properly appraised and their training is based on their individual needs.

3. Managing diversity

At the basis of an effective people management culture is the belief in the equality and dignity of all people as people, irrespective of their position in the company, their race, gender, physical or mental ability, financial status, sexual orientation and so on. The belief is underscored by a respect for individuals and an understanding of the negative consequences of stereotyping individuals using generally irrelevant criteria. There also exists the notion that most individuals, if they are managed and developed effectively, have a great deal to offer the organisation and are the most important factor in determining its success. That success may not solely be the increase in production; it can also reside in the interface with customers, suppliers and other stakeholders, as well as in the image of the organisation in the broader community (Human, 2005).

Such beliefs translate into the matching of employees to jobs on the basis of job-related criteria rather than irrelevant stereotypes. They also lead to a respect and the manner in which individuals express their cultural backgrounds and religious beliefs, and to an attempt to accommodate these as far as possible. The difference in culture, interests, hobbies, dress, religion, gender, levels of physical ability and so on (within groups as well as
between groups) are viewed as enriching the organisation rather than detracting from it, and they change organisational culture in a way that cannot be predetermined.

4. Stereotypes and prejudices

1. A stereotype is a fixed, distorted generalisation regarding the members of a group. Stereotyping that stems from the primary dimensions of diversity – such as race, gender, age, physical abilities/qualities or sexual orientation – attributes incomplete, exaggerated or distorted qualities to members of this group. As human beings, we process information by using learned knowledge. A child whose fingers are burned when touching a stove learns not to touch the stove again. Such generalisations about the world around us are arrived at through logic, experience and available facts.

2. Stereotyping is not generalisation. A stereotype usually comes from outside sources, not individual experiences. A belief is formed early in life by contact with our parents, teachers, neighbours and contemporaries. It might be stated that ‘A woman’s place is in the home’. In itself, such a statement may not threaten a woman’s right to equal employment. Nonetheless, it becomes a stereotype when exaggerated beliefs regarding a woman’s ability to function in the workplace are told and retold and begin to be believed. A stereotype requires that the exaggerated beliefs regarding a group be sustained by selective perception and/or selective disregarding of facts and experiences inconsistent with the stereotype. All the years of experience each of us has had with women teachers, for example, are suddenly forgotten when one questions a woman’s ability to succeed.

3. Stereotyping negates people’s individuality and limits their potential. To a great extent, people perform according to the expectations placed on them. If the stereotype construes that the person is not competent, then he or she may not perform competently.

4. Clinging to negative stereotypes regarding people who are different from us results in prejudice. Prejudice consists of processing our stereotypes in such a manner as to reinforce one’s own sense of superiority to the members of that group. Stereotyping and prejudice against diverse groups have been institutionalised in the workplace in South Africa. Therefore an important function of the organisation is to recognise and eradicate both stereotyping and prejudice.

5. The advantages of managing cultural diversity effectively

Diversity can only have a positive effect if knowledge is combined with action. The existence of diversity must be acknowledged and capitalised upon. Cultural diversity needs to be managed effectively if its positive influences are to be harnessed. The effective management of cultural diversity holds the following advantages:

1. It stimulates, rather than stifles individual participation and creativity;

2. It increases the flow of ideas;

3. It attracts and retains the best skills;

4. It improves employer-employee relations;

5. It increases the morale of the workforce, rather than create suspicions and hostilities amongst employees;

6. It reduces tension, confusion and counter-productivity in the workplace;
7. It leads employers to view differences as valuable assets rather than unwanted liabilities;

8. It increases the motivational levels of organisational members.
Index


Chapter 6

**iCon Directory**

As a departure from traditional learning and to make your experience more interactive, we have incorporated a number of different learning events which should enable you to apply your learning. To guide you through the experience you will find the following icons:
Section 1

Printing iCons

Courseware iCons

**Reading**
You will be provided with a series of national and international articles and literature to read that will help you broaden the subject at hand. All articles can be found in the Module Libraries.

**Research**
As you work through the module you will be required to do your own research.

**Activity**
You will be given a number of activities to complete to prepare you for your post-module assignment. These need to be submitted as they will count towards your final mark.

**Group Work**
You will be required to do group work both in the class room and as syndicate study groups.

**Discussion**
Talking to others while you learn will often illuminate a topic for you.

**Self-Reflection**
### Take Note
A useful tip or essential element regarding the concept under discussion.

### Credits
16

### Module

### Module Topic

### Assignment Guidelines

### Learning Outcomes

### Post Module Assignment (PMA)

### Submission Date
The website, www.dmcodyssey.org, also being designed around the same intent: to increase your learning experience by engaging the magic of the internet and all the possibilities of interactive and social learning to assist on your learning journey. We have therefore also incorporated a number of different learning icons indicating module courseware, guidance in preparing Post Module Assignments (PMA’s), submission dates, resources libraries, social learning (blogs and forums), social media, chat rooms, messaging, video chat, conferencing and other learning events which should enable you to guide you on your learning journey acquiring knowledge and transforming it into needed skills managerial leaders need to increase their influence within the 21st century. To guide you through the experience you will find the following icons:

- **Courseware**
- **Module Synopsis**
- **Module Learning Outcomes**
- **Post Module Assignments (PMA’s)**
- **Submission Dates**
- **Blogs**
  You will be required to join the blog created for this course and enter into on-line discussions with your fellow learners.
## Section 3

### Navigating my Learning Journey

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</thead>
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<td>Self-Assessments (iAssess)</td>
<td>Creating Assignment (iLearn)</td>
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<td>Individual Development Plan (iDP)</td>
<td>Message to the World (iMessage)</td>
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<tr>
<td>Facilitator’s Notes (fNotes)</td>
<td>Influencing my World (iInfluence)</td>
</tr>
</tbody>
</table>
Results
Section 4

Resources

- Resource Library
- Media Library
- Assignment Library
- Wall of Fame
- Docs & Templates
- Nifty Gadgets
- Nifty Links
- Skills Library
Google Drive

Sky Drive
Section 5

Social Media & Messaging

- Messaging
- My Contacts
- Skype
- Conferencing
Section 6

Academic Support

Subject Matter Expert (SME)
Facilitator
Registrar
Office of the CEO

Sponsor Company
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